

INSPECTION REPORT

WIMBISH PRIMARY SCHOOL

Saffron Walden

LEA area: Essex

Unique reference number: 114990

Headteacher: Mrs E Morgan

Lead inspector: Mr Terry Dentith

Dates of inspection: 26th - 28th April 2004

Inspection number: 258446

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 60

School address: Tye Green
Wimbish
Saffron Walden
Essex
Postcode: CB10 2XE

Telephone number: (01799) 599 245
Fax number: (01799) 599 029

Appropriate authority: The governing body
Name of chair of governors: Mr Jeremy Buss

Date of previous inspection: 27th April 1998

CHARACTERISTICS OF THE SCHOOL

Wimbish Primary School is a much smaller than average-sized school, situated in the village of Wimbish, near Saffron Walden. There are 60 pupils on roll, aged from four to eleven-years-old, taught in three classes for the majority of the time. The school serves the area around Wimbish and a nearby army base. Approximately three quarters of the pupils in the school live on the base and, due to the mobility of their parents, there is a high turnover of pupils. The socio-economic composition of the school is mixed and children's attainment on entry is average overall. Only two per cent of pupils receive free school meals. This figure does not give a true picture, as parents from the army base do not claim their entitlement. Many of the pupils have attended early years provision prior to starting at Wimbish. Twelve per cent of pupils have special educational needs, which is below average. One pupil has a statement of special educational needs. There are no pupils from ethnic minority families or for whom English is not their first language.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15088	Mr Terry Dentith	Lead inspector	Mathematics Science Information and communication technology Design and technology Music Physical education
9590	Mr Roy Kitson	Lay inspector	English as an additional language
21597	Mrs Caroline Robinson	Team inspector	Foundation Stage English Religious education Art and design Geography History Personal, social and health education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a satisfactory standard of education, with the capacity to improve further. **It gives satisfactory value for money.** The school has coped well with the significant changes of staff in recent years due to retirement, ill health and maternity. It also manages very effectively the high turnover of pupils, largely due to the mobility of parents at the army base. It provides the continuity of a sound curriculum and good care systems for pupils. Standards are generally in line with national expectations. Leadership, governance and management are good.

The school's main strengths and weaknesses are:

- The good leadership of the headteacher and governing body in achieving the good progress the school has made since the last inspection.
- Standards in information and communication technology are below average by the end of Year 6.
- Standards in design and technology are above average across the school.
- Pupils with special educational needs make good progress as a result of well-focused provision.
- Children in the reception year are taught well and make good progress.
- Pupils have good attitudes to school and work well together on joint tasks.
- Marking and written feedback to pupils are inconsistent.
- The information that some parents get about their child's progress is insufficient to help them support the child's learning.
- Assessment practice is not sufficiently developed to contribute fully to the raising of pupils' standards of attainment across the broader curriculum.

The school has made good progress since the last inspection, which took place in April 1998, when standards, teaching, leadership and management were all judged to be unsatisfactory. The school's ethos was judged to be satisfactory. Standards and teaching are now satisfactory and the ethos, leadership and management are good. All the key issues raised in the last inspection report have been addressed. Raising standards in information and communication technology has not been fully addressed but standards have risen from well below average to below average.

STANDARDS ACHIEVED

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

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.*

The table shows standards in English were in the top five per cent nationally, mathematics standards were average and science results were above average. These grades need to be viewed with caution because of the small number in each Year 6 group and the varying proportion of pupils with special educational needs. **Achievement is good for the youngest pupils and in Years 1 and 2. In the junior years, pupils' achievement is satisfactory.** Children in the reception year are on course to exceed the nationally expected standards, particularly in mathematics and knowledge and understanding of the world. In Years 1 to 6, there was no evidence gathered on which to judge music or physical education during the inspection. By the end of Year 2, pupils are likely to be in line with national expectations in all other subjects. The picture is the same by the end

of Year 6 except for information and communication technology, where standards are below average. Standards in design and technology are above average across the school. Pupils with special educational needs make good progress and those who are gifted or talented make sound progress.

Pupils' personal development is good. Their spiritual, moral, social and cultural development is good overall. Pupils' attitudes and behaviour are good. Relationships are good and pupils collaborate well to produce joint work. Attendance has been well below average over the last two years but has risen this year and is now about average. Punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching is satisfactory overall. In the reception year and Years 1 and 2, teaching is consistently good. The pupils learn well and the progress they make is good. For the junior pupils, teaching is satisfactory and pupils make sound progress. Assessment practice has improved and is being used to track pupils well in English, mathematics and science. This is particularly thorough and ensures good records are available for pupils who move to other schools. Assessment practice in the other subjects is under-developed. The individual targets setting with pupils, to help them know what they should focus on next, is not used sufficiently. The full curriculum is now in place and pupils have access to a good range of clubs and activities. This is extended through joint initiatives with neighbouring schools. Relationships with parents are satisfactory. There are reasonable systems to inform them of their child's progress but the school has plans in hand to improve these.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher gives clear leadership, effectively supported by the governing body. The headteacher and governors have taken the school forward through difficult times and have created a stable environment for pupils. The recently revised management team, following the resignation of the deputy, is beginning to oversee the development of the curriculum, particularly the core subjects of English, mathematics and science, but have not yet had sufficient impact on the breadth of the curriculum. Finances are managed effectively and the principles of best value underpin spending.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents support the school and are pleased that children are expected to work hard and that they make good progress. Teaching is good and pupils are well cared for. Around a third of those who responded to the questionnaire felt that communication could be improved, and that there was a lack of appropriate consultation on school issues and information about their child's progress. The inspection team judged that the school has satisfactory systems in place but agreed with the headteacher that more could be done, particularly for the parents of pupils who come to school by bus. Pupils feel confident and secure at school, although a number are concerned about the bad behaviour of a few. Although there are a small number of pupils with challenging behaviour, no evidence of any pupil being subjected to harassment was seen during the inspection.

IMPROVEMENTS NEEDED

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

- Raise standards in information and communication technology in the junior years.
- Improve the quality of marking and feedback to pupils.
- Develop the role of subject leadership to monitor and evaluate provision and outcomes across all subjects of the curriculum in order to improve assessment practice and pupils' attainment.
- Improve the information for parents about their child's progress so that they are more able to support their child's learning.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are average and achievement is **satisfactory** overall. In the reception year, pupils achieve well and they are on track to exceed the nationally expected standards in most areas but particularly in mathematics and knowledge and understanding of the world. Pupils' achievement is good in Years 1 and 2 and standards are typical for their age. In Years 3 to 6, pupils make satisfactory progress and standards overall are in line with national averages.

Main strengths and weaknesses

- Standards in all subjects have improved significantly since the last inspection.
- Pupils' achievement is good in the reception year and in Years 1 and 2.
- Pupils with special educational needs make good progress.
- Standards in information and communication technology are below average for the pupils in the junior years.
- Standards in design and technology are above average by the end of Year 2 and Year 6.

Commentary

1. National test results need to be viewed with caution because of the small number of pupils in each Year 6 cohort and the varying proportion of pupils with special educational needs. Value-added data also needs to be interpreted carefully because of the high turnover of pupils. As an illustration, three of the five current Year 6 pupils took the Year 2 national tests in the school, the other two arrived in Year 4 and 16 other pupils have moved in and out of the year group.
2. With such small numbers, details of attainment in Year 2 and Year 6 tests are not included in the report. In the years since the last inspection, results have fluctuated but the trend in the school's results for all subjects has been above the national average. In 2003, standards were well above average for Year 2 pupils in reading, writing, mathematics and science. In Year 6, standards were well above average in English, in line with national averages in mathematics and above average in science. The school exceeded its target and the national averages for pupils achieving the expected level (Level 4) in mathematics and English and the higher level (Level 5) in English. The target for the higher level in mathematics was not met. However, not all the pupils for whom the targets were set were still at the school when the tests were taken. No significant differences are evident in the achievement of boys and girls by the time they leave school.
3. Children generally enter the reception class with attainment and learning skills that are about average. The good induction arrangements help them settle quickly and make a good start to their education. Good teaching and the support of the teacher and teaching assistants ensure that children progress well and their achievement is good. Consequently, they are on course to exceed national expectations in personal, social and emotional development, communication, language and literature, creative development and particularly in mathematical development and knowledge and understanding of the world. They are in line to meet the expected standards in their physical development. They are being well prepared for their work in Year 1.
4. Pupils in Years 1 and 2 are making good progress in English, mathematics, science, design and technology and personal, social and health education because of good teaching. The good questioning by the teachers encourages pupils' speaking and listening and they achieve well. Their technical writing is good in English but this is not reflected in other subjects, where presentation is often untidy. The current Year 2 has a higher proportion of pupils with special

educational needs than the previous year. Pupils are achieving well and are on track to reach the standards expected in English, mathematics, science, information and communication technology, religious education, art and design, history and geography.

5. The current Year 6 pupils are making satisfactory progress in most subjects and standards are generally in line with national averages. This masks some variation. Standards are average in English, mathematics, science, religious education, art and design, history and geography. In mathematics and science, pupils' knowledge and understanding are secure and they have some appropriate strategies for solving problems. However, much of the work is teacher led and there are insufficient opportunities for the pupils to try out their own ideas. Standards in information and communication technology are below average because the pupils do not spend sufficient time on the computers.
6. Standards in design and technology are above average across the school. There is insufficient evidence to make judgements about standards in music or physical education.
7. Pupils with special educational needs achieve well because of the effective support from teachers and teaching assistants. Pupils who are gifted or talented make appropriate progress and their achievement is satisfactory. The staff work hard to ensure that the pupils who join the school at other than normal entry times are quickly assessed and that the curriculum is adapted to meet their needs. However, it is inevitable that moving schools affects the continuity of the curriculum and therefore, the pupils' achievement is adversely affected.
8. Pupils' literacy skills are developing well in other lessons. Pupils write in a variety of contexts and in most lessons they have opportunities to develop their language further through discussion in pairs and groups. They use their mathematics skills appropriately in different subjects and teachers ensure that pupils see their mathematical learning applied in a range of contexts. Pupils in Years 1 and 2 have reasonable access to computers during lessons in other subjects but pupils in the junior years make insufficient use of information and communication technology.

Pupils' attitudes, values and other personal qualities

Pupils have **good attitudes** towards their school, behave well and their personal development is good. Attendance and punctuality are **satisfactory**.

Main strengths and weaknesses

- Pupils are interested in their work and the life of the school and accept responsibility willingly.
- Children in the reception and Year 1 class take part in all their activities with enthusiasm.
- Pupils throughout the school collaborate very well on joint tasks.
- There is little bullying and the school acts quickly to resolve any problems that occur.
- Relationships are good.
- Children have limited understanding of the variety of world religions found in Britain today.

Commentary

9. Almost all parents believe their child enjoys school and are treated fairly; most pupils agree. Parents feel pupils are encouraged to become mature and expected to work hard. From their questionnaire returns, it is clear that pupils feel confident and secure at school, although a number are concerned about the bad behaviour of a few. No evidence of pupils being subjected to harassment was seen during the inspection.
10. In 2002/03, the school's authorised attendance rate was well below the national average and the unauthorised rate was well above average. These figures are understandable as most of

the children who were absent were from the army base with a parent serving in a war zone. The current rate of attendance for 2003-04 is satisfactory.

Attendance in the last complete reporting year

Authorised absence		Unauthorised absence	
School data	6.7	School data	1.1
National data	5.4	National data	0.4

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

11. When children enter the reception class, they immediately trust the staff, find friends and enjoy the learning opportunities provided. They join in activities with great enthusiasm and are secure learners. All this contributes to the good progress they make in their personal, social and emotional development. In the rest of the school, pupils are generally attentive in lessons and keen to answer questions. They ask perceptive questions, which enables teachers to develop learning more quickly.
12. When asked to co-operate on joint work or discuss a question, pupils respond well. Teachers give many opportunities for pupils to share tasks, resulting in their working naturally in groups or pairs. Most pupils collaborate well with others, taking responsibility for particular aspects of the work.
13. Pupils' behaviour is good and teachers generally maintain a quiet, focused working atmosphere but there are a few examples of silliness that impede the pace of lessons. Pupils willingly accept the responsibilities offered; for example older children make sure that the younger children are happy in the playground. Year 6 pupils work well with those in Year 4 to support their learning in lessons.
14. The school is rightly proud of its ethos in which all pupils feel valued as individuals. Pupils respond with equal respect for all staff, whether teachers or lunchtime supervisors, because all have equal standing. Pupils are encouraged through circle time and 'bubble time' to understand the effects of bullying and friendships; they respond with sensitivity to these issues. A significant number of pupils come from the army base, which causes high level of mobility among them. Pupils arriving at the school quickly feel valued and find friends. Pupils in Year 6 feel that the school is an easy place to make friends in because everyone is friendly.
15. The school successfully raises pupils' spiritual awareness through assemblies and class sessions in which they discuss personal issues and this is improving their speaking and listening skills as well as their moral development. Pupils understand right from wrong and talk about their feelings and the impact of their actions on others. In history lessons, they have regular opportunities to reflect upon life in a previous century and write their own accounts of life as a sea captain in Tudor times. In a lesson about the Ancient Greeks, pupils were able to reflect with maturity about society and the lifestyles at the time compared to today's lifestyle. Some of the good teaching is successful because it encourages pupils to share the experiences of others.
16. Pupils gain a very good knowledge of their own culture through visits to museums and music and art. There is a limited range of music from other cultures in the school. Although pupils know about some other religions, such as Judaism and Hinduism, they do not have enough opportunity to understand the impact of the wide range of religions and cultures that exist in Britain today. The school is aware of this and it is one of the priorities for development.

Ethnic background of pupils

Categories used in the Annual School Census
White - British
White - Irish

Number of pupils on roll
52
2

Exclusions in the last year

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory**.

Teaching and learning

The quality of teaching and learning is **satisfactory** overall. This is an improvement since the last inspection. There are good procedures for tracking pupils' progress in English, mathematics and science. Procedures are underdeveloped in other subjects and the use of assessment in lessons is variable.

Main strengths and weaknesses

- Teaching and learning in the reception year and Years 1 and 2 are good.
- The good use of teaching assistants supports pupils' access to lessons.
- Pupils with special educational needs are taught well and make good progress.
- The pace of lessons in the reception year and Years 1 and 2 is good; it is slowed in the junior years when a few pupils attempt to disrupt the lesson.
- Planning is effective in ensuring that teaching meets the needs of pupils of different ages and capabilities.
- Pupils work very effectively on joint tasks.
- The school tracks the progress of pupils very well, in English, mathematics and science, as they move through the school.
- Assessment in other subjects is not sufficiently developed.
- The quality of marking and of written feedback to pupils is too variable.

Commentary

Summary of teaching observed during the inspection in 15 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1	8	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.

17. The overall quality of teaching and learning is satisfactory. It is good for children in reception and in Years 1 and 2. It is satisfactory for pupils in the junior years.
18. All lessons are well structured and teachers ensure pupils understand the aims of the lesson and what they should learn. The aims are usually re-visited towards the end of the lesson to reinforce learning. Learning is linked well to prior work through effective recaps of previous lessons that also helps the teacher identify pupils' misconceptions. This was particularly evident in a science lesson for younger pupils where one child thought water was a living thing "because it moves".

19. The teaching for the reception children is good, resulting in them making good progress. The children who will join the class from the local early years providers make regular visits. This gives them a good start to their education and staff get to know them well. The effective partnership between staff ensures that children get a good range of interesting work, matched to their needs. The children enjoy their learning and are developing good work habits.
20. Teaching for pupils in Years 1 and 2 is at least good and sometimes very good. Pupils achieve well and they have positive attitudes to their work. Teachers question pupils well to test their understanding and challenge them to refine and improve their answers and think creatively. Lessons move with a good pace, sometimes briskly to move the lesson on but sometimes more slowly to give pupils time to reflect on their answers. Pupils are encouraged to discuss their work and they work together in pairs and groups sensibly and productively. Pupils' targets, found in the front of their books, are used by pupils and teachers to help plan and guide future work.
21. In the junior years, teaching is satisfactory, contributing to the sound progress pupils make. The teachers have good subject knowledge and convey this to pupils well. The work set is at an appropriate level but occasionally lacks a sense of urgency and pupils are then not sufficiently challenged to produce their best work. Generally, lessons move with a reasonable pace. Some pupils have short attention spans and, although dealt with well by the teacher, their disruptions sometimes slow the lesson. Pupils have many opportunities to discuss their work and are expected to collaborate on joint tasks. They respond very positively and organise themselves well.
22. Teaching assistants are deployed effectively. They understand the overall aims of the lesson and are clear about their responsibilities. The support they give to groups of pupils is good, enhancing their learning and giving pupils good access to the lesson, especially those with special educational needs. Their particular skills are effectively utilised, for example, by supporting groups of pupils using programs on computers.
23. Since the last inspection, assessment practice has improved and is now satisfactory. The comprehensive tracking of pupils' attainment in English, mathematics and science, as they progress through the school, helps teachers set targets and informs their planning. In the other subjects, teachers keep some records of the progress pupils make but this is neither systematic nor consistent. All pupils' work is marked and some teachers' written comments help and support pupils' understanding of how well they are doing. However, this practice is not consistent across the school and the older pupils do not receive sufficient written feedback on the quality of their work or on the next steps in their learning.

The curriculum

The curriculum provision is **satisfactory**. The school has a broad curriculum that meets all national curriculum requirements, including provision for religious education. The strong focus on English and mathematics has led to some imbalance of time for other subjects, particularly information and communication technology. The curriculum for the reception children is good as is provision for children with special educational needs. Opportunities for enrichment are very good through a range of clubs, visitors and visits.

Main strengths and weaknesses

- Provision for pupils with special educational needs is good.
- The planning and organisation of the curriculum for the reception children are good.
- Opportunities for enrichment through clubs and activities are good.
- Opportunities are missed to develop pupils' skills in art and design in Years 1 to 6.
- Use of information and communication technology across the curriculum is inconsistent.
- Pupils need the opportunity to study religious education in greater depth.

Commentary

24. Curriculum provision in the reception class is well planned and promotes all areas of learning. Teachers work well together as a team to ensure that there is consistency in planning and teaching, with the result that children make good progress from reception to Year 1. The arrangements for outdoor learning are good and children have regular access to outdoor activities in the reception and Year 1 class.
25. The curriculum for pupils in Years 1 to 6 is satisfactory with the exception of information and communication technology. The curriculum has recently been reorganised to accommodate the need to restructure the classes from four to three. The school day is well organised to ensure that maximum use is made of all resources. All the required subjects are taught, but the information and communication technology curriculum is not organised to ensure older pupils experience it in sufficient depth and have the opportunity to build up systematically the knowledge and skills generally expected for their age. While religious education is provided, religions other than Christianity are not studied in sufficient depth. The school's strategy for teaching English and mathematics is good. The classroom environments offer good support for teaching and learning in these subjects. There is a range of visual support and related vocabulary; this is consistent across the school. The result is that pupils know the classroom systems well, are confident learners and demonstrate a good level of independence. In Year 6, pupils know how well they are doing in English, mathematics and science against National Curriculum levels and they are clear about what they have to do to improve.
26. The quality of provision for personal and social education is good. The approach to behaviour management is consistent and understood by all groups of pupils. Pupils clearly understand right from wrong. The school encourages the development of positive attitudes between all pupils. Health education, including sex and drugs education, is appropriately covered and all statutory requirements are in place. Provision for citizenship is good. There is a good and active school council that has a positive impact on the school's work.
27. Provision for pupils with special educational needs is good. Their individual education plans are well focused on their specific needs. The progress of pupils with a statement of special educational needs is monitored very effectively. The school's approach is inclusive and all members of staff are strongly committed to including all pupils in the life of the school.
28. There is a wide range of sporting, musical and arts clubs and out of school activities that are well attended from across the whole school. The curriculum is enriched by visits to places of interest and themed weeks. A strong feature of these activities is the opportunity pupils have to experience traditions from other countries – for example, during multicultural weeks such as Divali week. There are also rich learning opportunities in arts weeks when pupils have the opportunity to work with artists and craftsmen. During book week, they have the opportunity to work with a storyteller, author and poet.
29. The school has an appropriate number of qualified teachers to meet the needs of pupils and cover the requirements of the National Curriculum, although two are currently on temporary contracts. Teachers and pupils are very well supported by a number of suitably trained teaching assistants. They make a good contribution to the work of the school. The turnover of staff has impeded the progress of some of the foundation subjects and religious education. The arrangements for subject leadership have recently been reorganised to create a more manageable system but it is too early to comment on the impact of this.
30. The accommodation is good, as are resources for learning. The school has ample space in classrooms. There is a good-sized hall, a small library and a computer suite. The building is an attractive place to learn and the hard work of the caretaker ensures it is clean and pleasant. The rolling programme of refurbishment is having a positive effect on the quality of the learning

environment. There is a good level of consistency in the way classrooms are organised, which supports learning very well. Children in reception have a good range of resources to support all areas of learning. They have access to an outdoor area, which is well maintained and well managed. Plans are in place to develop the outdoor space to provide a covered area for reception children and an environmental area to enhance the science curriculum.

Care, guidance and support

The school has **sound** procedures to ensure that pupils' care, welfare, health and safety are maintained. The support it provides for pupils' personal development is good and the monitoring of their achievements is satisfactory. There is satisfactory and growing involvement of pupils in the school's work and development.

Main strengths and weaknesses

- Relationships between adults and pupils are good across the school.
- The induction of pupils new to the school is good for those who arrive during their school career.
- The links with local early years providers are very good.

Commentary

31. The school has effective procedures for the protection of pupils and the school has good links with outside agencies. Regular checks for health and safety ensure that the school buildings are safe and that there is effective security.
32. Each pupil has a good and trusting relationship with one or more adults in the school. Because the school is small, pupils and adults are well known to each other. The teachers and other adults in the school act as good role models. The progress of pupils is closely monitored and the advice they receive throughout their time in school is satisfactory and well founded. Guidance to help pupils academically is less secure on a day-to-day basis but is good over time.
33. The school has a very good relationship with the early year providers, in particular, the pre-school at the local army base. The children from the pre-school visit the school regularly and join the reception children once a week for a joint assembly. The induction arrangements for all pupils are well established and the teaching assistants have a special responsibility for ensuring that pupils who join the school at times other than normal entry are quickly integrated into the life and work of the school. The school's 'Friendship Bench' in the play area is used by pupils when they feel the need to make contact with other pupils.
34. The School Council meets every two weeks and it gives the headteacher and her staff the opportunity to consult and receive concerns and ideas from the pupils. Members of the Council are responsible for manning the Friendship Bench and have been consulted on such matters as the 'Healthy Schools' initiative.

Partnership with parents, other schools and the community

Links with parents and the community are **satisfactory**. Links with other schools are **good**.

Main strengths and weaknesses

- There is insufficient dialogue between the school and some parents concerning the progress of their children.
- Transfer arrangements with the pre-school are very good and those with the high schools are good.

- The school links well with other schools for joint teacher training and organising events for pupils.

Commentary

35. Parents are provided with useful information about the life and work of the school through newsletters, the school brochure and the good quality governors' annual report, which contains some nice additional touches, such as "Where are they now" about past pupils.
36. The pupils' end-of-year reports are descriptive, suitably evaluative and give targets for pupils to improve their performance, both academically and personally. There are two parents' evenings, held in October and July respectively, that are well attended. However, some parents feel that there is little other information available about the children's progress during the year. The school's reasonable response is that their 'open door' policy enables parents to approach the class teachers or the headteacher at any time and this works well for parents who bring their child to school. More could be done to improve the dialogue with parents whose children are "bussed" to school, both by the school and by the parents. The headteacher has already agreed with the governing body that the first parents' evening should be moved to a more appropriate time as part of the solution to parents' comments.
37. The headteacher has sought parents' views on a number of issues, such as the school uniform, the 'Healthy Schools' initiative and travelling to school. However, she acknowledges that she has not given sufficient feedback on the outcome of these surveys. Although invited to do so, parents do not help in school on a regular basis but they support the school in a number of other ways. For example, they make costumes for school events, which are well attended. Most parents give good support to their children with their homework.
38. Although it is available, the local community does not use the school building. However, the school utilises the village and surrounding area for its studies and local people do come into school to assist with particular topics, such as aspects of local history. The local vicar regularly takes school assemblies.
39. The school prepares pupils transferring to the local high school very well. Apart from visits to the high school, Year 6 pupils are given health education training, which includes dealing with problems associated with drug abuse, alcohol awareness and sex education. Additional help is also given to pupils with special educational needs to help them in their transition to secondary education. The school is part of a local 'cluster' of schools which organises joint events such as Art and Music Festivals and combines with other schools for joint training. The school is actively involved in the management of these shared 'cluster' arrangements.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. This is a significant improvement on the previous inspection when leadership and management were judged to be unsatisfactory. The school has made good progress in addressing the key issues. The governance of the school is good.

Main strengths and weaknesses

- The headteacher has a clear strategic view of the school and her leadership is good.
- The governing body has a very good understanding of the school's strengths and areas for development through its challenge and support.
- All staff work as an effective team to meet the needs of pupils.
- Curriculum leadership and the monitoring of provision are not sufficiently developed in order to improve assessment practice and raise children's levels of attainment across the broader curriculum.
- Good self-evaluation processes contribute to the school's good progress since the last inspection.

- Finances are well managed and effectively used to support the school's priorities.

Commentary

40. The school has come through some turbulent times. Leadership and management, at the time of the last inspection, were unsatisfactory, as were many aspects of the school. The current headteacher, with the support of the Local Education Authority (LEA), has turned this round. She has a clear understanding of how the school needs to continue to improve and has put effective systems in place to achieve this. Staff changes, through ill health and maternity, have slowed some of the planned changes but the school has the capacity to make certain they are implemented.
41. The governing body has effectively supported the changes, ensuring that they are in the best interest of the school. Governors understand the strengths and weaknesses of the school very well and take an active part in helping the staff recognise areas of improvement as well as addressing areas for development. The governing body has set up appropriate committees to oversee aspects of the school's work. They hold the school to account and look for the information they need to make sensible decisions.
42. The school's good procedures for self-evaluation, including the analysis of attainment data, complemented by regular LEA monitoring, have led to a thorough but manageable school development plan, which is regularly reviewed by staff and governors. These processes have contributed to the school's good improvement since the last inspection.
43. With the resignation of the deputy, the school took the opportunity to restructure the management team to create three teams, one each for "humanities", "arts" and "outdoors", to take responsibility for the curriculum. Each is led by a teacher with management responsibility or the headteacher. All subjects except English, mathematics and information and communication technology, which are co-ordinated individually, are included in one of the groupings. The teams are already undertaking some development, monitoring and evaluation in order to raise attainment in the wider curriculum. However, the system is in its infancy and needs developing further to be fully effective.
44. The school has effective systems to make sure all pupils are settled and secure. This is particularly evident in the good induction arrangements for pupils who transfer to the school mid-year. Leadership of the school's work with pupils with special educational needs is good. The co-ordinator organises the provision efficiently and staff work effectively to meet the pupils' needs. The governor with specific responsibility for special educational needs work has a good grasp of the role and carries it out very well.
45. Overall, the management of the school is good. Day-to-day routines are clear and well understood. Staff receive good support from the school secretary, who provides a cheerful welcome to visitors. The school buys expertise from a shared finance officer and an information and communication technology technician, following "best value" decisions of the governing body. Finances are managed effectively and the comprehensive school development plan is used to set priorities and steer spending.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	264,307
Total expenditure	276,307
Expenditure per pupil	4,605

Balances (£)	
Balance from previous year	30,252
Balance carried forward to the next	18,252

46. Major aids to achievement are the strong teamwork in the school and the clear leadership for improvement. The main barrier to raising achievement is the high mobility of pupils, which disrupts their education. The school has made good progress thus far and has clear potential to develop further. It gives satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

47. The overall provision for the children in the Foundation Stage is **good**.
48. Provision in the mixed reception and Year 1 class is well managed to ensure that the reception age children have access to a Foundation Stage curriculum that is based on the principles of early years practice.
49. In the reception year, children achieve well and they are on track to exceed the nationally expected standards in most areas. Overall teaching is good in all areas. Leadership and management of the provision for the reception children are good. The staff work very well together to ensure that children receive a consistently good induction into school. Good planning and assessment systems in the reception class contribute to the good start children receive in the early years of school. The curriculum is well planned to provide a wide range of interesting and relevant activities, which are well matched to children's needs. The progress of all children is carefully monitored and assessed from the time they enter the school. Attainment on entry is broadly similar to that seen nationally. Children with special educational needs are well supported and achieve well when account is taken of their prior attainment. Parents are kept informed about what their children are to learn and have learnt at school.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Good planning and organisation ensure that children experience enjoyable activities.
- Children develop confidence and improve levels of concentration.
- Children co-operate and behave very well, and work collaboratively.
- There are many opportunities for children to develop independence.
- There are good opportunities for outdoor activities.

Commentary

50. Children achieve very well during the foundation year and they are likely to exceed the national expectations by the end of the year. They quickly develop confidence and have very good relationships with other children and all the adults that work in the reception class. The children feel secure and confident because the staff are good role models for them. Children move independently about the room, they are very familiar with the routines and systems; they select activities, materials and books and complete some activities without adult intervention. They work well in large or small groups. Children receive praise and encouragement and this is effective in building up their self-esteem and confidence.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The teaching is good.
- Children achieve well because lessons are challenging.
- Teachers provide good opportunities for language development.
- Early reading skills and knowledge of sounds are fostered well.
- Early writing is developed through effective support from both the class teacher and the classroom assistants.
- Children make very good progress in joining their letters during handwriting.
- There are opportunities for children to practise what they have learnt in focused literacy sessions.

Commentary

51. Children achieve well in all aspects of this area of learning. Good opportunities exist for children to extend their speaking and listening skills through all areas of learning. In lessons, all adults encourage children to talk about what they are doing and discuss what may happen next in a story. A number of children spell simple words well. Children are actively encouraged to choose a new storybook to take home every day with the result that their early book knowledge is developing well. There is plenty of opportunity for independent writing in a variety of contexts and children's handwriting is developing well. They are making good progress towards achieving beyond the early learning goals by the end of the reception year.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- The curriculum is very well planned to include many opportunities to develop mathematical knowledge.
- There are many practical activities for children to consolidate what they learnt.
- Teaching is good.
- There are many opportunities to explore materials and ask questions.
- There are many opportunities for children to initiate their own learning.
- Resources are good and children access them independently.

Commentary

52. Children achieve very well because of the strong emphasis on the development of mathematical skills and language in all lessons and they are likely to significantly exceed the expected standards by the end of the year. This provides a very sound basis for future work in mathematics in Year 1. They put numbers in order and in groups with confidence. They count backwards and forward within 20 and have a secure knowledge of more than and less than. The classroom environment supports the development of mathematics very well. Children have access to a wide range of mathematical materials and games that they play with without having to ask permission. There are many visual resources on display to reinforce the teaching points. Teachers take every opportunity to embed learning in number and shape.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Children take part in experiments that develop curiosity and stimulate learning.
- There are a number of opportunities to explore materials and ask questions.
- Children have regular opportunity to visit places of interest.

Commentary

53. Children achieve very well and activities based on real situations provide a very sound basis for future work in science, geography and information and communication technology in Year 1. They are in line to significantly exceed the expected standards by the end of the year. Staff involve children in exciting activities such as growing and planting, visiting a garden centre and learning about the conditions plants need to grow. The children closely observe natural objects by using a magnifying glass and are encouraged to discuss their findings. They make good progress in learning to use the computer and accurately build a picture using the mouse to click and drag symbols across the screen. Teaching is good and encourages children to ask questions. They have the opportunity to find out about their own locality by visiting local markets. They locate countries on a world map to track the progress of Barnaby Bear.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Pupils' manual dexterity is good.
- There are well-planned physical activities outdoors.

Commentary

54. Daily physical activities in the outdoor area are well planned and all children have regular access. They have planned opportunities for a timetabled physical education curriculum including swimming sessions. They have regular opportunities to play in the outdoor area. There are many opportunities to acquire skills in cutting and sticking and working with malleable materials. All children have regular access to a range of construction activities, both inside and outside, and they quickly develop a good standard of manual dexterity in handling materials. They are in line, by the end of the year, to achieve the appropriate standards in their physical development.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- The opportunity for developing knowledge and skills in music is good.
- The provision for developing imaginative play is good.
- The opportunity for developing knowledge and skills in art and design is good.

Commentary

55. Children enjoy imaginative play in the garden centre role-play area. Opportunities to improve skills needed in the curriculum for art and design are provided systematically through close observational drawing and painting. The children learn about colour mixing and weaving with paper and threads. They use their imagination in making sandwiches for a giant and a princess. They make their own individual musical instruments and have the opportunity to listen to musical stories such as Peter and the Wolf. Pupils are likely to exceed the standards expected by the end of the reception year.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Handwriting is well taught throughout the school and standards are high.
- Pupils read a wide range of fiction and non-fiction books.
- Teachers use questioning well to extend pupils' speaking and listening.
- Although some presentation is good, a lot of the work is not well presented.
- Marking and feedback to pupils are inconsistent.

Commentary

56. In the national tests in 2003 for Year 6, standards in English were well above the national average and those of similar schools. It was a similar picture for Year 2, where standards in reading and writing were well above the national average and the average for similar schools. Pupils generally achieve well but, due to very small numbers in each year group, comparisons are not particularly helpful. The inspectors found that standards in the current Year 2 and Year 6 are in line with national expectations. Standards in speaking and listening are good throughout the school. There is no significant difference between the performance of boys and girls. Higher attainers have planned work and are achieving well. Pupils with special educational needs do well and are well supported.
57. The current pupils started in Year 1 with above average standards in communication, language and literacy but there is a higher than usual number of pupils with special educational needs in the current Year 2. In Years 1 and 2, teachers build well on the speaking and listening skills developed by pupils in the reception class. Most pupils across the school speak very clearly with confidence and adapt their speech to a purpose. This is the result of the teachers' effectively focused questioning.
58. Standards of reading are average in Years 1 to 6. There is a good range of reading books in the school and children enjoy reading them. Children in the reception class are familiar with the library classification system and attempt to locate books on a particular subject. Pupils take home both fiction and non-fiction books on a regular basis, their choice of books carefully monitored by both teaching assistants and teachers. Lower attaining pupils make good progress in reading and are given good support from teaching assistants and parents. Higher attaining pupils read challenging fiction and non-fiction books. In Year 6, pupils discuss confidently the novels and plays they have read and enjoyed such as 'Jane Eyre', 'Dr Jekyll and Mr Hyde' and 'Macbeth'.
59. By the end of Year 2 and Year 6, attainment in writing is well above average in terms of the vocabulary used and sentence construction. Year 2 pupils know that all sentences need capital letters and full stops and they are developing and understanding the use of similes and conjunctions. Higher attaining pupils in Year 6 write imaginative and interesting accounts and letters, showing good use adjectives and well-constructed sentences and paragraphs. When handwriting is the only focus, standards are very good throughout the school and skills are built on well from the reception class, where children are beginning to learn to join letters. However, in other written work, there are weaknesses in the presentation, which is often untidy. In some cases, pupils' work is stored in folders, which makes it difficult to monitor progress, as work is often undated.
60. Based on the observations during the inspection and the analysis of pupils' work, teaching is satisfactory overall with good features. In all lessons, teachers make good use of questioning to challenge the pupils and to discuss their work. Good use is made of partner discussion to

develop ideas. In a good lesson seen in the Years 2 and 3 class, pupils were challenged to select words of similar meaning to discuss in pairs the possible missing words in a text. The lesson was brisk and purposeful and pupils responded very well and concentrated hard. There is, however, limited use made of information and communication technology to extend pupils' writing skills.

61. Assessment is satisfactory and pupils' progress is carefully tracked as they move through the school. Careful assessments are made of pupils' levels of capability as they move in and out of the school. Marking and written feedback to pupils needs to be improved. In some of their exercise books, pupils have targets set for them and marking is linked to the learning objectives but this practice is not consistent. Pupils in Year 6 were able to discuss their expected levels in the national tests and they knew what they needed to do to improve but they were rather reluctant to challenge themselves to do better.
62. Leadership and management are good. Clear guidance is given to teachers and standards have improved since the last inspection. Test results are carefully analysed and outcomes from regular monitoring of both teaching and pupils' work are shared with staff and reported to the governing body.

Language and literacy across the curriculum

63. Literacy skills are used well in history and in religious education. In history, pupils write interesting diary accounts of what life was like on a ship in Tudor times. In religious education, they produce the story of David and Goliath as a news report from a modern day perspective. In most lessons, pupils have opportunities to develop their language further through discussion and asking and answering questions.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils in Years 1 and 2 make good progress and achieve well, due to good teaching.
- Teachers develop pupils' mathematical knowledge and understanding well.
- Older pupils have insufficient practice in using and applying mathematics.
- The re-grouping of pupils into four groups is having positive benefits.
- The tracking of pupils' progress is good but marking and feedback are inconsistent.

Commentary

64. Standards have improved since the last inspection when they were judged to be below average by the end of both Year 2 and Year 6. Last year, standards in the national tests were well above average by the end of Year 2 and average by Year 6. These outcomes need to be viewed with caution because of the small numbers in each cohort. There is a higher proportion of pupils with special educational needs in the current Year 2. All pupils in Year 2 are achieving well and they are on track for standards to be in line with national averages.
65. Pupils in Year 6 are making satisfactory progress and standards are also likely to be in line with national averages. They are generally secure in the knowledge and understanding of appropriate mathematical concepts and can apply these to solving problems. They have an appropriate range of strategies, communicate their findings well and check that their answers are reasonable. However, much of this work is teacher led and pupils have too few opportunities to try out their own ideas or draw on previous work to identify patterns of solutions.

66. Teaching has improved across the school. It was judged unsatisfactory at the last inspection and is now good in the lessons for the infants and satisfactory for the junior years. Lessons are planned well to meet the needs of the different year groups and the capabilities of the pupils. The re-grouping in mathematics, to limit each class to two year-groups, has supported this. Where present, teaching assistants support the pupils well and those with special educational needs make good progress. Some junior pupils have short attention spans and can be disruptive. Teachers generally deal with this well but it slows the pace of the lesson. In all lessons, teachers question well and encourage pupils to discuss answers with each other to refine their thoughts. Learning is consolidated with effective plenary sessions that bring together the main learning points, linked to the objectives of the lesson.
67. The tracking of pupils' progress through the school is good. Detailed records are kept of attainment and projections. This has been particularly important with the high number of pupils joining and leaving the school during the academic year. All pupils' work is marked with at least a tick. Some teachers include diagnostic feedback to help pupils understand what they have done well and where they need to improve but this is inconsistently used. Pupils have a target sheet in the front of their exercise books and these are used well by some teachers to inform pupils of what they have achieved.

Mathematics across the curriculum

68. Satisfactory opportunities are provided for pupils to use their mathematical skills in other subjects, such as graph work in science and measuring and estimating in design and technology. Pupils have looked at the properties of shapes using a programmable floor robot and Logo. Older pupils have used spreadsheets to explore number patterns.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils in Years 1 and 2 achieve well as a result of good teaching.
- Pupils' scientific knowledge is appropriate for their age but the older pupils' investigative work is not sufficiently demanding.
- Pupils have positive attitudes to science and work well collaboratively.
- Pupils' work is marked but there is insufficient written feedback to help them progress.

Commentary

69. Pupils make good progress in Years 1 and 2 and progress is satisfactory in the junior years. This is a significant improvement from the last inspection when progress was unsatisfactory across the school. Standards have also risen. They were below average in both Year 2 and Year 6 in 1998. Last year, standards in national assessments were well above average by the end of Year 2 and above average by the end of Year 6. Inspection evidence indicates that standards will be in line with national averages this year.
70. Pupils enjoy the practical nature of science lessons and collaborate well on joint tasks. For example, younger pupils find and classify insects, being careful not to harm them. They use charts, tables and a digital camera to collect evidence that they then transfer to a computer. Older pupils carry out investigations in their science work but they do not have opportunities to design their own tests, select their own equipment or hypothesise beyond the obvious. This was evident in their task of testing for electrical conductivity where the equipment was set out for them. Only in the extension to the work was there any challenge to their assumption that only metal conducted. However, all older pupils understand the nature of a fair test, the impact of altering variables and how to present findings using tables, diagrams and graphs.

71. Teaching is good for the younger pupils and they achieve well. Older pupils' achievement is satisfactory, reflecting the quality of their teaching. Teachers have good scientific knowledge, explain well and emphasise the correct vocabulary so that pupils have secure scientific knowledge and understanding. Planning is good, meeting the needs of pupils of different ages and capabilities. Pupils with special educational needs achieve well in appropriate tasks. Good recaps of prior learning help link work and effective plenaries draw the work together ready for the next lesson. This good quality information contributes to pupils' learning. Unfortunately, this quality is not consistently reflected in the written feedback to pupils through the marking of their work. In the better lessons, the pace of the work is sharper and the level of challenge for pupils is higher.
72. Leadership and management were unsatisfactory at the time of the last inspection. They have now considerably improved and are now satisfactory. The monitoring of pupils' work and of classroom practice is identifying areas for improvement, such as the variability of marking. Pupils have access to a good range of resources and the teachers effectively use both the indoor and outdoor environment.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards in information and communication technology in the junior years are below those expected nationally.
- Pupils are confident in using information and communication technology.
- The recently created computer area is helping the teaching of computer skills.

Commentary

73. No lessons of information and communication technology were observed but some groups were seen using computers, for example, in registration times. Evidence of attainment was gathered through talking to pupils and looking at their work on display and stored on the computer.
74. In Years 1 and 2, pupils make satisfactory progress in developing their information and communication technology skills and standards are average overall. Pupils are confident in using computers, accessing their work and saving the end result. Younger pupils create pictures using clip-art and paint programs, whilst in Year 2, pupils use a digital camera and a microscope to capture images to use. They use information programs: for example, two pupils used a dictionary to check spellings and find the meanings of unusual words. They enjoy programming a floor robot and predict how it will move.
75. Older pupils develop and build on these skills. However, they do not spend sufficient time on computers to reach the appropriate standards. They use a publishing program to combine pictures and text, change the look of the product and have some understanding of audience. They are not aware, however, that other sources can be added to their text, such as the number patterns they created using spreadsheets, and the results are limited. Using e-mail, the Year 6 pupils have had Australian and Canadian pen-pals but the links have not been kept up. They have not used technology to control physical events or equipment to sense physical data (such as electronic thermometers) as yet but it is planned later in the year. They are proficient in using the Internet to research topics in other subjects but have limited experience of using databases to collate information and to frame questions for investigation.
76. The creation of a computer area within the library space has improved pupils' access to both ICT and information systems. The Local Education Authority-produced scheme gives a good structure to the teaching but too much of the older pupils' work is unfinished or limited in

scope. Leadership and management are effective in planning the provision and ensuring that appropriate resources and planning are available. However, the limited monitoring undertaken has failed to identify the under-use of the technology and the resulting low standards.

Information and communication technology across the curriculum

77. Pupils in Years 1 and 2 have reasonable access to computers during lessons in other subjects and use them appropriately. They use text and pictures to illustrate their work and reference materials to find out information. Pupils in the junior years do use information and communication technology to support their work, for example, producing newsletters in English using a publishing program and using the Internet to research topics in, for example, history and geography. However, there are missed opportunities to use them more widely.

HUMANITIES

During the inspection, geography, history and religious education were not the main focus and judgements are based on work scrutiny, one history lesson observed and discussions with pupils.

Provision is **satisfactory** in geography, history and religious education. Standards have improved since the last inspection when standards in all three subjects were below average. They are now in line with the nationally expected levels.

Co-ordination of the three subjects is part of the restructuring of responsibility for the curriculum. The development of the humanities curriculum is the role of one of the three teams and work has started in reviewing provision. However, the review is at an early stage and there is insufficient evidence to judge its effectiveness. Teachers keep some records of pupils' progress in the three subjects but this is underdeveloped.

History

78. History is celebrated and given status through the displays around the school. The curriculum is enhanced by visits, for example, to the local town to study the history of buildings and the layout of the roads.
79. In the one lesson observed with the older pupils, they made satisfactory progress because the teaching was focused upon what they needed to learn. The teacher provided them with good quality literature and information about life in Ancient Greece. They were motivated by the task and made progress in understanding the differences in life then and now. The teacher led a lively debate on the differences in the status of girls and boys in Ancient Greece, making effective links with democracy and the citizenship curriculum.
80. Pupils have the opportunity to reflect on life in Tudor times through their studies of life on board a ship. They write their own individual accounts in diary form of life as a sea captain on a merchant vessel. They understand and speak with confidence about the life and occupation of Sir Francis Drake and his contribution to British history, providing an opportunity for reflection upon social issues, both past and present.
81. There was very little evidence of recorded work in Years 1 and 2. Discussions with pupils indicate that they have the opportunity to learn about 'then' and 'now' through their studies of old objects and artefacts. They compare kitchen utensils and household objects through close observational drawing. Pupils can also refer to some famous people from the past such as Florence Nightingale and Christopher Columbus.

Geography

82. The curriculum is well planned to include fieldwork in the village and further afield. In the Years 4/5/6, class pupils have the opportunity to reflect on local issues such as the expansion of

Stansted airport. They research the issue and write their independent views in letters. They construct tourist guides for their own locality, making effective comparisons to encourage visitors. They accurately describe physical processes, such as the water cycle, and the implications of environmental change, such as the changing coastline in East Anglia.

83. In the Years 2/3 class, pupils study two localities and carry out investigations beyond the classroom. The more able can locate countries on a world map and reflect on holidays they have had. They draw good sketch maps of their village and route to school. In discussion, they make comparisons between their own homes and those of people who live in Tocuao in Mexico. They carry out investigations into the parking problems around the school, record traffic surveys accurately and give an opinion as to how they can solve the problem of the congestion at the beginning and end of the school day.

Religious education

84. Pupils make appropriate progress as they move through the school. Older pupils speak confidently about why Christians celebrate Christmas and Easter. They have regular opportunities to write their own responses to Bible stories; good examples were seen of pupils writing the story of David and Goliath as a news report. They made good links with English and took the opportunity to reflect on similar conflict situations today. A good example of a storyboard was seen where the pupil had taken the main issues from the story of the Good Samaritan and put it into her own words. The work was very carefully drawn and presented.
85. In the Years 2/3 class, pupils wrote their own versions of the story of the lost sheep and could reflect on how the shepherd and the sheep might have felt. They study Hinduism and raise questions about the purpose of Hindu gods and goddesses. Year 1 pupils understand and reflect upon what makes us special and they accurately represent faces showing a range of feelings. They also had the opportunity to reflect on the meaning of Lent and to discuss giving up favourite foods. As a result of their trip to the garden centre, they could discuss and reflect on the natural world of plants. Religious education contributes to pupils' personal and social development. Effective links are made with other subjects, including English and art and design.
86. Pupils have some knowledge of non-Christian faiths and artefacts but it is limited. Pupils do not have the opportunity to develop their personal knowledge of world religions through, for example, visits to places of worship or by listening to visitors representing other faiths.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

During the inspection, art and design and design and technology were not the main focus and judgements are based on work scrutiny and discussions with pupils.

Provision in **art and design is satisfactory** and it is **good in design and technology**. Both subjects are the responsibility of the "arts" team in the new management structure. Again, it is too early to assess the impact of their work.

Standards are average in art and design and above average in design and technology by Years 2 and 6. This is an improvement since the last inspection where art standards were below average in the junior years and standards in design and technology were below average across the school.

Joint work with other schools enhances the creative and aesthetic aspects of the curriculum. The pupils talk with enthusiasm about the day they worked jointly with pupils from nearby schools and with artists, dancers and actors on a range of projects. Younger pupils spoke very positively about the play put on by the older pupils.

Art and design

87. Pupils in Year 6 show interest in and discuss and compare the qualities of artists like Van Gogh, Monet and Suerat. They closely observe, draw or paint artefacts and objects from a range of countries. Some good examples in painting of North American Indian masks and pastel drawings of Balinese puppets show pupils are capable of achieving higher levels of skill. They speak with confidence and enjoyment about their three-dimensional work with the willow weaver when they made large butterflies from paper, fabric and willow.
88. Pupils in Year 2 have opportunities to observe plants and flowers closely and then work with pastels and paint. They have the opportunity to experience a range of techniques and media. Although the work samples show some evidence of colour mixing, pupils' knowledge is limited. All pupils have the opportunity to visit museums and art galleries.
89. Art makes a contribution to other subjects; illustrated storyboard presentations of the Good Samaritan in religious education were of a good standard. In Years 1 and 2, there is evidence of pupils using a paint program to produce individual pictures of animals.
90. Assessment arrangements are at an early stage. Pupils use sketchbooks but they do not yet contain very much evidence to judge progress. Pupils do not yet have the opportunity to develop skills in drawing and painting systematically to achieve consistently higher levels. The school is aware of the need to improve pupils' skills and it is part of their priority for developing the subject. Art clubs and an art week have widened pupils' access to, and enjoyment of, the subject.

Design and technology

91. Pupils keep a comprehensive portfolio of their work with a good range of evidence of their achievements. Their work is well displayed and pupils talk knowledgeably about their particular creations and explain the mechanisms and tools they have used. They co-operate in groups to undertake the work and it is evident that teamwork is good. Explaining their contribution, they acknowledge the work of other team members and talk with pride about how much they like their finished article. They are also keen to praise the work of other groups.
92. Standards have improved considerably since the last inspection when they were judged to be below average. At the end of Year 2 and Year 6, the quality of work is better than is usually found nationally and standards are good.
93. Pupils design, make and evaluate items in a wide range of materials. The individual monsters made by Year 2 pupils, from card and packaging, matched the design and worked as planned. Their evaluations were focused on how effective they were as well as on how they looked. Designs are based on research. For example, the Year 2 work on playground equipment followed an analysis of items available in catalogues. The biscuits Year 6 pupils made, which followed the sampling of a range of commercial biscuits, were tested for suitability. One pupil commented, "These are aimed at children. They are too sweet for adults." The packaging they then designed reflected the intended audience.
94. The good range of resources and the enthusiasm of the teachers for the subject support the work in the school.

Music

95. There was insufficient evidence to make any judgement on provision, although planning indicates that music is appropriately in place in the curriculum. There is a good range of musical instruments and pupils talk positively about composing and playing their own music. Staff make reference to the music played in assemblies to raise pupils' interest and awareness. Singing in assemblies is of a good quality and pupils clearly enjoy it.

96. The school brokers specialist music tuition for pupils who are keen to play a musical instrument. The peripatetic teacher sees a number of pupils and feels they have made reasonable progress since starting in September. There is sufficient recorded music in the school but little music of other ethnic origins. Extra-curricular choir and music clubs, including three recorder groups, supplement the provision and are well attended.

Physical education

97. No teaching of physical education was seen during the inspection so it is not possible to judge provision or attainment. Planning indicates that all aspects are taught and evidence from pupils supports this.
98. All pupils get a swimming session for two terms each year and most are able to swim at least 25 metres by the end of Year 6. There are good facilities, with the hall and the field, and resources are good. Older pupils were keen to explain their recent orienteering activity that combined problem solving with exercise. A number of pupils attend the clubs for rounders and football and enjoy the opportunity to play against other schools locally.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

99. Provision for pupils' personal, social and health education is good. The weekly timetabled lessons are well planned and meet statutory requirements for the subject. The curriculum is enriched with themed weeks, which allow pupils to work in greater depth on topics such as being friendly or staying healthy. Some aspects are covered in other subjects of the curriculum. For example, in history lessons, pupils have the opportunity to discuss democracy, and in religious education, they reflect upon the importance of valuing all people in society.
100. Circle and bubble time are used effectively to develop pupils' skills of taking part in discussions, sharing feelings and exploring issues such as bullying. The pupils respond sensitively to these issues. Provision for citizenship is good. There is a good and active School Council that takes its responsibility very seriously. The members of the Council canvas opinions in their class and most, particularly the older pupils, take a positive role in discussions. The council monitors the results of decisions they have taken, for example, the use and value of the 'buddy bench' introduced to ensure that children have friends to play with.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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