

INSPECTION REPORT

WESTON TURVILLE CE VA PRIMARY SCHOOL

Weston Turville, Aylesbury

LEA area: Buckinghamshire

Unique reference number: 110422

Headteacher: Mr G Norris

Lead inspector: Ms A Coyle

Dates of inspection: 10 – 12th May 2004

Inspection number: 258385

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:	192
School address:	Main Street Weston Turville Aylesbury Buckinghamshire
Postcode:	HP22 5RW
Telephone number:	(01296) 613 436
Fax number:	(01296) 614 139
Appropriate authority:	The governing body
Name of chair of governors:	Mr R Pain
Date of previous inspection:	8 th June 1998

CHARACTERISTICS OF THE SCHOOL

Weston Turville Church of England Primary School is a Voluntary Aided school situated in a village near Aylesbury. It is a little smaller than most other primary schools nationally and there are 192 girls and boys on roll, including 28 children in the reception class. Most begin school in the year of their fifth birthday, and attainment on entry is average. Six per cent of pupils are from ethnic minority families and four per cent are from Traveller families but none are at an early stage of language acquisition. Nineteen per cent of pupils have been identified as having special educational needs, which is a similar figure to most other schools nationally. Pupils' needs include specific or moderate learning difficulties, social, emotional and behavioural needs, speech and communication needs or physical difficulties; very few have statements for their special educational needs. The school received the Basic Skills Quality Mark and the Investors in People Award in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20603	Ms A Coyle	Lead inspector	Science Music Foundation Stage Special education needs English as an additional language
9406	Mr R Cottington	Lay inspector	
15011	Mrs M Wallace	Team inspector	English Art and design Design and technology Physical education
20614	Mr D Kimber	Team inspector	Mathematics Information and communication technology Geography History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good school**, with many excellent features, in which the teaching and learning are very good and pupils attain standards that are generally above the national average. It provides **very good value for money** and is led and managed very well by the headteacher, the committed senior managers and a conscientious governing body.

The school's main strengths and weaknesses are:

- Standards are good in English, mathematics and science.
- Pupils' attitudes to learning are very good. Relationships between them are excellent and they behave very well within an excellent inclusive, racially tolerant and very caring Christian environment.
- The quality of teaching is very good overall, with excellent features.
- Pupils have a very broad curriculum and plenty of opportunities for extra-curricular activities.
- The leadership and management are very good, with outstanding features in the headteacher's excellent sense of purpose and vision for the school.
- An excellent governing body supports the school closely.
- The school's partnership with parents is not as strong as it could be.

The school has improved considerably since 1998 and rectified the five key weaknesses that were identified. There are now suitable schemes of work for all subject areas and the assessment procedures have been developed well. The provision for children in the reception class has improved and there are plenty of opportunities for them to communicate during well-resourced indoor and outdoor activities. Governors monitor the school's provision rigorously and ensure that all of the statutory requirements are met, including those for ensuring health and safety. These significant improvements have helped to drive up standards.

STANDARDS ACHIEVED

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

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

Achievement is good. The above table shows that standards at the end of Year 6 have been fairly consistent over the last three years, although they dipped slightly last year. In 2003, the results for mathematics were above the national average and in line with schools in similar contexts. They matched the national average in English and science, but were below those of similar schools. The inspection evidence differs slightly with these results and shows that standards are currently above the national expected levels¹ by Year 6 in all three core subjects. Standards are generally above the expected levels in Year 2 and pupils do particularly well in the national tests to attain well above average results. Overall, pupils make notable progress in relation to their

¹ **LEVELS** - by the end of Year 6, pupils are expected to attain Level 4 in all National Curriculum subjects. Those who achieve Level 5 are therefore attaining above the nationally expected levels. By the end of Year 2, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above the nationally expected levels.

capabilities and an average attainment on entry, whilst those with special educational needs and the few from ethnic minority backgrounds and traveller families also do well. Children in the reception class are provided with a very good start to their education. As a result, many children exceed the expected goals² in the areas of learning by the end of the Foundation Stage³.

Pupils' spiritual, moral, social and cultural development is very good. The majority of pupils display very good attitudes and behaviour. Attendance and punctuality are very good.

QUALITY OF EDUCATION

The school provides a very good quality of education for its pupils. Teaching and learning are very good overall in Years 1 to 6, and in the reception class. Teaching is often excellent for children in the Foundation Stage. The curriculum is very good and enriched by an extensive range of after-school activities and an excellent inclusive and racially tolerant atmosphere.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The headteacher is an highly conscientious and hard-working professional. He works in excellent teamwork with the staff and an outstanding and dynamic governing body who steer the school closely. This has resulted in very effective management that has driven the school forward very successfully since the last inspection in 1998.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are pleased with the way that the school educates and supports their children. Pupils particularly like the welcoming atmosphere and the extensive range of extra-curricular activities. However, a small number of parents are dissatisfied with some aspects of the provision and several would like more information. The inspectors find that the school's links with parents are good overall and that the governors and staff have worked hard to resolve the concerns of a few. Nevertheless, the evidence also shows that parents would benefit from more explicit written guidelines on topics such as the management of pupils' behaviour, school rules and the general policies and procedures agreed by the school.

IMPROVEMENTS NEEDED

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

- strengthen the partnership with parents by making the school's policies and procedures more readily accessible to parents so that they can have reference to written documents.

² **EARLY LEARNING GOALS** - these goals are a set of skills, knowledge and understanding that children might be expected to achieve by the end of the Reception year in the following areas of learning: communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development, and personal, social and emotional development.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good overall and pupils attain standards that are above the national expectations by Year 6. Pupils make good progress from an average attainment on entry.

Main strengths and weaknesses

- Pupils do well and attain good standards by the time they reach Year 6.
- The significant numbers of pupils joining and leaving the school adversely affect its test results.

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

Standards in:	School results	National results
reading	18.0 (16.9)	15.7 (15.8)
writing	16.2 (15.8)	14.6 (14.4)
mathematics	17.8 (17.6)	16.3 (16.5)

There were only 26 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	27.4 (28.3)	26.8 (27.0)
mathematics	27.9 (28.6)	26.8 (26.7)
science	29.1 (29.4)	28.6 (28.3)

There were 32 pupils in the year group. Figures in brackets are for the previous year.

Commentary

1. **Achievement is good in English.** In the national test results for Year 2 in 2003, the standards were well above the national average and the results of similar schools for reading. They were also well above the national average in writing and above those of similar schools. In Year 6 standards were in line with the national average but below those of similar schools. This dip was caused by a significant number of more capable pupils leaving the school at the end of Year 4 to take up places in local private schools and an increased mobility of pupils caused by families moving into or out of the local RAF base. The school's evidence shows that one third of pupils in the current Year 3 have left or moved into the year group during this current educational year. Inspection evidence confirms the well above average standards in Year 2 for reading and speaking and listening, standards for writing are above average. No teaching was observed in Year 6 as the inspection during the week of the national tests, but discussions with pupils and a scrutiny of work indicate that pupils in this year group achieve as well as other pupils.

³ **FOUNDATION STAGE**- This stage of learning refers to children aged between three and six years. In this school, it refers to children in the reception class.

Standards in reading, speaking and listening are well above average. Standards in writing are above average.

2. **Achievement in mathematics is good amongst all groups of pupils.** The standards attained in the national tests have been consistently above the national average over the last three years, although there was a slight dip in this trend last year at the end of Year 6. Nevertheless, in 2003 the test results for the oldest pupils in the school were above the national average and in line with the results of similar schools. Pupils in Year 2 did notably well because standards were well above the national average and above those of similar schools. The inspection findings concur with this positive picture and show that standards have been maintained since the last inspection. Evidence taken from a scrutiny of pupils' work shows standards in Year 2 and Year 6 are currently good.
3. **Pupils do well in science and achieve good standards.** In the national tests, the 2003 results show that the proportion of pupils in Year 6 who attained Level 4 or above was in line with the national picture but slightly below that of similar schools. The teacher assessments for pupils in Year 2 were above average for Level 2 and a significant number reached the higher Level 3. The evidence gathered during the inspection shows that standards are currently above the expected levels by Year 6 because pupils generally make good progress and literacy and numeracy skills are used particularly well to help them increase their knowledge.
4. Pupils do well in other areas of the curriculum and achievement is notably good in pupils' personal and social development and in physical education, which leads to good standards of attainment in these areas by the time they reach Year 6. Pupils from ethnic minority backgrounds and traveller families do equally as well as others in all subjects, and learning builds well upon the good progress made by children in the reception class. From average beginnings, the youngest children achieve well and exceed the expected goals. Pupils with special educational needs and the most capable also achieve well. This is because the provision for them is highly inclusive and the very good use of conscientious support staff does much to raise pupils' self esteem and boost their confidence.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development are **very good** with some **excellent** features. Their spiritual, moral, social and cultural development is also **very good**. Attendance and punctuality are **very good**.

Main strengths and weaknesses

- The level of pupil interest in all aspects of school life and the enthusiasm with which they involve themselves in lessons and other activities is excellent
- The excellent relationships with staff and pupils and between pupils contribute to a very effective learning environment.
- Personal development opportunities have a very good impact on pupils' maturity, self-esteem and understanding of the world around them.
- Attendance levels are well above national averages.

Commentary

5. Pupil attitudes are a major strength of the school. Almost all pupils thoroughly enjoy being at school and take a wholehearted interest in most lessons. They show very high levels of concentration and, at times, become completely engrossed in the lesson activities. They listen intently to teachers and support staff and are confident about asking questions to further their understanding one; one of many good examples involved Year 6 pupils role playing life in a Victorian classroom. The pupils were asked to assume that they were Victorian children whilst the teacher adopted a similar role. Every pupil willingly accepted the challenge and their efforts resulted in a very realistic atmosphere. In doing so they were able to develop

their understanding and awareness of the differences between the past and present day. Very positive pupil attitudes contribute to high standards of teaching and learning. Their interest, involvement and willingness to learn also contribute to very good standards of behaviour throughout the school.

6. Relationships across the whole school are excellent and make an extremely good contribution to a friendly and happy school ethos. Nearly all pupils show very high levels of respect for their teachers and learning support assistants. The pupil questionnaire, as well as discussions with pupils during the inspection, revealed very high levels of trusting relationships with adults. Friendships between pupils are strong and there is a sense of teamwork and pride in their respective classes. They help each other in lessons and, although they know that classmates have differing abilities and needs, they nevertheless treat each other as equals and friends. Boys and girls work together and during play all pupils are included irrespective of background or social circumstances. They are polite to visitors and demonstrate very good social skills; for example, by holding doors open, finding a chair and making friendly greetings.
7. The school places a high priority on maintaining a set of Christian values based on respect for others. This is an inclusive school with a strong sense of community. Pupils who join the school other than in the reception class remark how they are made to feel welcome and are quickly made to feel at home. These values are consistently and regularly re-enforced. Teaching and other staff provide excellent role models in the way they talk to pupils and the value they place on all contributions in class. The school has an effective behaviour management policy. Pupils know the rules and understand how they should behave. There have been no exclusions during the past twelve months and there are very few incidents of unkindness. The parents say that the school deals with incidents of bullying effectively when they do occur. Pupils say that bullying is now rare although there have been incidents in the past.
8. All aspects of the pupils' personal development are very well provided for and have very good results. As pupils progress through school they are given increasing levels of responsibility and trust. By Year 6, pupils help younger pupils, are given administrative tasks such as answering the phones and, of particular note, organising play activities during lunchtime for younger pupils. They enjoy these opportunities and take them very seriously. Their spiritual, moral, social and cultural development is very effective and is well planned. Spiritual awareness is increased through an appreciation of other subjects, such as art and music. Pupils develop a strong sense of moral awareness when they discuss a range of issues based on knowing right from wrong. Social development is promoted throughout the daily life the school when pupils learn about caring for each other, how to be a friend and the boundaries imposed by rules. There is very good provision for pupils' cultural development through an awareness of their own cultural heritage; for example, a visit to the old Victorian village school, as well as the cultures of other countries through learning about major faiths. A recently held International Week enabled pupils to learn about a range of cultures and included an Indian visitor who explained about Indian dress and body markings.
9. Levels of attendance are very good at well above the national average. The school regularly monitors attendance data and reacts quickly when patterns of absence emerge. Pupils are rewarded for good attendance and they respond well to this system. Of note is one Year 6 pupil who has not missed a day's schooling since joining the reception class. Since the last inspection the school has continued to improve this aspect with success. Nearly all parents rightly identify pupils' attitudes and behaviour as strengths of the school.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.9
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

The table gives the percentage of half days (sessions) missed through absence in 2002/3.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	153	0	0
White - Irish	3	0	0
White – any other White background	4	0	0
Asian or Asian British - Indian	4	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **very good**. Teaching and learning are very good, with excellent features. Provision for pupils' health, safety and welfare is very good; the guidance and support provided are good and pupils are much involved in school life. Partnerships with parents are good and links with the community and other schools are also good.

Teaching and Learning

Teaching and learning are **very good** overall throughout the school. Assessment is **very good**.

Main strengths and weaknesses

- Significant improvements have been made since the last inspection.
- Planning is very good and ensures that pupils of all abilities progress well.
- Teachers have high expectations of pupils' behaviour and challenge them well.
- Assessment in English, mathematics and science is very good.

Commentary

10. There has been very good improvement since the last inspection when teaching and learning were judged to be satisfactory. The pace of learning has improved in the majority of lessons and the most capable pupils are now appropriately challenged. The school has made very good progress improving the quality of assessment since this was a key issue identified in the previous report. Assessment procedures are now very good
11. Teaching and learning in the reception class are very good overall and often excellent. This represents very good improvement since the last inspection. The class teacher is an experienced teacher who plans the curriculum well. She is well supported by two very experienced nursery nurses who are deployed very effectively with groups of children. In the excellent lessons exemplary relationships led to outstanding attitudes and behaviour. Skilful questioning helped children to know and understand the importance of roots to a plant. The school day contains an appropriate balance of teacher directed and

child initiated learning, and this approach builds well on children’s prior knowledge and contributes to their growing independence and confidence.

12. Teaching throughout the school engages pupils in productive learning. This is because lessons are very well planned to meet the needs of all abilities, and assessment is used well to help pupils overcome difficulties. Teachers have a very good understanding of the subjects they teach although no lessons were observed in art and design or design and technology. In the majority of lessons observed the level of challenge was very good. Teachers use questions skilfully and this produces very good levels of interest from the pupils. Pupils’ behaviour is very good because teachers have high and consistent expectations of how pupils should behave in lessons. All pupils work in ability groups for English and mathematics and this contributes to the high standards achieved. Teaching assistants are used very well. In a Year 1 Literacy lesson very good support and use of questions by the learning support assistant enabled lower attaining pupils and pupils with special educational needs to describe clearly the characters they would meet on their fantasy island. Teaching of pupils with special educational needs is good and pupils benefit from well planned support for literacy and numeracy.
13. Assessment is very good overall and is particularly good in English, mathematics and science. There is a very good tracking system and information produced is used to plan and direct whole school development. The staff use test results to inform them of progress being made. Marking is very good in English, mathematics and science. It challenges pupils to improve their work. All pupils have individual targets for English, mathematics and personal development. The progress of the most capable and traveller pupils is well tracked. These very effective procedures contribute to very good standards of teaching and learning. There was some very good teaching in English and mathematics in Years 1, 2, 4, but no teaching was observed in Year 6 because the older pupils were sitting national tests. All these lessons contained very good pace and use of challenging questions. This resulted in pupils responding with high levels of motivation and engagement to the task and being very productive in the time available. The skills of literacy and numeracy are taught very well throughout the school.

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (6%)	12 (39%)	15 (48%)	2 (6%)	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.

The curriculum

The school provides a **very good** curriculum for children in the Foundation Stage and for pupils in the infant and junior classes. A **very good** range of clubs and after-school activities enrich pupils’ learning. Accommodation and resources are **very good**.

Main strengths and weaknesses

- Pupils’ personal, social and health education permeates the curriculum very well.
- A very good range of after-school clubs and activities extends pupils’ learning.
- Learning support assistants and other adult helpers in classrooms are very well organised.

Commentary

14. A very good emphasis is placed upon developing pupils’ personal, social and health awareness, and the whole curriculum provided for pupils is very good throughout the school. Children in the Foundation

Stage have access to an extensive range of learning opportunities in the reception class that are well suited to their needs, whilst pupils in the infant and junior classes follow the full National Curriculum. The school has developed its curriculum very well since the last inspection when it was judged to be satisfactory. In particular, there are now suitable schemes of work for all subjects and the youngest children have far more opportunities to communicate with each other in purposeful play during indoor and outdoor activities.

15. Pupils are given plenty of opportunities to extend their learning by joining a very wide variety of lunchtime clubs and after-school activities. These include musical activities such as recorders and choir, all of which are well attended. Further opportunities are created by the school's active participation in projects and events like the focus weeks for art and design, International Week, and adventure activities. There are clubs for netball, cross-country, athletics and football. The school also has good links with outside coaches who regularly visit the school to teach tennis, tag rugby, cricket, and dance. In addition, the Year 6 residential trip to the River Dart enables pupils to experience team building, orienteering and canoeing.
16. The school has a very good staff of qualified teachers and support assistants. Its accommodation and resources are very good. A notable feature of the provision is the very effective use that is made of adult help of all kinds in the classrooms. Learning support staff play an important role in supporting individual pupils and groups, showing a sensitive level of understanding towards those for whom they are responsible. The excellent teamwork between adults is a major contributory factor to the good standards attained by pupils.

Care, guidance and support

All aspects of the care, guidance and support for pupils are **very good**.

Main strengths and weaknesses

- Very good systems are in place to ensure the health, safety and welfare of pupils.
- The very good levels of help, support and guidance with their work and personal development enable pupils to make substantial progress.
- Pupils with special educational needs are well supported.
- Pupils are regarded as an important part of the school community and are consulted and involved fully in nearly all aspects of school development.
- Procedures for helping pupils to settle into school life are very good and enable pupils to become part of the school community very quickly.

Commentary

17. The school takes very good care of its pupils. Their health and safety are given high priority and include daily whole school safety checks by the premises manager as well as longer-term assessments to eliminate possible risks. The risks posed by the unfenced pond in front of the school have already been identified and although it is not accessible to pupils during school hours, the possible risk to other children has been identified. Staff know the pupils well and there is a very good awareness about the medical needs of individual pupils with details prominently displayed inside the first aid cabinet. Staff respond effectively and very sensitively to minor injuries and provide comfort and re-assurance to pupils feeling unwell. Child protection procedures are in place and staff are aware of the issues involved.
18. Teachers and classroom support staff have a very good understanding about each individual. This includes their personal and social circumstances, capabilities and any special needs. These aspects are taken into account when lessons are being planned with additional support provided when appropriate. In most lessons a review is carried out at the end of the session so that teachers can monitor levels of

pupils' knowledge and understanding. During lessons there are high levels of individual support, especially for pupils with special educational needs, as every pupil is given the opportunity for one-to-one help. Results of the questionnaire and discussions with pupils indicate that teachers nearly always help them with their work and they value their efforts.

19. Although the school council serves as the formal method for establishing pupils' views, the approachability of staff and excellent relationships also enable the school to have a good knowledge of pupils' views. Circle time is also used well to find out pupils' attitudes. These views are taken seriously and suggestions for improvements show good levels of maturity. The school has consulted pupils about a range of areas and has also included them in decision-making; examples include playground markings and the design of the new toilets.
20. Induction arrangements are very good. There are very good relationships with the nearby independent pre-school from which many of the pupils move into the primary. Meetings are held with the reception-class team so that continuity can be provided. There are opportunities for parents to meet staff prior to admission and very effective support and guidance provided for them. This area was identified as a key strength of the school by the parents who completed the questionnaire as well by those who attended the parents meeting. There is a small but significant number of pupils who join the school other than in the reception class. Discussions with these pupils revealed good levels of support and help.
21. The school has addressed the two issues highlighted in the previous report regarding electrical testing and an outdated child protection policy and has further improved in all aspects of pupil care and welfare. This judgement is well supported by the views expressed by a large majority of the parents.

Partnership with parents, other schools and the community

The partnership between the school and the parents are **good**. Links with the local community, other schools and colleges are also **good**.

Main strengths and weaknesses

- Nearly all parents express very positive views about all aspects of the school.
- A minority of parents express concern about access to school documentation.
- The links with parents make a very good contribution to learning.
- Links with the local community and other schools make a good contribution to learning and pupils' development.

Commentary

22. Nearly all parents express very positive views about all aspects of the school's work. They are particularly pleased with the standards of pupils' behaviour, the way in which pupils are encouraged to become responsible and mature, the quality of teaching and the effective arrangements for welcoming new pupils. The inspectors fully endorse these positive views. A small minority express concerns about the extent to which the school seeks the views of parents, the approachability of staff and the extent to which they are kept informed about their children's progress. The inspectors found that the school's procedures for seeking parents' views were satisfactory including a major parental survey every two years. They also judged that teachers and other staff actively encourage parents to make contact and make themselves available at the end of the school day for discussions. The school has taken into account the parents' request for more information about progress and the school now provides termly progress reports in addition to the annual reports. The quality of these reports is good.
23. In written comments and letters, a minority of parents expressed concerned about the schools behaviour management policy, its implementation and access to school documentation. Inspectors examined these

concerns and concluded that the behaviour policy is appropriate and, during the inspection, it was fairly applied. However, the school's policies are electronically stored and some parents maybe reluctant to request copies. The inspectors agreed that hard copies of policy documents should be made readily accessible to parents.

24. Parental support for the school is very good. Parents' evenings and whole school events are very well attended and there is a very active parent teachers association that has raised substantial funds for the school. The finances raised have made a very significant contribution to improving facilities and resources. Parental help, both casual and regular, is substantial and makes a very good contribution to learning, especially in reading. Nearly all parents take an active interest in their children's education and give good support in the home.
25. Links with the community and other schools are good. The school amenities are well used by community groups; for example, bell ringers, football teams and keep fit groups. Pupils benefit from a good range of community contacts through residential trips and local visits. Links with the local church are particularly strong. Links with other schools are very good. The school is part of a local liaison group whose members meet regularly to discuss matters of common interest, hold joint staff training and establish best practice. Currently, the group is working towards the introduction of Year 6 Transition Units to further enhance transition procedures. This national initiative involves Year 6 pupils starting work in the primary school to be completed later in Year 7 of the secondary school. The school continues to achieve good results in these areas in line with the findings of the previous report.

LEADERSHIP AND MANAGEMENT

The leadership of the school is **very good**, with some elements of excellence. The management of the school is **very good**. Governance is excellent. Outstanding teamwork throughout the staff and governors underpins these significant qualities.

Main strengths and weaknesses

- Excellent vision, commitment and sense of purpose of the headteacher and the governors.
- Very good management, which derives from the outstanding teamwork in which all staff feel involved.
- The governing body provides excellent support and challenge to the school.

Commentary

26. The leadership of the school is very good overall. The headteacher, who was appointed shortly before the last inspection, has demonstrated his excellent vision for the school. Working closely with the governors, he has introduced many innovations and developments that have helped to bring improvements in the school. In doing so, he has empowered staff to be fully involved and to readily contribute to making decisions and bringing about changes. There have been improvements to the school's learning environment, as well as developments in the way the school is managed. The latter includes more effective procedures to monitor and evaluate the school's performance. The school has adopted the local education authority's procedures for self-evaluation to help with this. Following a recent period of high staff turnover when several staff left to take up promotion to senior posts in other schools, there has been a stable staff in the last two years or so. Very good induction procedures help new staff and governors to quickly settle in well so that they can start to play their part in a team dedicated to meeting the needs of the pupils.
27. The management is very good. There is very effective delegation of responsibilities among staff, and this includes learning support assistants where appropriate. Teaching, administrative and other support staff all feel part of a strong team and know they can easily ask for guidance from others when needed. Subject leaders are hard working and readily share their enthusiasm and expertise with colleagues.

Overall, they provide very good leadership and management for their areas. The subject leaders of the core subjects analyse the test results very well to identify weaknesses in pupils' learning. Opportunities are provided for many subject leaders to monitor standards of teaching and learning by classroom observations of lessons. The school improvement plan is a very good working document. It is linked clearly to the school's aims. The headteacher ensures that it is produced corporately with staff, governors and parents all being involved. An action plan for the governing body is now included along with those of other areas.

28. Governance is excellent. The chair of the governing body and his colleagues all work very successfully together, with good humour, and recognise that they are a part of the whole school team. The excellent support they provide for the school is greatly appreciated by staff.

Example of outstanding practice:

The school is overseen by an excellent and dynamic governing body:

Governors are outstanding in their corporate role as critical friend to the headteacher. They have improved their effectiveness remarkably well since the last inspection and now monitor and evaluate the effects of their strategic decision-making very closely. They are fully committed to the key principles of inclusion and equality of opportunity, and these are key elements in the superb vision they have for the school. Parents are consulted over key decisions, such as whether to retain or close the outdoor swimming pool. Each governor has at least one day visit to school each year. Governors with a subject links take turns to visit the school to observe lessons in their allotted subject area as part of the monitoring of standards and of teaching. This strategy works particularly well because it keeps them in touch with developments and helps them to maintain a close watch on standards.

29. Financial planning is very secure. Very good financial management has enabled the school to improve its accommodation and resources to promote teaching and learning. There is now a high quality of expertise. The carry forward figure from last year is rather more than the recommended five percent. This is also the margin, which the finance committee aims for. The Inspectors understand that this has resulted from the lack of up-to-date budgetary information forthcoming from the LEA towards the end of the financial year.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	496,996
Total expenditure	498,425
Expenditure per pupil	2,492

Balances (£)	
Balance from previous year	19,238
Balance carried forward to the next	20,667

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **very good**. Children enter the reception class following their fourth birthday and there are very good induction procedures to ensure they settle happily and feel secure in their new environment. They have access to an extensive range of learning opportunities that are well suited to their needs. Teaching and learning are very good overall and often excellent, which represents very good improvement since the last inspection. The provision is managed very well and the class teacher and the nursery nurses work as an excellent team to help children achieve well and make good progress. Very good assessment information shows that most children exceed the expected goals by the time they leave the reception year in all areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are polite and well behaved.
- Adults provide excellent role models.

Commentary

30. Children work and play together well and quickly learn to take turns. They exceed the expected goals by the end of the reception year and are well behaved. They are respectful towards each other and apologise quickly for any mishaps; '*Sorry luvvy!*' said one as he accidentally bumped into another. Most achieve well and concentrate hard, spending sustained periods on tasks they have chosen themselves. Adults provide excellent role models for children and treat each other and the children with the utmost courtesy and respect. Teaching is very good. Plenty of outdoor activities provide children with insights about the natural world as they 'plant' artificial flowers in the earth, using trowels, forks and wheelbarrows to help them. Some even fetch microscopes so that they can ponder the intricacies of petals and bugs!

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children have very well developed skills in speaking and listening.
- Adults interact well with children.

Commentary

31. The standards achieved are good and children exceed the expected goals by the end of the reception year. All staff involve children successfully in conversations and this helps to increase their skills well and take an interest in their surroundings. For example, in an excellent lesson that focused on '*Jasper's Beanstalk*' all staff worked together as an excellent team to guide and support the children in groups and individually. They helped children to achieve good success when sequencing the story in pictures and written sentences to represent the events for each day of the week. They know that 'W' is for

‘William’, ‘Wednesday’ and ‘water’. The adults enlivened the interaction with plenty of discussions about ‘Jasper’, which led to very good standards of speaking and listening amongst the children.

32. Teaching and learning are very good. The children converse clearly with each other and adults, using full sentences, and they are successful when recalling the stories they have been told. The class teacher is an experienced teacher who plans the curriculum conscientiously. She is well supported by two experienced nursery nurses who are deployed very effectively with groups of children.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good, and sometimes excellent.
- Many children achieve well and exceed the expected standards.

Commentary

33. The very good teaching has a positive effect on children’s learning, which is rapid as they extend their knowledge of the numbers 1 – 10, and beyond. They achieve well; for example, when counting up and back to nine, with the most capable counting to 20 confidently. Good opportunities are used well throughout the day to consolidate children’s understanding of number and standards are good. Activities contain a good balance of teacher directed and child initiated learning and this approach builds well on children’s prior knowledge and contributes to their growing independence and confidence.

Outstanding relationships and superbly skilful questioning lead to a wonderful sense of fun-filled learning:

In an excellent lesson about shapes, the children had great fun finding out about three-dimensional objects. They discovered cubes, cuboids, pyramids and cones and were spurred on by the teacher’s highly skilful and often spontaneous questioning. ‘What have you made by twiddling that little bit of paper?’ she asked a child. ‘A ball’ was the reply, and this answer was quickly developed into a quest for the name of another shape (sphere). Similarly, ‘What can you tell me about the faces of a cube?’ moved learning on in leaps and bounds as children excitedly tried to recall the word ‘square’ and then beamed as they remembered it!

34. Only a few sessions were seen in **knowledge and understanding of the world, physical and creative development**. As a result, overall judgements on achievement and teaching are not possible. Nevertheless, throughout the day children have an extensive range of opportunities to develop the skills of using pencils, crayons, computers and paints. They use construction materials, sand and water happily and move confidently when using outdoor equipment or playing in the garden area. Children enjoy conducting simple scientific investigations to find out how seeds grow. The teacher’s excellent questioning helps them to build rapidly on their understanding and to think for themselves. ‘Who thinks the root will grow up? Who thinks it will grow down?’ is followed by a discussion in which all of the children’s ideas are highly valued, culminating in the teacher’s sensitive response, ‘We’ll have to watch *our* beans to see whether the roots grow up or down!’

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision is **very good**.

Main strengths and weaknesses

- Pupils throughout the school achieve good standards.
- Teaching, learning and assessment are very good overall.
- Literacy is used very well across the curriculum.
- Leadership and management are very good.
- The library is used well.

Commentary

35. The national test results for Year 2 in 2003 the standards were well above the national average for reading and writing. They were in line with the national average for Year 6. Currently, standards in speaking and listening are well above average throughout the school. The substantial majority of pupils are confident speakers. They listen attentively because teachers involve them well in classroom debates and give them plenty of opportunities to take part in discussions with each other. The school has successfully improved the quality of speaking and listening since the last inspection because all teachers use successful strategies to extend speaking and listening skills in all areas of the curriculum. Pupils with special educational needs and traveller pupils are well supported and consequently make the same progress as their peers. Progression is good throughout the school. In Year 1 pupils speak in clear sentences and give vivid descriptions of their fantasy island. Year 2 pupils give well considered reasons why a warm up is necessary before any physical activity session and Year 4 pupils speak confidently about the content of their haiku poems and their choice of words and phrases. Year 6 pupils show maturity as they discuss their favourite authors.
36. Very good standards are achieved in reading because the teachers promote skills very well and have a very good command of the subject. In Year 2 all pupils are highly motivated by the text because the teacher communicates her knowledge and enthusiasm for the author Nick Butterworth. The majority of Year 2 pupils read with expression and are able to discuss why the style of the author is successful. They eagerly tackle the task of planning their own story for reception children to be written in the same style as Nick Butterworth. Year 6 pupils have a very positive attitude to reading and demonstrate very good knowledge of style and genre. They discuss a wide range of authors, including C. S. Lewis, Tolkein, J. K. Rowling, Roald Dahl and Jacqueline Wilson, and give reasons for their preferences. They identify aspects of the setting, events and characters and the way individual authors enrich the text. The library is well used and is currently being computerised. It is well stocked with a very good range of fiction and non-fiction books. All classrooms are well stocked with a range of dictionaries and fiction books
37. Standards in writing are above average and pupils make good progress as they move up the school. Pupils develop the basic skills of well formed handwriting, punctuation, fairly accurate spelling and neat presentation of work. Pupils in Year 2 use speech marks correctly and communicate effectively when writing about their Easter holidays. They use interesting words in sentences such as 'He *trudged* up the river' and they understand how to use adjectives such as 'beautiful'. Pupils make good progress so that by Year 6 they can investigate a range of different authors and identify that one author uses similes and metaphors well. Handwriting is usually fluent and neat. Pupils write with imaginative ideas for poems and stories; for example, they use phrases such as, 'craggy hills covered with exotic plants' and 'a tiny spider which secretly weaves' to describe places and characters. Punctuation and spelling are good, as is the pupils' competent use of complex sentences.

38. Teaching is very good overall throughout the school. Teachers have very good subject knowledge and teach all aspects progressively. Marking is good and it challenges and reinforces learning well and pupils respond well to this. All pupils work in ability groups and this contributes to the high standards achieved. Very good teaching in Year 4 ensured pupils achieved well above average standards in their lesson. The teacher used the nature reserve well. Pupils were challenged to identify words to describe their scene. There was a buzz of enthusiasm as pupils quickly wrote down words and phrases. The challenge was increased back in the classroom as the pupils wrote a haiku poem to communicate their scene. Pupils all knew the framework for a haiku poem and high levels of challenge built well on good prior knowledge. Assessment is very good. It enables the school to track progress at any time and, consequently, the school has targeted writing. All of the older pupils have their own literacy targets. Assessment highlights groups and identifies pupils who need support. Pupils with special educational needs and different groups of pupils make good progress because they are well supported. Their individual needs are quickly identified and targets are identified to help pupils achieve well.
39. The subject leader manages the provision very effectively. She is experienced and knowledgeable and has a clear view of the strengths of the subject. There is regular monitoring and a clear plan to further improve standards.

Language and literacy across the curriculum

40. The National Literacy Strategy has been implemented very well and has been appropriately adapted to support effective learning. Very good use is made of literacy across the curriculum; for example, Year 6 pupils use literacy skills to enhance learning in history and in research about Victorian science. Pupils in Year 2 use description well when writing about the Fire of London as an excerpt from Samuel Pepys' diary.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above national averages.
- The quality of teaching is very good and the assessment procedures are very good.
- Subject leadership and management are very good, and have benefited from involvement in the Primary Leadership Programme.
- Opportunities for promoting pupils' problem solving skills are not fully exploited, but the use of mathematics in other subjects is developing well.

Commentary

41. The standards attained in the national tests for Years 2 and 6 have been consistently better than the national averages over the last three years, although there was a slight dip in this trend last year at the end of Year 6. During the time of the inspection no Year 6 mathematics lessons were observed because it was the week of the standard assessment tasks (SAT's). Nevertheless, the evidence from a scrutiny of pupils' previous work and from activities seen across the curriculum shows that standards in Year 2 and Year 6 are good, as they were at the time of the last inspection.
42. The school has very good assessment procedures to monitor and record pupils' progress throughout the school, which it has improved since the last inspection. Very good use is made of the analysis of test data to identify possible gaps in areas covered, and identify pupils in need of particular support. Analysis

also shows there are no significant differences in the performance of boys and girls. Pupils achieve well, including those with special educational needs.

43. The recently appointed subject leader is maintaining the very good quality of management that underpins the progress made by pupils. She is involved in monitoring the effectiveness of teaching and quality of pupils' work, and takes appropriate action. She is currently participating in a national project, the Primary Leadership Programme, and has successfully introduced new ideas, which have enhanced management and the quality of pupils' learning.
44. The quality of teaching is very good overall, and teachers work closely with learning support assistants when they are present in the lesson. The strengths of the teaching include;
- good questioning techniques that are used to challenge deepen pupils' understanding;
 - very good use of a wide range of visual resources;
 - calm and supportive atmospheres in which pupils share their ideas and strategies; and
 - a good pace to lessons.
45. One very impressive lesson involved Year 1 pupils in an afternoon session. Pupils were still thoroughly engaged in their learning at the end of the seventy-five minutes, which is rather longer than the forty-five minutes normally advocated in the National Numeracy Strategy. Nevertheless, the class teacher, with her support assistant, provided pace, purpose, fun, and a secure environment as pupils joyfully completed a sequence of activities to deepen their understanding of number.

Mathematics across the curriculum

46. The use of mathematics in different subjects is increasing well as greater emphasis is given to cross-curricular links in the school curriculum. There are good examples of such application in science and geography. Although pupils currently have a few opportunities for problem solving and developing independent enquiry in mathematics, the school has identified the need to improve this aspect of the subject more rigorously and increase pupils' skills of investigation.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards of achievement are good.
- Computers are used well to aid learning.
- Subject leadership and management are very good.

Commentary

47. A scrutiny of pupils' work and the observation of lessons confirm that pupils across the school are making good progress in the subject and standards are currently good by Years 2 and 6. This finding differs slightly from last year's tests, in which pupils in Year 6 achieved standards that were just in line with the national average, but below those of similar schools. Standards are often affected adversely by the significant numbers of pupils who leave or join the school at different times of the year. However, the school uses its very good assessment procedures to highlight pupils' needs when they first enter and to track progress carefully from year-to-year. By the end of Year 2 pupils have a good knowledge of health and growth. They investigate similarities and differences between living things when they collect data about the human body, such as the size of their classmates' hands and feet, and use the information to help them make comparisons. In Year 1, pupils study the phenomenon of shadows enthusiastically

and enjoy using torches and shadow puppets or playing stuck-in-the-mud on a sunny day to help them find out that shadows form when an object blocks out the light. In the junior classes, pupils make good progress and build well on their knowledge. For example, they show great enthusiasm when discovering that electrical circuits can light up bulbs when they use switches and buzzers.

48. Teaching and learning are good overall and occasionally very good. Practical tasks are taught within a lively and purposeful ethos, and computers are used well to aid teaching. For example, teachers often use 'Power Point' presentations to introduce themes and this strategy benefits pupils' learning well by giving them very clear information. Although no lessons were observed in Year 6 as the inspection took place during the week of the national tests, a scrutiny of pupils' work confirms that pupils in have a good knowledge of science. Their work shows that they understand temperature and they examine a range of materials to investigate their properties. They understand the use of gases and use the Internet to conduct research on physical and chemical changes. A particularly good feature is the way scientific observations are linked with literacy and numeracy skills when pupils record their experiments neatly, setting out tables and diagrams clearly to help them explain their conclusions.
49. The subject is led and managed very well and the satisfactory standards achieved at the time of the last inspection have been improved to a good level. Work is designed to meet the needs of all pupils so that higher attaining pupils are fully challenged and the girls and boys with special educational needs are set work that is appropriate to their capabilities.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**. It has improved well since the last inspection and is still developing.

Main strengths and weaknesses

- There have been very good improvements to the resources and in teachers' expertise.
- Subject leadership is good and the use of computers is developing well across subjects.
- A programme outlining assessment procedures and the recording of pupils' progress is not yet fully developed.

Commentary

50. Standards of achievement match the national expectations by Years 2 and 6 because the school has been very successful in improving resources and building teachers' expertise since the last inspection. Three lessons were observed in the junior classes. Other sources of evidence included a scrutiny of a portfolio of pupils' work, discussions with pupils and teachers, a trawl of planning documents, and discussions with Year 6 pupils as they demonstrated their history presentations developed for use with younger pupils. From this evidence it is clear that the pupils have more experience of control technology and of using the Internet for research than they did at the time of the last inspection.
51. The quality of teaching is good, which is an improvement since the last inspection. The use of electronic whiteboards, sound systems and the Internet in many lessons has a positive impact upon pupils' progress. In addition, the subject leader is very enthusiastic and skilled and the subject is managed well. She provides a very good role model for colleagues. At the time of the last inspection there was no scheme of work to support planning throughout the school. The school now makes effective use of the national guidelines, although the pattern for regular assessment and recording of pupils' progress awaits further development. Other notable improvements include the computer suite and the increased range of hardware and software resources to support learning in other subjects.

52. The school has identified some of the ways to continue to raise standards in ICT, and is already working on them. These include;
- increasing the number of computers in the computer suite;
 - strengthening the use of ICT across the curriculum;
 - improving typing skills, and providing more opportunities for using computers in extended writing, linked, in part, to encouraging boys' writing; and
 - developing a more structured pattern for assessing and recording pupils' skills.

Information and communication technology across the curriculum

53. Teachers are developing the use of ICT in other subjects, such as history, science, mathematics and English. Pupils expressed their appreciation of how this enriches their learning.

HUMANITIES

It was only possible to see one lesson in geography and one in history during the inspection, and thus, there is not enough evidence to make firm judgements about provision or standards. However in addition to observing lessons, the inspectors spoke to teachers and pupils, sampled pupils' work and scrutinised planning documents.

Geography and History

54. Both subjects are well managed by the subject leader, who sets a very good role model for colleagues. In geography, Year 3 pupils were all fully involved and worked very well in pairs, as they investigated litter found around the school grounds. This lesson helped them to apply mapping skills successfully, develop fieldwork skills, and extend their understanding of human impact upon the environment. A full programme of work has been developed drawing upon national guidelines. This makes good the lack of a scheme of work noted in the last report.
55. Year 6 pupils thoroughly enjoyed their work on Victorians, supported by activities involving unusual artefacts, such as a backboard, and the use of fascinating school logbooks from the late 1800's, as well as research using the Internet. In a Year 6 history lesson, very good use was made of drama as the teacher very skilfully helped pupils enter into the world of the Victorian classroom, and develop a clear mental picture of differences between life now and then, and between rich and poor.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in art and design or design and technology, and only one was seen in music. Thus, it is not possible to make overall judgements about the standards pupils achieve and the quality of teaching and learning in these subjects. None the less, evidence was gleaned from the discussions held with the subject leaders and from a scrutiny of school documents and samples of pupils' work.

56. In **art and design**, pupils' work and displays around the school suggests that standards are typical of those achieved by pupils of a similar age. Year 2 pupils experience an appropriate range of media including collage, painting, printing and still life pastel drawings of fruit. Satisfactory progress is evident in Year 4 as pupils use paint well to create self-portraits, using mirror images. The work of professional artists, such as Leonardo da Vinci, is used well as a stimulus for pencil drawings of portraits. The subject is linked well with history when, for example, pupils in Year 5 make attractive paper-mache vases and decorate them capturing the Greek style. Year 6 pupils have produced attractive pictures, taking Aboriginal art as their stimulus. Colour and pattern are used well, and pupils talked enthusiastically about the exciting activities they enjoyed during the recent art week.

57. In **design and technology**, pupils' skills in making and evaluating objects are well developed in Year 1. They create designs for models of houses. Cutting, folding and sticking skills are well developed and pupils are challenged to turn a cardboard box inside out, before using it. They use their imagination well to create models of one- and two-storey houses each with its own characteristic style. They use their literacy skills effectively to record the process and evaluate the product. Pupils in Year 6 talked enthusiastically about the subject and were keen to show the clothes that they had created from recycled materials for their end-of-term clothes show. Pupils have also designed and made bridges, using resistant materials, and they all enjoy making cakes.
58. Pupils' strong **musical** abilities are clearly evident in their lively and enthusiastic singing in whole-school gatherings. They sing tunefully and joyfully, often with great gusto when harmonising hymns and anthems from around the world. In the one lesson observed in Year 5, pupils showed great enthusiasm and responded immediately to the teacher's instructions. They joined in eagerly to sing 'Boney Was A Warrior', led very well by the teacher's confident singing and accompanied by the highly skilled teaching assistant on the keyboard. Across the school, the musical skills and enthusiasm of the teachers significantly enhance pupils' interest and enjoyment of the subject and often lead to high standards. Learning is fun and is enhanced by pupils' participation in the choir, as well as individual teaching from peripatetic music teachers. Regular concerts and performances also contribute significantly to pupils' musical experiences.

Physical education

Provision is **good**.

Main strengths and weaknesses

- Pupils achieve well and standards are good in all aspects, especially swimming.
- Extra-curricular are well attended and enrich the provision.
- The quality of teaching and learning is good.
- There are very good links with local sporting bodies.
- The co-ordinator leads the subject well.

Commentary

59. During the inspection five lessons were observed. Three games' lessons, one dance lesson, one athletics lesson. No lessons were observed in gymnastics or swimming but teachers' planning shows that these areas are taught regularly. Standards are good and all pupils, including those with special educational needs and traveller pupils, achieve well. Overall, standards have been maintained in the subject since the last inspection. In particular, the records show that, in swimming, the majority of pupils achieve the expected standards for Year 6 pupils by the time they reach the end of Year 4, which is a notably good achievement.
60. The skill of running is very well developed. The good running skills and levels of fitness and agility are evident in Year 1. Pupils show great joy and delight racing around the playground in a chase game of stuck in the mud. Pupils know their hearts are pumping because the teacher draws attention to this after a vigorous warm up activity. The most capable pupils in Year 1 show control and agility well above average as they control and travel with a uni-hoc stick and a ball. In all the lessons observed pupils demonstrated a mature running style for their age consequently pupils enjoy running and they do it well. Pupils in Year 2 demonstrate running, rolling and throwing and catching skills that are above average because the teacher identifies appropriate teaching points and guides performance improvement well. Pupils' ability to evaluate their own and others performance and suggest ways to improve is also well developed. The majority of pupils are articulate and identify clearly which method is more effective for fielding the ball, rolling, throwing or running with it. Ability to evaluate their own and others work is well

developed throughout the school. Year 6 pupils make good progress learning a jitterbug dance to the music 'Cotton-Eye Joe'. They create their own dance with a partner and improve their performance because evaluative comments from their peers are effective.

61. Teaching and learning are good and the work planned is appropriately challenging. All teachers demonstrate good subject knowledge of safe exercises; for example, pupils are carefully guided through aerobic warming up activities before stretching out specific parts of the body. Teachers seize every opportunity to enhance learning in other subjects such as science. For example, Year 2 pupils learn that there is oxygen in the air and that during exercise the body and muscles need more oxygen to work harder because they breathe deeper when they exercise. There are also very good links with literacy because teachers check pupils' understanding and they explain the meaning of words such as 'striking' and 'fielding' in games. All teachers are appropriately dressed and this sets a good example and role model to pupils.
62. Provision for extra-curricular sport is very good. Athletics club during the lunchtime is well attended and provides very good opportunities to extend learning about athletic activities. There are two netball clubs, a cross-country club, an athletics club, a football club. The school has good links with outside coaches who regularly visit the school to teach tag rugby and dance. Year 3 pupils enjoy learning how to receive and pass a rugby ball. Pupils benefit from an outdoor adventure week and a Year 6 residential trip. During this visit they experience problem solving activities, team building, orienteering, high ropes, and canoeing and abseiling activities. The leadership and management are good. The co-ordinator has produced a thorough subject evaluation that identifies areas for development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

63. A few lessons were observed in this curricular area and teachers' planning was scrutinised. The provision is very well managed and is an important part of the curriculum. A good scheme of work is in place, which has clearly identified cross-curricular links in topics across all year groups. In addition to health and sex education sessions, other aspects of moral and social development include the allocation of responsibilities to pupils, as in the 'Buddy' system whereby pupils in Year 6, help the younger ones. They are also given administrative tasks such as answering the telephone and organising play activities during lunchtime. The school is highly inclusive and places a clear focus on Christian values. It has a strong sense of community and new pupils are quickly made to feel welcome. Teaching and support staff provide excellent role models and pupils are given increasing levels of responsibility and trust, which they take very seriously.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	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	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	2
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The governance of the school	1
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).