

INSPECTION REPORT

ROBY MILL (VA) PRIMARY SCHOOL

Upholland

LEA area: Lancashire

Unique reference number: 119496

Headteacher: Mrs V Riordan

Lead inspector: Dr B Blundell

Dates of inspection: 9th – 11th February 2004

Inspection number: 258257

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	46
School address:	School Lane Roby Mill Upholland Skelmersdale Lancashire
Postcode:	WN8 0QR
Telephone number:	(01695) 622 536
Fax number:	(01695) 622 536
Appropriate authority:	The governing body
Name of chair of governors:	Rev P Bradley
Date of previous inspection:	30 th March 1998

CHARACTERISTICS OF THE SCHOOL

Roby Mill Primary School is a small school for 46 boys and girls, aged four to 11, situated in Roby Mill, Lancashire. There are more boys than girls overall, with no girls in Year 2. Pupils are all white British. No pupils are at an early stage in the acquisition of English. The proportion of pupils entering or leaving the school, other than at the normal times in the school year, is low. The proportion of pupils having special educational needs is below the national average, although the proportion of pupils having statements of special need is above average. Pupils' special needs include specific learning difficulties, physical difficulties, and speech and communication difficulties. The school is situated in an area of average affluence. Pupils' attainment on entry is broadly average overall. There are plans for major building works to extend the school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23868	B Blundell	Lead inspector	Mathematics Science Information and communication technology Design and technology Geography Educational inclusion
9002	D Ashton	Lay inspector	
29261	P Ward	Team inspector	English Art and design Music Physical education History Special educational needs Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of the school is **very good**. The school provides **good** value for money.

The school's main strengths and weaknesses are:

- Standards for pupils currently aged 11 are well above national standards in English, mathematics and science; pupils achieve very well indeed.
- The overall quality of teaching is very good; pupils learn very well.
- The school is very well led and managed by the headteacher; she fosters the excellent relationships throughout the school.
- Pupils behave very well and have very positive attitudes to their work; their enjoyment of school is reflected in the above average levels of attendance.

The school is very effective and has made **very good** improvement since the last inspection. The school development plan is much improved. Assessment is carried out effectively and subject policies are in place. Information and communication technology has been developed appropriately and the areas of learning in the Foundation Stage are now given appropriate attention.

STANDARDS ACHIEVED

Whilst this table shows standards achieved in the school, the small numbers in each year group make comparisons statistically unreliable.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	C	A*	A
mathematics	C	B	C	D
science	A*	A	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. The A grade means that the results were in the top five per cent of such similar schools.*

Pupils achieve **very well** overall in the school. Their achievement is very good in the Foundation Stage and in the infant and junior phases. Children in the Foundation Stage make very good progress and are on course to exceed the Early Learning Goals, which are the nationally expected standards. Standards for pupils aged seven are above national expectations in reading, writing, mathematics and science. Pupils aged 11 are currently attaining well above average standards in English, mathematics and science. In music, standards in composition and recorder playing are well above average by the age of 11.

Pupils' personal qualities are **very good**. Their spiritual, moral and social development is very good; cultural development is sound. Pupils' attitudes are very good; they are keen and eager to come to school and learn; they behave very well. Pupils' attendance exceeds national averages; unauthorised absence is below average.

QUALITY OF EDUCATION

The quality of education provided by the school is **very good**. Teaching is very good overall; in the lessons seen during the inspection, it was very good in the Foundation Stage, in the infant phase

and in the junior phase. The quality of teaching in literacy, numeracy and science is very good through the school.

The curriculum is good and is enriched with activities such as food technology. Care for pupils is good; pupils are supported well academically. The school works very well in partnership with its parents and works well with the community. Links with the local church are good and support pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management by the headteacher are **very good**. She has a very clear and appropriate vision for the school. The work of the governing body is very good and very effective; the governors bring a considerable range of expertise to the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very satisfied indeed with the school. Parents are especially pleased with the arrangements made by the school for their children to settle in. They say that their children really like school and that behaviour is good. This is a view backed up by the pupils themselves, who feel that other children behave well and that they enjoy school.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- No issues.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement through the school is **very good overall**. During the inspection, achievement was very good in the Foundation Stage and very good in the infant and junior phases. Girls and boys performed at a similar level overall. Standards in the core subjects of English, mathematics and science for current 11-year-old pupils are well above national expectations and in information and communication technology (ICT), they match national expectations.

Main strengths and weaknesses

- Standards in English, mathematics and science for pupils currently aged 11 are well above those expected nationally.
- Achievement throughout the school in the core subjects is very good; children enter the school with average levels of attainment and now greatly exceed them by the time they leave.
- In other subject areas, standards at least meet national expectations by the age of 11 and exceed them in composition and recorder playing in music.

Commentary

1. This school has very small numbers in each cohort of pupils, so results can fluctuate wildly without this having any statistical significance. For example, results for pupils aged seven were very high in 2002, being in the top five per cent of schools nationally; in 2003 it was a completely different picture. In the national tests in 2003 for pupils aged seven, standards were well below national expectations in reading and below average in writing and mathematics. They were very high in the teacher assessments in science. Compared with those from similar schools, pupils' performance was very low in reading and well below average in writing and in mathematics. Table 1, below, shows the 2003 results.

Table 1 Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	14.0 (19.7)	15.9 (15.8)
writing	14.0 (19.0)	14.8 (14.4)
mathematics	15.5 (20.4)	16.4 (16.5)

There were four pupils in the year group in 2003. Figures in brackets are for the previous year.

** Please note that pupils' results are expected nationally to go up by one point every term. It may be helpful to the reader to think of the mathematics example in the table above. In 2003, pupils nationally averaged 16.4 points but at Roby Mill they averaged 15.5 points and pupils were therefore nearly one term behind pupils nationally.*

Table 2 Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	30.0 (27.0)	27.0 (27.0)
mathematics	27.8 (27.0)	27.0 (26.7)
science	30.8 (31.5)	28.8 (28.3)

There were eight pupils in the year group in 2003. Figures in brackets are for the previous year.

2. In 2003, standards for pupils aged 11 were very high in English, being in the top five per cent of schools nationally. In mathematics, they were above average and in science, they were well above average, as shown in table 2, above. Compared with those of schools of a similar type, standards were well above average in English, above average in science and below average in mathematics.
3. **Pupils achieve very well** by the time they leave at the age of 11. Children enter the school with attainment that varies considerably from year to year, but which is average overall; they make very good progress through the Foundation Stage, infant phase and junior phase. In the inspection, no difference in achievement between boys and girls was noticed.
4. **Standards of attainment in English** have improved since the last inspection. Pupils make very good progress in the subject, as a result of the very good teaching and very high quality of leadership by the subject leader, who is a senior manager. **In the infant phase and junior phase, reading, writing, speaking and listening** are consistently developed; pupils are given the opportunities to extend their oral skills appropriately. **In the Foundation Stage, children's literacy skills** are well developed, with children at least reaching the expected standards, known as the Early Learning Goals. Standards of attainment throughout the school are helped by the use of regular spelling tests.
5. **Standards of attainment in mathematics** for pupils currently aged 11 exceed those reported at the last inspection. The subject is taught very well indeed and numeracy is very well developed across the curriculum, especially in science, ICT and geography. **Through the infant phase and on into the junior phase**, pupils make very good progress overall in the development of their mathematics, as a result of the very effective leadership of the numeracy co-ordinators. **In the Foundation Stage, children's number work** is well developed as a result of the good quality resources, the sterling work of the classroom assistant and the teacher's high expectations. Test results in mathematics have lagged behind those in the other core subjects; the subject has been without a co-ordinator, but this has now been very successfully remedied.
6. **Standards of attainment in science** exceed those reported at the last inspection. Pupils really enjoy their science, which is a strength of the school; the teacher has high expectations and the subject is very well managed. The fact that the same teacher teaches all the science in the school and really knows her pupils' strengths and difficulties greatly contributes to standards being consistently high.
7. **In other subject areas**, standards at least meet national expectations, and in the case of composition and recorder playing in music, they exceed them.
8. **Pupils with special educational needs** throughout the school make very good progress in relation to their prior attainment and achieve very well. This is because teaching is very good.

Pupils' attitudes, values and other personal qualities

Pupils' relationships with others are excellent. Pupils' attitudes and behaviour are very good. Attendance and punctuality are good. Spiritual, moral, social and cultural development is good overall.

Main strengths and weaknesses

- Pupils' very good attitudes to learning and very good behaviour in the classroom help them to achieve well.
- Relationships between pupils and between pupils and other adults are excellent; this is the result of the caring ethos of the school and the very good example set by the staff.

- Pupils are very confident and very keen to take responsibility because they are given opportunities from the moment they start school.
- Pupils' spiritual, moral, social and cultural development is good, because the school takes very positive steps to ensure that pupils experience a wide range of activities.
- Provision for multicultural development could be improved.

Commentary

9. Pupils show very good attitudes to learning in most lessons. Nearly all listen attentively, are keen to answer questions and undertake tasks enthusiastically. This is the result of good teaching where teachers maintain a high level of interest and set appropriately challenging tasks, which ensure that pupils of all levels of attainment have the opportunity to achieve well.
10. Standards of behaviour are very good throughout the school. Pupils discuss and agree class rules and are fully aware of the high standards expected and insisted upon by all staff. The caring ethos of the school results in pupils knowing right from wrong and showing consideration for others. No signs of aggressive behaviour were seen and both parents and pupils confirmed that bullying does not occur. There have been no exclusions as shown in table 4 below. Pupils' attendance is above average overall, as shown in table 3 below; unauthorised absence is below average.
11. From the day they start school, children are encouraged to become independent and they willingly take on a range of responsibilities appropriate to their age. This is a contributory factor to the ease with which children exceed the goals they are expected to reach by the end of Reception. Responsibilities range from helping with registration and equipment to caring for younger children by Year 6 pupils. Pupils take their responsibilities of living in a community seriously and achieve well, showing good levels of maturity as they move through the school.
12. Pupils play harmoniously together and work very well together in groups. Older pupils form a care team to organise games and look after younger children at playtimes. Staff give a very positive lead in engendering excellent relationships, giving praise and encouragement at every opportunity as well as acting as good role models.
13. The very good ethos of the school helps to promote spiritual development. Many opportunities exist for pupils to marvel at the wonder of living things, as at a recent falconry display at the school.
14. Pupils with special educational needs have very good attitudes to school. They sustain interest in their work. The level of support and encouragement that they receive has a significant impact on their self-esteem and gives them the confidence to tackle new tasks.

Table 3 Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.0
National data	5.4	National data	0.5

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

Exclusions

Table 4 Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
46	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **very good**. Strengths include the effective teaching and broad curriculum.

Teaching and learning

Main strengths and weaknesses

- The overall quality of teaching is very good, with examples of very good teaching in each of the three stages of the school; planning to deal with the mixed ages in the classes is very good throughout the school.
- The quality of the support staff is a fundamental strength of the school.
- The school provides very well for equality of opportunity.
- Assessment is carried out well throughout the school.

Commentary

15. The school has a particularly good team of teachers and support staff, who are committed to their pupils and work very hard on their behalf. This is recognised by pupils and parents alike, who feel that teaching is a strength. Pupils feel that teachers are particularly effective in making them work hard! They are all skilled and very effective teachers who promote high quality teaching. The school has a very happy working atmosphere.
16. Table 5 below, shows the quality of teaching observed during the inspection. In just over three quarters of the lessons seen, teaching was very good or excellent.

Table 5 Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	15	4	1	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

17. Strengths in teaching include the very high quality of the support staff, who work well with teachers to promote pupils' learning, the quality of the planning for the mixed age classes, the high degree of challenge in the lessons, the manner in which teachers encourage their pupils and the promotion of equality of opportunity. An integral part of the success of the high standards at the school is the quality and deployment of the classroom assistants; they regularly, under the guidance of the class teacher, conduct the teaching of one of the age groups.

18. Another feature of the school's success is the acquisition of a group of part-time teachers who bring their skills to bear in teaching particular subjects. The literacy co-ordinator teaches all the literacy in one class, but also teaches cursive writing in the younger class. The expert science teacher takes all the science lessons in the school and the mathematics co-ordinator takes both classes for some lessons each week. The previous headteacher runs the music each week and the school employs a specialist to teach ICT; this impact well on pupils' learning.
19. Assessment procedures are of a high standard in English and mathematics, but are only satisfactory in other subjects; the information derived from assessment is used effectively in planning future work and in tracking pupils' progress.
20. The teaching of pupils with special educational needs is very good. Effective planning ensures that the content of lessons and teaching methods are matched sensitively to pupils' needs. Pupils receive the appropriate challenges to enable them to make consistent gains in their learning. They are helped to work with other pupils as much as possible. Teachers, class assistants and a visiting support teacher all work as an effective team to enable pupils to learn well.
21. In a very good science lesson for pupils in the infant phase, the teacher used very good questioning to assess pupils' knowledge and understanding of what materials are used for. The teacher had provided a wide range of resources to be scrutinised, so that the pupils could classify their component parts according to their main properties. Pupils realised that paintbrush handles should be made of stiff materials and chortled at the teacher's suggestion that they should have handles made of jelly; they thought that these might wobble just a bit too much!!
22. In the one excellent lesson, which was a literacy lesson for the older pupils, the teacher directed questions to the pupils about a non-rhyming poem to ensure that they were all rigorously challenged. The organisation of the lesson was first class and pupils' response was excellent. The rate of learning was exemplary.
23. Children learned very well indeed in a lesson for the Reception children in which they went for a tour of the school grounds, identifying the properties of rocks and categorising them as rough, smooth or smelly. From the earliest age, children learn to approach their work in a methodical manner. The classroom assistant took every opportunity to prompt the children to observe and notice, developing their speaking and listening skills. The change of environment greatly stimulated children's learning.

The curriculum

The curriculum planned by the school is **good**. A **good** range of opportunities is provided to enrich pupils' learning activities, although extra-curricular activities are limited. The quality and quantity of accommodation and resources are **satisfactory** overall.

Main strengths and weaknesses

- The school provides its pupils with a balanced and interesting curriculum, which prepares them successfully for the future stages of education.
- Visits by enthusiasts and experts are well established, but there is only a limited range of school clubs and activities.
- Personal, social and health education are promoted through a wide range of opportunities in ordinary lessons and through occasional circle time.
- Pupils readily accept responsibilities.
- The accommodation is well maintained but is currently very cramped.

Commentary

24. The curriculum for the children in the Foundation Stage and for the infant and junior pupils provides a good basis for learning, enabling pupils to achieve very well and preparing them very successfully for each succeeding stage of their education. Regular input by a range of experts and enthusiasts and an enriched programme of visits and visitors, including the recent 'Falconry day', help to bring learning alive. Pupils in Year 6 take special responsibility for younger members of the school community; for example, they form 'care teams' and demonstrate great enthusiasm in organising games for the younger children at breaks and lunchtimes. Currently, however, there is no opportunity for pupils to be involved in making decisions about school life, which would help them to learn about democratic procedures.
25. Suitable emphasis is placed on English and mathematics. The National Strategies for Literacy and Numeracy have been used well as a basis for planning, and have contributed to pupils' very good achievements. Literacy is used well in all subjects, particularly in geography and history. Skills in numeracy are a strength and are developed very successfully across the curriculum, especially in science, ICT and geography. The curriculum is enriched by the teaching of food technology throughout the school.
26. The school puts an emphasis on its policy to develop pupils' personal, social and health education, both as a pervading feature of all lessons and through occasional "circle times" in which pupils sit "in the round" and talk about their feelings and any worries. The curriculum provides well for this aspect of pupils' development.
27. There is a good match of teachers to the demands of the curriculum – it is hard to remember that there is only one full-time teacher - and they are well supported by enthusiastic and skilled support staff. The sense of joint purpose that binds all the staff is a strength and a key factor in this small school's success, in which classroom assistants are well deployed to support the learning of particular age groups. The senior classroom assistant is quite exceptional. There are sufficient numbers of computers and ICT skills are well taught across the curriculum. However, the school does not yet have a computer suite, which would promote more efficient use of time in the teaching of specific ICT skills. Accommodation is safe, clean and attractive, enabling the full curriculum to be offered. There is currently insufficient space inside the school and an ambitious expansion of the premises is on the point of taking place. The school is able to use adjacent fields and there is a reasonable sized playground area, although this lacks any seating facilities. The overall level of resources is satisfactory.
28. Provision for pupils with special educational needs is good. The curriculum meets the recommended requirements. Pupils follow the same curriculum as other pupils, through tasks that are well adapted to their individual needs to ensure that they make consistent gains in their learning. There is effective inclusion of pupils with special educational needs into every aspect of the school's life.

Care, guidance and support

The school makes very good provision for ensuring pupils' care, welfare, health and safety. It provides pupils with good support and guidance and is in the early stages of involving them in the work of the school and its development. Staff know the pupils and their families well and relationships are excellent.

Main strengths and weaknesses

- Pupils feel secure and work in a healthy and safe environment.
- They achieve well because their progress is closely monitored.
- Special educational needs pupils are very well supported.

- Induction and transition arrangements are very well organised.

Commentary

29. The school provides a happy environment that is conducive to learning. Close attention is paid to health and safety issues and risk assessments, particularly when using the nearby Methodist hall, which involves crossing two busy roads. Pupils' healthy and safe living is well promoted through the personal, social and health education programme, which is enhanced by talks from various guest speakers. First-aid provision and arrangements for caring for sick children are good. Child protection procedures are good and there is good liaison with other agencies.
30. Teachers and support staff are sensitive to the needs of the pupils and thus able to provide good support and guidance. The excellent relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing they will be dealt with sympathetically. Teachers track the progress and personal development of all pupils, including those with special educational needs and this contributes to the standards attained.
31. Induction arrangements are very good and ensure that children settle happily into school life. These include home visits, several opportunities to visit the school and an informative booklet. Similarly, pupils are very well prepared for transfer to secondary education.
32. The school has recognised that there is room for development in consultations with pupils and has already enlisted their help in the design and furnishing of the new extension. Pupils clearly take their responsibilities very seriously and eagerly await the improved accommodation.
33. The school has good procedures for identifying pupils with special educational needs. Teachers assess pupils' progress and if there is a need for intervention from an outside agency, the appropriate arrangements are made for specialist support. Effective arrangements are made to ensure that the requirements outlined in a pupil's statement of needs are met. Care is taken to ensure that children are well supported during lessons and at recreation times, staff ensure that pupils are well cared for and encouraged to develop independence.

Partnership with parents, other schools and the community

34. Very good relations exist with the parents. There are good links with other schools and the school is well regarded within the local and wider community.

Main strengths and weaknesses

- Parents are well informed about the school and the standards and progress of their children.
- The achievement of their children is greatly enhanced by the good contribution made by the parents.
- The good community links help to enrich the curriculum.
- The good links with other schools ensure that pupils transfer happily to the next stage of their education.

Commentary

35. Parents are well informed about the school through the prospectus, regular newsletters and other correspondence. They are also well informed about their children's progress through consultation evenings, open days and good annual reports. Parents are also welcome to discuss concerns at any time. Home school agreements are in place and reading records are used effectively to enable parents and teachers to monitor progress.

36. Parents are very satisfied with the school. They feel comfortable in approaching the school with any concerns. They feel that their children are encouraged to be mature and responsible and they appreciate the range of extra-curricular activities. Parents of children entering Reception class receive very good advice on how to help their child to cope with school life.
37. Parents make a good contribution to their children's learning by providing assistance in the classroom and on trips and visits. They also raise significant funds for the school through the Friends of Roby Mill Association. A substantial sum has been raised towards the cost of the new extension. Many parents support their children with their homework.
38. The school has good links with the local community. Christian festivals are celebrated at the Parish church. Pupils sing carols at the nearby residential home for the elderly and take part in local musical events, sporting activities and charity fund raising. Members of the community give talks at the school and have included church representatives, a swimming instructor and a building site manager.
39. Good working relationships exist with the other schools within the Parish cluster and the collaboration of staff and the sharing of resources enhance the teaching and learning of all pupils. The school provides work experience for trainee teachers from the local training college. All these initiatives contribute positively to the progress and achievements of the pupils.
40. The school has very good links with parents of pupils with special educational needs. Parents are kept well-informed and are actively involved in annual reviews of those pupils who have a statement of special educational need.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The governance of the school is very good.

Main strengths and weaknesses

- The headteacher has worked hard for her school and has created a very good climate for learning.
- Leadership and management by the headteacher are both very effective.
- The governing body is fully involved in the school's initiatives and fulfils its statutory duties very well; it commands a very wide range of expertise.

Commentary

41. The headteacher is an enthusiastic and able leader. She has worked very hard to create a team to include specialist teachers, subject leaders and classroom assistants, who seamlessly overcome the potential problems of mixed-age and mixed-key-stage classes. The senior teacher also provides very good leadership for the school and its pupils. The headteacher and senior teacher are both accomplished teachers and lead by example in all areas. The school has a wonderful learning atmosphere. The headteacher manages the budget well and, by standing in for absent colleagues, rather than employing supply teachers, has created sufficient surplus in the budget to enable much-needed expansion of the school's accommodation. The school improvement plan is now much stronger and is a most effective working document. Performance management is fully on course, with appropriate whole-school targets.
42. The headteacher regularly monitors and evaluates teaching effectively through the school. Subject co-ordinators all monitor planning and by their deployment in both classes, are ideally placed to monitor standards in both classes.

43. Governors fulfil their duties very well. The chair of governors keeps well abreast of pupils' progress at the school and meets with the headteacher on a regular basis. Governors liaise well with subject leaders, who report to the governing body annually. They act well as critical friends of the school. The governing body has a particularly wide range of expertise, including professionals from the world of architecture, education and other domains.
44. The management of special needs provision is very good. The co-ordinator for the area provides very good leadership. She works closely with the nominated governor to ensure that pupils receive good quality provision and are fully included in school life.
45. The cost per pupil is higher than in most schools as is the nature of small schools; nonetheless, considering the well rounded and well educated pupils that the school turns out, it represents good value for money.

Table 6 Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	204,417
Total expenditure	199,959
Expenditure per pupil	4,347

Balances (£)	
Balance from previous year	27,667
Balance carried forward to the next	37,688

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

46. There have been several improvements since the previous inspection, which are having a positive impact on the quality of learning. The new curriculum has been successfully implemented and all the recommended areas of learning are now provided for. There are more opportunities for learning through structured play, as well as increased use of the outside area. The school has also purchased equipment, including wheeled toys, to improve the resources for physical development, although the limited space in the classroom means that children do not have as wide a range of equipment and activities as the school would wish. The teachers are looking forward to the building of a new extension, which will enable the Reception-aged children to experience a more spacious and stimulating learning environment.
47. Children enter the Reception class in the year they are four and move into Year 1 when they are five. Most children have had pre-school provision. Children are in the same classroom as the Year 1 and Year 2 pupils. Each area of the curriculum is taught by the teacher responsible for that subject. Teachers and teaching assistants work together in a very effective team, enabling children to learn very well. A carefully planned programme helps children to settle into school with ease. Children are visited in their home before starting school and parents are provided with an information pack with helpful suggestions to make the transition from home to school a smooth one.
48. The quality of teaching and learning is very good. A secure and safe environment has been established. Planning covers all the recommended areas of learning. Children with special educational needs are very well provided for and are fully included in every aspect of learning. The co-ordinator, who provides effective leadership, is very knowledgeable about the way children of this age learn.
49. The attainment of children on entry to the Reception class varies from year to year. Early assessments are made, to assist teachers to plan work that matches individual needs. These assessments show that, on entry to the school, the present children were of generally average ability. Well maintained records and a scrutiny of the children's earlier work demonstrate clearly that, within two terms, the Foundation Stage children have made very good progress in each of the recommended areas of learning, and are well prepared to begin work in the National Curriculum.

PERSONAL AND SOCIAL DEVELOPMENT

Very good provision is made in this area of learning.

Main strengths and weaknesses

- Children have made very good progress. Almost all have already achieved the Early Learning Goals.
- Children are eager to try new experiences.
- The quality of teaching and teaching support is of a very good standard.

Commentary

50. Children have very good relationships with other children and adults. They are eager to try new activities. They play and work together well, share equipment and patiently await their turn. Children have a good understanding of the difference between right and wrong. When greeted, they respond politely and do as they are told. They show independence in selecting

resources and demonstrate pleasure when given praise for successfully collecting and returning equipment. Children show a strong sense of belonging to the class community.

51. The quality of teaching in this area is of a very good standard. Teachers plan opportunities for children to work alone and in small or large groups. They enable children to focus on activities and also to develop their own interests. Very good support is provided for children who have particular learning difficulties. The teachers and teaching assistants teach the skills of cooperation, as they introduce games and activities.

COMMUNICATION LANGUAGE AND LITERACY

Provision is **very good**.

Main strengths and weaknesses

- Nearly all children have achieved the Early Learning goals and a significant number have begun to work in the early stages of the National Curriculum programme of study.
- The teachers take every opportunity to develop children's listening and speaking skills.

Commentary

52. Nearly all the children listen attentively for sustained periods. They speak clearly and actively participate in discussion with their friends and adults. When describing a picture drawn by a child, they use describing words well. The average-attaining children are able to recognise letter sounds, read simple words and write their Christian and surname name. Higher-attaining children are able to read simple books with confidence and can write simple sentences. The small number of children who are not yet at this level require and receive more adult help in reading and in the correct formation of letters, enabling them also to achieve well.
53. Teaching in this area is very good. Every opportunity is exploited in each area of the curriculum to extend children's listening, speaking, reading and writing skills. Carefully prepared activities are used to encourage children to listen, communicate their thoughts and feelings, share books and develop writing skills. Great care is taken by staff, when directing their questions, to ensure that all children are fully involved. Children therefore achieve very well in their communication skills.

MATHEMATICAL DEVELOPMENT

Provision is **very good** in this area.

Main strengths and weaknesses

- Teaching and learning are very good.
- Almost all children are already achieving the Early Learning Goals and are working in the early stages of the National Curriculum.

Commentary

54. The attainment of children is very good because they are actively involved in the opportunities provided to use mathematics in practical ways. Children sort real money and discuss the numbers on the coins. They are able to recognise the value of coins, know that 1p is less than 10p and that 10p plus 1p is 11p. Children can count to five and back. Most children know that 12 is the number between 11 and 13.

55. This area is well taught. Mathematical understanding is developed through very well chosen stories, games and imaginative play. Because there are well-planned opportunities for the children to count, sort, match and sequence, their mathematical vocabulary expands and they develop their number skills rapidly. In all the activities, staff intervene to develop children's thinking, through appropriate questions such as, 'What comes next?' and, 'How did you work out that missing number?'

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision is **good**.

Main strengths and weaknesses

- Children are on course to achieve the Early Learning Goals.
- Activities are based on first hand experiences that encourage investigation, decision-making and discussion.
- The limited classroom space restricts the range of activities.

Commentary

56. Children gain good knowledge and understanding of the world through their daily activities in school. Early investigative skills are introduced successfully. When exploring in the school grounds, pupils look at a variety of rocks, observing their colour, shape, texture and smell. They use magnifying glasses for closer observations and talk confidently about what they have found out, using words such as 'rough', 'smooth', 'hard' and 'soft'. They listen attentively to information about the seaside and join in conversation about how articles such as swimming costumes have changed over time.
57. Teaching is good. Much effort goes into planning, to enable children to experience a good range of interesting experiences. Children are involved in making, baking and learning how to use the computer. The teaching supports children's spiritual development well, through the celebration of the Christian faith. Good use is also made of visitors to the school, such as the nurse and the falconer, who contribute well to extending the children's knowledge.

PHYSICAL DEVELOPMENT

Provision is **good**.

Main strengths and weaknesses

- Children make good progress in physical development. Many are already achieving the Early Learning Goals, and almost all are on course to do so.
- There are good links with other schools and the community to enable children to share facilities.

Commentary

58. Children use a satisfactory range of small apparatus and are growing in confidence in handling tools and objects. Their skills in building with construction toys and modelling materials are developing well. They enjoy throwing and catching balls and when running, hopping and skipping, they do so with good confidence, demonstrating sensible use of the space and awareness of others. Children with less confidence are very well supported to enable them to participate confidently and improve their physical skills.
59. Teaching in this area is good. The teachers and teaching assistants encourage children to try new experiences, while placing a strong emphasis on ensuring that they know how to use the

equipment safely. Staff questioning challenges and extends children's understanding of what is required of them. The opportunities to use a neighbouring school and other community facilities ensure that children are able to participate in dance, gymnastics and a broad range of games.

CREATIVE DEVELOPMENT

Provision is **good**.

Main strengths and weaknesses

- Children make good progress in their creative skills and are likely to achieve the Early Learning Goals in this area.
 - Space for creative activities is very limited; however, the facilities that are available are put to good use.
60. Children join in singing songs from memory. They are able to maintain a steady rhythm with their rhythm sticks. Children enjoy participating in role play, especially as Batman and Robin. They show growing skill in drawing and colouring. The examples on display of their patterns and their observational drawings of fruit demonstrate good achievement.
61. Teaching is good. Staff talk to children about their work and teach them new skills. Although there is no running water in the room and little space to allow designated areas for painting and modelling experiences, teachers rearrange the room to ensure a satisfactory variety of activities is provided for children to play instruments, participate in imaginative play and make things independently.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

62. Standards of attainment fluctuate from year to year, because of the small numbers of pupils and the varying attainment levels of pupils on entry to the school in the different year groups. Over the last three years taken together, performance of pupils in English exceeded the national average for pupils aged 11. Pupils have left the junior stage two terms ahead in reading and over a year ahead in writing, girls achieving better than boys.

Main strengths and weaknesses

- Attainment in speaking and listening, reading and writing is above average in Year 2 and well above average in Year 6.
- The quality of teaching and learning is very good and pupils, including those with special educational needs and higher-attaining pupils, achieve very well throughout the school.
- Pupils' attitudes to learning and the very good relationships that exist have a significant impact on teaching and learning.

Commentary

63. Inspection findings are that standards of attainment in speaking, listening, reading and writing are above average for seven year-old pupils. By the age of 11, pupils are well above the standards usually expected of pupils of their age. There is no significant difference between the standards of boys and girls.

64. The school provides carefully planned opportunities for the pupils to be active listeners in whole class and group discussions in all areas of the curriculum. Pupils in Years 1 and 2 listen intently to a visitor recollecting her visits to the seaside when younger. They ask questions confidently, using a good range of vocabulary. Throughout the junior stage, pupils are able to sustain their concentration very well in listening to their teachers and other pupils. By the age of 11, pupils show confidence in answering questions and asking questions to clarify meaning. During their discussion of the advantages and disadvantages of old age portrayed in the poetry they are studying, the range of vocabulary they use is very wide and includes technical terms, which they clearly understand. Throughout the school, pupils with special educational needs show levels of confidence similar to those of their peers; this is because of their positive interaction with their teachers and the very good quality support they receive from teaching assistants.
65. By the age of seven, pupils achieve well in reading and attain good standards. In Year 1, pupils have a good range of strategies for reading unfamiliar words. Very good opportunities are provided to improve their reading. During lesson time, the teacher and teaching assistants work with small groups of pupils, concentrating on the particular skills that pupils of differing ages and levels of attainment need. A small minority of lower-attaining pupils receive more intensive assistance in interpreting the meaning of what they read. Teachers monitor reading carefully and ensure that pupils are moved on to the next level in the reading scheme when they are ready. Reading records show that by the end of the infant stage, pupils read regularly. Their work covers a good range of fiction and non-fiction. Pupils are encouraged to take books home to read. In the juniors, pupils read more challenging texts. Here, too, there are planned times where pupils read as a whole class, individually or in small groups to their teacher. During these sessions above average and average-attaining pupils read with very good accuracy. By the age of 11, pupils are confident readers. They can discuss their preferences readily, are able to use dictionaries and a thesaurus competently and are able to research information from a variety of books. They also make use of information and computer technology to research information, as was seen when they were studying the Egyptians.
66. By the age of seven, almost all the pupils are able to write sentences appropriately, using capital letters and full stops. The grammatical structure of sentences is correct and spelling is usually accurate. Pupils with special educational needs make good use of their knowledge of sounds to spell out unfamiliar words. Pupils have handwriting lessons. Work in books shows that they are beginning to write in a joined style. However they have not yet transferred these skills to their everyday work. Higher-attaining pupils use a wide range of vocabulary when writing their stories and extend their ideas logically. Pupils in Years 3, 4 and 5 make very good progress in their writing skills and achieve very well. By the end of Year 6, pupils use a mature, joined style of writing and their spelling is usually accurate. Pupils are able to adopt the appropriate style of writing for a good range of purposes. Words are used precisely in their reports on rugby training. Varied vocabulary is used in their imaginative stories, which are of a good length and interesting to read. Their character descriptions of Scrooge bring him to life. The standard of presentation is very good and shows the pride pupils take in their work.
67. Overall, the quality of teaching is very good. The methods used enable pupils to consolidate previous knowledge and build on what they already know. Teachers demonstrate the skills of listening, speaking, reading and writing very effectively. They choose interesting books and poetry for pupils to read, which extend their knowledge of fiction and non-fiction. Some excellent teaching in Years 3, 4, 5 and 6 offered a high level of challenge for pupils in analysing text. Marking is very good and aids pupils' understanding of how to improve. Time is made towards the end of lessons to check pupils' knowledge and understanding of what has been taught. The close teamwork between teachers and teaching assistants, together with the high quality relationships that exist, make a significant impact on the achievement of all pupils.

Language and literacy across the curriculum

68. English skills are applied effectively across the curriculum. Speaking and listening and reading skills are extended through lesson introductions and discussions. Pupils write about their work in all other subjects, good examples being in history, where Years 1 and 2 pupils write about the life of Florence Nightingale and in Years 3, 4, 5 and 6, pupils write about their investigation of settlements in geography.
69. The knowledgeable subject leader is rigorous in the development of the subject. There have been several significant improvements since the previous report, including revision of the subject policy, the introduction of schemes of work and the monitoring of teachers' planning. There is now consistent teaching of handwriting and a higher emphasis on spelling and writing. The greater analysis of results has led to the setting of school and individual pupil targets and the raising of standards.

MATHEMATICS

Provision in mathematics **is very good**.

Main strengths and weaknesses

- Pupils now achieve very well by the age of 11, and attainment is currently well above national expectations.
- Teaching and learning are very good overall throughout the school.
- The subject has lacked continuity in coordination, but is now well led and managed by the headteacher and another teacher.

Commentary

70. Children currently enter the school with standards that are broadly average in mathematics, but are on course to leave in 2004 with standards that are well above standards nationally. Over the years from 2001 to 2003 taken together, pupils have left the school with attainment half a term ahead of that of pupils nationally. Results have lagged behind those in English and science; the subject has been continuously co-ordinated, but this has now been remedied. The school is on course to meet its target for 2004. Between 2001 and 2003, girls performed a little better than boys but no discernible difference in performance between the genders was seen during the inspection. Pupils' achievement is now very good.
71. Pupils' learning is very good as a result of the high quality teaching. In the three lessons seen during the inspection, teaching was very good in all the lessons. No differences were observed between the learning of boys and girls. Mathematics teaching is now a real strength of the school.
72. In the lessons, the pace was brisk and appropriate, with pupils given short but appropriate time slots to complete each task. Expectations were very high and the pupils were very well managed. For example, in a very good lesson for Year 6 pupils on coordinates, pupils were given short periods to complete problems in all four quadrants. Pupils rose to the challenge, remained focused on the task and worked both speedily and accurately, most especially when attempting the timed-tasks on the interactive whiteboard. No time was wasted and pupils' learning was maximised.
73. The subject is now well led and managed by two co-ordinators, including the headteacher. The co-ordinators have put on some demonstration lessons for their colleagues and are involved in monitoring the teaching of the subject. Standards exceed those reported at the last inspection.

Mathematics across the curriculum

Mathematics is developed very well across the curriculum in subjects such as science, ICT and design and technology.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are high; pupils, including those with special educational needs, achieve very well.
- The quality of pupils' recorded experimental work is very good.
- Teaching is very good.
- The management of the subject is excellent.

Commentary

74. By the end of Years 2 and 6, pupils are on course to exceed and greatly exceed, respectively, the standards expected nationally and they achieve very well in lessons. Test results over the three years from 2001 to 2003, taken together, have shown pupils leaving the school two terms ahead of pupils nationally.
75. Pupils who are in Year 2 recognise the uses of a variety of materials and realise that specific materials have specific uses, depending upon their properties. They explained patiently to the teacher why her idea of making paintbrush handles out of jelly was not a particularly good one! They record their work very well, to a common format used all through the school, which has been developed by the subject co-ordinator.
76. The pupils in Year 6 make very good progress and their recording of their experiments, such as that on the proposition that "the position of the light affects the length of a shadow", is exemplary. Good use is made of the pupils' numeracy skills. The pupils' work shows their ability to use scientific language accurately to describe their activities. They record their methods, predict the outcomes of their investigations and the higher-attaining pupils compare and evaluate their findings.
77. The quality of teaching is very good. In the three lessons seen during the inspection, it was very good in each. The science teacher has a very good knowledge of the subject and much attention is given to making sure that the pupils are clear about what they are expected to do and what this will help them to learn, through the very effective sharing of the learning objectives for the lessons. In a Year 6 lesson on the solar system, the teacher encouraged her pupils to represent eclipses and night and day as accurately as possible. Pupils' learning was enhanced by the stunning displays on the interactive whiteboard, which brought the solar system to life. Pupils with special educational needs achieve well, because they are fully engaged in lessons. The teacher is adept at asking questions to ensure these pupils are brought into discussions and at showing them that their ideas are valued. Because the teacher teaches all the science at the school, she is intimately aware of the potential of all her pupils and this has a very positive effect on standards.
78. The subject co-ordinator has a very good knowledge and understanding of the subject and has supported teachers effectively with planning and with assessing the pupils' learning, in terms of National Curriculum sub-levels.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards of attainment match national expectations; pupils' achievement is good.
- The subject leader is very committed and capable; the school has the services of an ICT expert.
- There is currently no dedicated ICT suite.

Commentary

79. Standards in all areas of ICT match national expectations, but the lack of an ICT suite limits the potential for raising standards further.
80. Pupils take part in two ICT lessons each week. One of these involves the direct teaching of ICT skills, whilst the other is used to support other subjects across the curriculum; this represents good practice.
81. Teaching and learning are both good. Pupils want to learn because they really enjoy their ICT lessons. The teaching of ICT observed during the inspection was good; groups of pupils were also seen working on their computers. Year 6 pupils can create hyperlinks to link one page of their presentations to others. They are appropriately aware of the needs of their audience. Younger pupils save and retrieve their work and routinely use ICT to support learning in other subject areas; they are able to program a robot accurately.
82. The subject is well led and managed by a dedicated subject co-ordinator, assisted by an ICT expert. Assessment procedures are not yet leading to the successful tracking of pupils' skills. Better facilities would enable pupils to progress at a faster rate.

Information and communication technology across the curriculum

83. ICT is used well and routinely to support pupils' work across the curriculum in areas such as science, English and mathematics.

HUMANITIES

84. It was only possible to see one lesson in history in the infant phase and one lesson in geography in the junior stage. There was very little previous work available for scrutiny. The teacher for geography has only been in post for four weeks.

Main strengths and weaknesses

- Pupils are very enthusiastic and say they enjoy geography.
- In history good use is made of a visitor to the school to encourage enquiry skills.
- The school has not yet devised a system for tracking pupils' progress in geography and history.
- There is a lack of continuity in the teaching of geography and history.

GEOGRAPHY

Provision for geography is **satisfactory**.

Commentary

85. Pupils enjoy geography lessons and say they wish they could do it more often.
86. When studying the Vikings, the pupils consider what type of location settlers would look for, taking basic needs into account. They worked well in their mixed age and ability groups, discussing and evaluating the pros and cons of the three possible village sights that they had viewed from the longboat. They used their map and key well to find and measure the distances from the proposed sites to the various resources and also to locate agricultural land. Pupils responded well to the challenge to work and reach their conclusions within a set time. Following the lively discussion, each group in turn reported back to the others. The teaching in this lesson was of a very good standard. Resources were well prepared and the activity was challenging. The teacher circulated, using skilful questioning to make pupils think and explain their opinions. She worked particularly well with a pupil with special educational needs, to ensure that he was fully involved in his group's decisions. There was very good support too from the teaching assistants and the computer specialist encouraged and assisted pupils in their work and aided research on the Internet. Relationships in this lesson were first class and had a significant impact on the achievement of the pupils.

HISTORY

Provision for history is **satisfactory**.

Commentary

87. In history, pupils in Years 1 and 2 learn about a range of famous people, as seen in their earlier work on Florence Nightingale, where they have sequenced the events in her life. There is a good link with their work in geography, pupils having completed a map showing her journey from London to Scutari. In the one lesson seen, Years 1 and 2 pupils identified seaside objects. They find out about seaside holidays in the past, by asking questions and listening to the answers of a senior citizen who shared her childhood experiences with them. Pupils are eager to learn. The Year 1 pupils devise sensible questions to ask her, and the Year 2 pupils record the visitor's answers very promptly on whiteboards. Teaching in this lesson was of a good standard. The lesson was well prepared to take account of the mixed ages and learning needs of all the pupils, including those with special educational needs. There is good challenge for pupils to listen, think, talk and write about the differences and the passing of time. Time is given to check pupils' understanding and to reinforce knowledge. Pupils work hard and achieve well. Junior pupils, when discussing the previous term's work that is attractively displayed in their classroom, use appropriate technical language such as 'papyrus', 'hieroglyphic' and 'mummification'. Their written work, based on their own research, demonstrates growing knowledge of life in ancient Egypt.
88. The teacher for geography and history is also the newly appointed co-ordinator for the areas. She is already making a positive impact on the provision. The policies for both subjects have been recently reviewed. A major improvement since the last inspection is that there are schemes of work. These aid teachers to build on pupils' previous learning. Systems for tracking of pupils' individual progress in history and geography have yet to be established. The teaching of history and geography alternates from term to term. This means that, when asked about their work, some pupils find it difficult to remember what they have previously learnt about.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

89. No lessons were seen in art and design, design and technology and physical education. It is therefore not possible to make a firm judgement about teaching and learning. Discussion with co-ordinators and with the pupils about their work and the scrutiny of samples of work in displays, sketch books and work stored on the computer, indicate that provision and standards in art and design and design and technology are satisfactory. The programme of work shows that, in physical education, pupils follow a broad range of activities.

ART

90. Although no teaching was seen, there is sufficient evidence to be found in displays, planning and discussion with teachers and pupils, to make the judgement that provision is good. The programme for the subject, which is varied and interesting, clearly shows the planned development of skills.

Main strengths and weaknesses

- The programme of work stimulates creativity and imagination and supports work across the curriculum.
- Despite the restricted space and limitation of facilities, teachers enable children to experience a broad range of creative activities.
- Tracking of progress is not yet sufficiently well developed.

Commentary

91. Pupils cover a broad range of work in art and design. Pupils in Years 1 and 2 have recorded from first hand observation, examples being their drawings of cross-sections of fruit, which are of a satisfactory standard. There has also been some interesting work linked to a visit from a falconer, when Year 6 pupils completed observational drawings in pencil and developed this work later in the medium of paint. Displays showing the use of printing techniques and computer-generated art demonstrate some good achievement and indicate that work is at the level expected of infant and junior aged pupils. Discussion with Year 6 pupils shows they are growing in knowledge of the work of other artists. They have visited an art gallery and have researched the life and work of Picasso. Art is used well in many other areas of the curriculum, an example being in the older pupils' work on the Egyptians, where pupils have used their skills of painting, modelling, printing and paper sculpture to good effect. A system for tracking progress has not yet been developed.

DESIGN AND TECHNOLOGY

In design and technology the provision is **good**.

Main strengths and weaknesses

- Food technology is taught throughout the school.
- The scheme of work includes planned development of skills.
- A system for tracking pupils' progress has not yet been developed.

Commentary

92. Discussion with pupils shows they are gaining experience of a good range of materials and techniques and are developing the expected subject skills, through designing and making a variety of products. Work in Year 6 sketchbooks includes satisfactory designs of slippers that they made earlier in the year. A notable feature is the individuality of pupils' work. Records

show that during the autumn term, there was a particular emphasis throughout the school on food technology.

93. The subject manager provides effective leadership. She has made a significant impact on the development of art and design and design and technology, helping staff to understand, plan and implement the detailed schemes of work, which are assisting the planned progression in development of skills. A system for tracking pupils' individual progress has not yet been developed.

MUSIC

Provision is **good**.

Appreciation of music was not a subject focus during the inspection, so no judgments are made on this area of the curriculum. Lesson observations, discussion and a scrutiny of planning show that pupils are provided with a wide range of musical experiences.

Main strengths and weaknesses

- Standards in playing the recorder are very good.
- Standards in reading musical notation are very good.
- Teaching is very good.

Commentary

94. Pupils make very good progress in their musical knowledge and skills and achieve very well. When singing hymns, children throughout the school show good control of pitch, dynamics and rhythm. When playing their rhythm sticks, children in Years 1 and 2 demonstrate confidence in performance and clearly understand the role of a conductor. Whilst chanting 'butterfly' and 'caterpillar', they maintain a steady beat and respond well to the teacher's hand signals. They are able to recognise the difference in the number of beats and rise to the challenge of maintaining a rhythm and performing actions at the same time. Because pupils with special educational needs receive positive comments, they become confident and participate successfully alongside their friends. All pupils in Years 3, 4, 5 and 6 play the recorder. Those heard playing showed very good musical and technical skills. Pupils also play percussion instruments well in accompaniment. Year 6 pupils are competent in following a musical score and demonstrate very good understanding of the value of musical notation. Throughout the school, older and younger pupils help each other. The very good quality of their relationships with each other and with their teacher has a significant impact on the very good quality of learning.
95. The co-ordinator for this subject teaches music throughout the school. The standard of her teaching is very good. A strong emphasis is placed on pupils' learning to play a musical instrument. Very good attention is given to ensuring that all pupils are included and that work is matched to their individual learning needs. The teacher's skilful intervention and participation enable pupils to improve their individual skills, their knowledge of composition and their understanding of musical language and signs. Since the last inspection, the scheme for music and planning for the subject have been reviewed. The opportunities for pupils to perform at such events as the school nativity play, hymn services in the cathedral and the school 'Proms' in the local High School, support pupils' musical skills and also their spiritual, social and cultural development.

PHYSICAL EDUCATION

96. It was not possible to see physical education being taught during the inspection. From planning and discussions with teachers and pupils, it is evident that, despite the limitations of

accommodation, pupils are provided with a good range of physical experiences that meet the requirements of the National Curriculum.

97. Pupils in Years 1 and 2 follow a programme of work that meets the requirements of the National Curriculum and the guidance of the local authority's scheme of work. Pupils in Years 3, 4, 5 and 6, benefit from weekly lessons in swimming. Most 11 year-old pupils are competent swimmers and all are able to swim the recommended length. They enjoy participating in the annual Schools' Swimming Gala, where they achieve well. Year 6 pupils talk excitedly about the opportunities for outdoor pursuits. They do not have a residential experience, but they do visit an adventure centre, where they participate in a good range of challenging activities, including kayaking, archery and rock climbing. Important aspects of these courses are the team building initiatives, which help to prepare the pupils for the next stage of their education. The input from outside agencies, which includes a visit to Sale Sharks' training ground and the opportunities to learn rugby skills with their mums and dads, as well as additional coaching in football skills, supports and extends pupils' learning well. Leadership of the area is good. There is a revised policy and scheme of work, which assists teachers in the development of pupils' skills. There is not yet a system to track pupils' progress as they move through the school. The school appreciates the use of community facilities and those in a neighbouring school, which allow pupils to receive their full entitlement of physical education.

PERSONAL, SOCIAL AND HEALTH EDUCATION

98. Due to timetable constraints it is not possible to report on this area of provision.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
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	2
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
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	3
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	2
The leadership of other key staff	2
The effectiveness of management	2

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