

INSPECTION REPORT

WORLEBURY ST PAUL'S CE (VA) FIRST SCHOOL

Weston-super-Mare

LEA area: North Somerset

Unique reference number: 109241

Headteacher: Mr N McCarthy

Lead inspector: Mr R Burgess

Dates of inspection: 2nd – 4th February 2004

Inspection number: 260571

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Voluntary aided
Age range of pupils:	4-8
Gender of pupils:	Mixed
Number on roll;	116
School address:	Woodspring Avenue Weston-super-Mare
Postcode:	BS22 9RH
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Ann Deakins
Date of previous inspection:	5 th July 1999

CHARACTERISTICS OF THE SCHOOL

Worlebury St Paul's CE (VA) First School is situated in the village of Worlebury to the north of Weston-Super-Mare in North Somerset. It is smaller than most schools, with 116 pupils on roll, aged between four and eight years. The school serves the immediate community, but also admits pupils from a wider area. The pupils come from a range of social backgrounds. There are significantly more girls than boys in most year groups. The school admits children at the beginning of the school year after their fourth birthday. Pupils' attainment on entry is average, although a wide range of attainment is evident. The majority of pupils are from white ethnic backgrounds. There are no pupils who use English as an additional language. Two per cent of pupils have special educational needs, which is well below average. One pupil has a statement of special educational needs, which is similar to the national average. The proportion of pupils in receipt of free school meals is below average. Since the last inspection, in 1999, the school has moved into a new building with much improved facilities. The inspection of religious education is carried out by a separate inspector from the diocese.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20950	Mr Roger Burgess	Lead inspector	English Science Art and design Design and technology Music Physical education English as an additional language
19664	Mr John Bayliss	Lay inspector	
22805	Mrs Jo Greer	Team inspector	Mathematics Information and communication technology Geography History Personal, social and health education The Foundation Stage curriculum Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school which provides very good value for money. The excellent leadership of the headteacher and very good teaching enables pupils to achieve very well and attain good standards. The impact of the teaching is boosted by the pupils' eagerness to work hard and the very good links made between the different subjects of the curriculum. Standards in English, mathematics, science and art and design are above average for the majority of pupils, whilst standards in music are well above average. All staff and governors work together to create an excellent atmosphere for learning throughout the school.

The school's main strengths and weaknesses are¹:

- The excellent leadership and clarity of vision of the headteacher are contributing to raising standards.
- Excellent accommodation and very good resources are having a very positive impact on pupils' learning.
- The quality of teaching is very good.
- There is very good provision for pupils' personal development and very good care for pupils.
- Pupils have insufficient opportunities to work with programmable toys.

The school has made very good improvement since the previous inspection. This has been driven by the headteacher, governing body and staff. Issues from the previous inspection have been addressed most effectively. Teachers' daily planning is now very good. The curriculum monitoring by staff and governors is thorough and used well to evaluate initiatives. There have been excellent improvements in the accommodation, with the building of the new school. There is a determination to raise standards of attainment and the quality of provision.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	C	A	A	A
Writing	A	A	A	B
Mathematics	C	B	C	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with a comparable proportion of pupils entitled to free school meals.*

Achievement is good throughout the school. Achievement in the lessons seen was good. The children in Reception are likely to exceed the levels expected by the end of their Reception year. Standards in Years 2 and 3 are above average in reading and writing. In mathematics, standards are good in Year 2 and very good in Year 3. Standards in information and communication technology are satisfactory.

Pupils' personal development is very good. The provision for their spiritual, moral and social development is very good and for their cultural development it is good. Pupils' attitudes and behaviour are very good. Pupils behave very well in class and have positive attitudes to school. The staff have high expectations of the pupils' behaviour, and teach the differences between right and wrong very well. The pupils like coming to school; they are punctual and attendance is very good.

¹ The strengths and weaknesses are listed in order of significance.

QUALITY OF EDUCATION

The quality of education is very good. This is the result of the very good quality of teaching. This is contributing to the very good learning and the improving standards being achieved by pupils. In the best lessons, the pupils know exactly what they are trying to learn because teachers spend time discussing it. The pupils receive clear direct instructions and well-structured activities that take their needs into account. The teaching of basic skills in literacy and numeracy sessions is mostly very good. In other subjects there is good use of opportunities for teaching basic literacy and numeracy skills. The curriculum provision is very good overall, but there are some limitations in the provision for information and communication technology. The new accommodation is very well resourced and has benefited from the very close involvement of the headteacher and governors in the planning of facilities within the building. Provision for pupils with special educational needs is very good. Procedures for child protection are secure. The school has good links with other schools. The school's links with parents make a strong contribution to pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher's excellent leadership has played a key part in improving the school. He works with his staff to raise standards and shares his vision for change with staff, governors and parents. Governors show a strong commitment to supporting the school and new developments. They have a very good understanding of the school and take an active role in evaluating developments. They give very good support to the school. The evaluation and analysis of the school's performance by staff and governors is very good and is used well to inform development plans to raise standards. The school meets its statutory requirements in full.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The views expressed by parents are very positive. At the pre-inspection parents' meeting, and during discussions, parents indicated that they were very pleased and think highly of the school and all that it provides. They support its aims and the values it promotes. Pupils are proud of their school and find it a friendly place. Inspectors' judgements support these views.

IMPROVEMENTS NEEDED

The most important things this very good school should do to improve are:

- Ensure pupils have experience of using computers for control, as identified in the comprehensive scheme of work for information and communication technology.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils throughout the school make good progress when compared to their attainment when they first start. In the Reception class children achieve well and by the end of the Reception year most are likely to exceed the expected levels in all areas of learning. Standards are good. In English and science standards are above average in Years 2 and 3. In mathematics, standards are above average in Year 2 and well above average in Year 3.

Main strengths and weaknesses

- The standards attained in English, mathematics and science are above those normally expected.
- A significant number of pupils attain the higher levels in reading and writing in the national tests taken at the end of Year 2.
- All pupils achieve well.
- Pupils with special educational needs are supported very well and their achievement is good.
- Standards in music are very high.
- Standards in information and communication technology are only average because of limitations in the teaching programme.

Commentary

1. Standards in the Reception classes were good in all areas of learning seen during the inspection. The children currently in the Foundation Stage² are achieving well because of very good teaching. By the end of the Foundation Stage these children are expected to have met the early learning goals³ well and be attaining above levels expected for their age. These standards reflect the improved provision in the Foundation Stage as a result of an improved curriculum. These improvements were fully implemented during the last academic year and, therefore, have not yet influenced standards at the end of Year 2.
2. Current standards in Year 2 and Year 3 are above average. Standards throughout the school are above the national averages and there is a rising trend of improvement throughout the school, as pupils consolidate their basic skills well. Overall, recent trends have been one of steady improvement. Detailed discussions over the apparent inconsistency between results for reading and writing and those for mathematics revealed this was mainly due to marginal scores by three pupils, but may also reflect the additional help which parents provide for reading with little additional help for mathematics.
3. The school analyses carefully the wide range of information gained from school and national assessments to set appropriate targets for English, mathematics and science. Achievement is better in English, mathematics, science and information and communication technology, than in other subjects, because less attention has so far been given to assessing pupils' progress in these areas. Pupils' achievement in other subjects is good, apart from music, where it is very good.
4. All pupils achieve well and make good progress throughout their time in the school. A number of factors contribute to this: good and often very good teaching; pupils' very good attitudes to learning; and the impact of the school's very positive ethos that values all pupils, promotes their self-confidence and encourages them to work hard. The main factor in the pupils' good level of achievement is the very effective teaching that occurs throughout the school.

² The Foundation Stage caters for children from the age of three to the end of the Reception year.

³ The early learning goals set out what children should achieve by the time they reach the end of the Reception year in primary school.

5. Pupils' attain satisfactory standards in information and communication technology; they achieve well. Good use is made of the computer suite and skills are developed within the different subjects of the curriculum, but pupils do not have sufficient opportunity to work with programmable toys.
6. Pupils achieve well throughout the school because of very good tracking and target setting that identify their needs. There is careful monitoring of the progress of individuals and different groups. The progress of pupils with special educational needs is well monitored and very good support is given to meet their needs, ensuring they achieve well. Boys and girls make similar progress. There have been recent improvements in provision in the Foundation Stage that are beginning to have a positive impact on the performance in Year 1.
7. Standards of speaking and listening are good throughout the school. Most pupils speak clearly and with confidence. Their pronunciation is good and they show great willingness to answer questions in all classes in the school. Reading is also good. Pupils read a wide range of books and keep clear records of their reading, with some parents adding useful comments to help their children make progress. Writing is progressing well and standards are good. The standard of spelling and punctuation is good. Pupils begin to use joined-up writing at an appropriate age as they progress between Years 2 and 3.
8. In order to raise standards in mathematics, the school has focused its initial attention on more work in investigating and solving problems. This has been successful, and pupils often exceed national standards. Pupils are able to produce bar graphs and other graphs, occasionally using information and communication technology skills. They know and understand the principles of tallying and converting statistics into graphs or charts.
9. In science, pupils have made good progress in understanding basic scientific skills and principles by the end of Year 2, especially in knowing how to conduct experiments and record them. This work is carefully built upon, with pupils acquiring a good range of understanding of fair tests, animal and plant habitats, and forces such as gravity and electricity.
10. Standards are well above national expectations in music. Much of this is due to very good teaching and learning in lessons. Standards in art and design are above expectations. Music and art benefit from the very good use of teachers' subject specialisms and a wide range of visitors such as local artists and performers.
11. The targets set by governors are challenging and high, but realistic, given inspection findings. These are based on a thorough analysis of pupils' potential. Inspectors judged there to have been an improvement all round in the performance of pupils so far this year, making the targets realistic and attainable.

Standards in national tests at the end of Year 2 – average point scores⁴ in 2003

Standards in:	School results	National results
Reading	17.8 (18.4)	15.7 (15.8)
Writing	16.3 (16.6)	14.6 (14.4)
Mathematics	16.6 (17.0)	16.3 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year.

⁴ **Average Points Scores.** The average points scores table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils, and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning are very good. Their personal development is very good overall, with spiritual, moral and social development being very good and cultural development good. Behaviour is very good. Attendance and punctuality are very good.

Main strengths and weaknesses

- The school's excellent Christian ethos permeates everything that it does, promoting very positive attitudes and relationships.
- Pupils are very keen to come to school, enjoy it and try very hard to do their best.
- Pupils' very high standards of behaviour, in and around school, contribute significantly to the quality of learning.
- Through assemblies, and in other areas of the curriculum, the school promotes pupils' personal development very well, with a particularly strong focus on their spiritual, social and moral development.
- Very good attendance and punctuality is supported by very good monitoring strategies that enjoy the support of parents.
- Parents appreciate the way in which the school helps their children to develop into mature and responsible members of the school community.

Commentary

12. The way in which the school teaches positive attitudes and values and develops other personal qualities was an area of strength when the school was last inspected, with much that was good or very good. This has been built upon so that the position is even stronger now. The school instils a 'can do' spirit in its pupils that encourages them to believe that there is nothing they cannot do if they believe in themselves.
13. The pupils have very good attitudes to school that contribute significantly to the way in which they achieve. Teaching is frequently stimulating so that the pupils are fully engaged in the lesson, enjoying what they are doing and demonstrating a clear commitment to doing their best. Boys and girls are equally enthusiastic about school activities. They enjoy coming to school willingly getting involved in everything that the school provides for them. The youngest children in the school, even at this early time in their school life, are more confident than is usually seen, displaying a willingness to settle to work without direct teacher intervention. The response to instructions from teachers is usually very good and, at times, excellent. Pupils of all ages and abilities concentrate and apply themselves very well even when, very occasionally, the lesson is less stimulating than it might be. They listen carefully and courteously to teachers, very willingly participating in question and answer sessions, doing so in a sensible and mature way. The way in which the pupils approach their work in lessons and elsewhere makes a positive contribution to the standards they achieve as they move through their school life.
14. The pupils relate easily with adults, although never in a disrespectful way. They are taught to be polite to visitors and to other members of the school community and to show an awareness of the needs of those less fortunate than themselves when, for example, they involve themselves in charitable activities. Though still quite young, when given the chance to be responsible or display initiative, the pupils happily volunteer, undertaking the activities diligently and with enthusiasm. Throughout the school, the pupils mature as individuals becoming socially aware, developing views and opinions that they express sensibly. Inspectors confirm the view of parents that, through its strong pastoral programme, the school ensures that the pupils are successfully helped to grow in confidence and self-esteem so that they become mature and responsible young people.
15. There are excellent arrangements for ensuring that the pupils grow up with a clear understanding of what is right and wrong. The school has very high expectations about how its pupils should behave and, with very few exceptions, the pupils rise to meet these. Almost all

pupils have a clear understanding of the impact of their actions on others and they respect the school rules, which they think are fair. All staff present very good role models, successfully teaching the importance of playing a full part in the school community and elsewhere. They deal with the very occasional instances of minor inappropriate behaviour consistently well. Anti-bullying strategies work very well. The school's sensitive but clear moral code ensures a very positive ethos in the school that is reflected in the pupils' behaviour in classrooms, in the playground, when moving about the school, and when eating their lunch. This is an improvement since the previous inspection when behaviour was judged to be good rather than very good as it is now.

16. Everyone is treated equally and harmonious relationships exist throughout the school community. The pupils work well on their own or in groups readily taking turns and offering to help to each other. Breaktimes are pleasant social occasions when the pupils behave very well; boys and girls of all ages playing happily together whatever their age, sex or personal circumstances. Nothing was seen to suggest that when the very occasional incident of inappropriate behaviour occurs it is oppressive. It has not been necessary to exclude anyone in recent times.
17. The school's arrangements for spiritual development are very good. Christian ethics are central to everything that it does. There are very good links with the local parish church with the vicar visiting the school regularly to lead the act of collective worship. Other visiting speakers are used effectively. In assemblies and in most lessons, and at the end of morning and afternoon sessions, when prayers are said with feeling, the pupils are given time to reflect and consider what they have learnt and, when applicable, how it impacts on their daily life. In timetabled discussion periods, in personal, social and health education lessons for example, the pupils are taught to reflect on their actions and those of others, show consideration for others, listen to others, and learn to respect their views.
18. Pupils' cultural development is good. Pupils are provided with a range of opportunities to appreciate their own cultural traditions and those of others. Much of this is delivered through the curriculum, for example, through stories from other cultures and religions, religious education lessons, history, geography and music lessons, and the work of a range of artists. A variety of musical styles, presented at the start and close of assemblies, stimulates interest. Pupils' awareness of customs and traditions in their own and other people's lives prepares them well for life in a multi-cultural society.
19. The pupils enjoy school and attend when they can. After a couple of years when, as a result of unusually high levels of illness, attendance dropped from the high level seen when inspected previously it returned to a very high level last year. There is no truancy and there have been no exclusions. Punctuality in the morning is very good. Records of attendance are properly completed and monitored and there are very good procedures to deal effectively with the rare instances of unexplained absence.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.5
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is very good. Pupils reach good standards, as a result of very good teaching. The promotion of equality of opportunity for all pupils is very good. Provision for pupils with specific learning needs, and for those who use English as an additional language, is very good. The breadth and balance of the curriculum are very good. There is very good provision overall for pupils'

support, care and guidance. Links with parents are very good. The school's links with the community and with other schools are good.

Teaching and learning

Teaching is very good and pupils have a clear understanding of what they need to do to improve their learning. Very good support is given to pupils with special educational needs. The use of teachers' subject specialisms across the school is very good. These factors contribute effectively to the very good learning in most lessons. The procedures and use of assessment is good. It is very good in English, mathematics and science and is being developed well in other subjects.

Main strengths and weaknesses

- Teachers' knowledge of their pupils is very good.
- Relationships are very good and expectations are nearly always high.
- Learning is made more relevant and interesting by exploiting meaningful links between subjects.
- The school has made good progress in improving its procedures for assessing pupils' attainment and progress.
- Portfolios of work in different subjects have been assessed against the requirements of the National Curriculum.

Commentary

20. Overall, teaching is very good. This judgement represents a significant improvement since the last inspection, reflecting the improvements in planning and in monitoring of lessons to inform professional development.
21. All pupils learn very well, as they progress through the school, not only in acquiring knowledge and skills, but in their personal development. Pupils with special educational needs make very good progress against the targets set for them in their individual education plans because teaching and support are very effective.
22. There are many strengths in the teaching, but the main ones are the teachers' very good relationships with their pupils, high expectations and very good subject knowledge. In the very best examples, lessons are taught at a really brisk pace, with infectious enthusiasm, so that pupils are very keen to join in, answering questions and giving suggestions confidently. In these lessons, pupils work at a good rate and learn a great deal. For example, in a music lesson in Year 3, pupils developed their performing skills, using a range of percussion instruments to accompany a Jamaican reggae song.
23. Teachers state what it is they expect pupils to learn in the lesson and share this with them. There are opportunities for pupils to check on their own learning as teachers encourage pupils to consider what they have learned by the end of the lesson. Marking is good. In the very best examples, for example in a science lesson in Year 2 on magnetism, pupils were told how they had got on, what they needed to do next and personal targets for improvement. Pupils feel they are given very good guidance on how to improve their work.
24. Literacy and numeracy skills are taught well, with some excellent teaching observed, particularly in Year 1. Teachers are flexible and teach some literacy and numeracy skills, such as writing, data handling and measuring, through subjects such as history, geography and science.
25. Classroom assistants are a valued and valuable part of the teaching team. In the Reception class, particularly, skilled assistants make a significant contribution to the children's rapid progress. The support given to pupils with learning difficulties is also very good and ensures the individual pupil can learn effectively.
26. Procedures for the assessment of pupils' progress and learning are very good. The school has developed very good testing and record-keeping procedures in English, mathematics and

science, which it plans to extend and develop in other subjects. Assessment information is kept for the other subjects of the curriculum, but in less detail. Information gained from test results is used well to track the progress of each individual as they move through the school and also to identify areas of success or difficulty.

27. The school makes good use of detailed comparative data from the local authority to extensively monitor and analyse the data from testing. With this information it identifies trends and variances in achievement. The staff have used this information to track the progress of pupils of all abilities to ensure that they are progressing fast enough against their predicated levels of attainment. Answers in the national tests are closely analysed so that staff can pinpoint exactly where pupils have gaps in their understanding.
28. Through their assessments in lessons, and the monitoring of pupils' work, teachers are setting good, and increasingly precise, targets for pupils to work towards. There are whole-school portfolios of pupils' work, which have been assessed against specific National Curriculum level criteria, which enhances their usefulness in informing teachers' assessments of pupils' work.
29. The achievement of pupils who have special educational needs, including more able pupils, is monitored regularly, and individual education plans are reviewed and adapted. These plans give clear guidance about what pupils need to learn and practise. Individual teachers ensure pupils are supported with as much adult help as possible to promote good self-esteem and help them succeed in lessons.
30. Procedures for monitoring and supporting pupils' personal development are very good. The school is a close community; teachers and classroom assistants know their pupils very well and are sensitive to their needs and accomplishments. Pupils' personal development regarding self-awareness and self-discipline is promoted well and is reflected in pupils' behaviour both in and out of lessons.

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
4	12	7	2	0	0	0

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

The curriculum

The curriculum is very good. There are good opportunities for enrichment in the arts and music and through visits and visitors coming to school. The accommodation is excellent and resources very good.

Main strengths and weaknesses

- The curriculum provides very good links between subjects to give relevance to learning.
- Provision for pupils with special educational needs is very good.
- Outdoor provision is imaginatively planned to encourage children and pupils to develop curiosity and creativity.
- There are no lunchtime clubs.

Commentary

31. A very broad and balanced curriculum is in place for all pupils. This represents a very good improvement since the last inspection. The Foundation Stage curriculum is planned to the six areas of learning for children under five. A particularly good feature is the retention of times for child-initiated learning activities in Year 1. The school has embraced the recommendations of recent national advice. The result is a lively curriculum based around a different theme each

half term. Careful planning ensures that appropriate time is devoted to each subject but that the core subjects of English, mathematics, science and information and communication technology are practised in the other subjects. Imaginative planning means all learning is in a context that is relevant to pupils, although there is insufficient opportunity for pupils to develop their skills with programmable toys.

32. There are regular visits to local places of interest to support learning, such as recent visits to the local hospital and superstore. Pupils also have good opportunities to experience different aspects of the arts through visits to school of groups such as Circomedia and Celloman. Older pupils take part in local musical events and have contributed to a schools' carol service in Wells Cathedral. At present there are no lunchtime clubs for pupils.
33. Provision for personal, social and health education is good. Teachers provide good lessons focusing on pupils' social and health development. They provide a range of approaches during lessons so that pupils can all engage with the variety of themes. These include role-play, discussions in small groups or in a whole-class situation, and 'brainstorming'. Pupils learn effectively about the harmful nature of smoking and taking drugs. The school has a clear policy not to provide sex education.
34. Pupils with special educational needs are successfully supported in lessons or during short withdrawal sessions. Their needs are identified clearly in individual education plans that are well prepared with measurable targets. There are well-established procedures in place for identifying pupils with special educational needs. More able pupils are also identified to enable teachers to closely match the planned work to meet their particular needs. The member of staff with responsibility for the more able pupils throughout the school works very closely with the special educational needs co-ordinator and teachers in order that all pupils are fully challenged.
35. There is a very good match of teachers and assistants for the number of pupils. Teachers have a very good range of specialisms between them. These are used well for specialist teaching in music, information and communication technology and physical education. Classroom assistants are very experienced and well qualified to support pupils across the curriculum.
36. The excellent accommodation includes an outdoor covered area for each class. This is particularly well used by the Reception class. Resources for learning are very good. The outdoor play area has been imaginatively resourced with plenty of seating and props for play, such as the stone-built corner of a house, large weather proof musical instruments, and a safe pond and wild area. Resources for learning are very good; they are plentiful and up-to-date to support all subjects, and the six areas of learning for children in the Reception class.

Care, guidance and support

The way in which the school provides for pupils' welfare and health and safety is very good. Because of its well-organised assessment strategies, the school is able to offer very good support, advice and guidance to its pupils to help them learn. There is good involvement of pupils in the work of the school.

Main strengths and weaknesses

- The school meets its obligations for child protection and for ensuring pupils' welfare very well.
- The school's very effective support enhances the quality of education by ensuring that pupils can work in a warm, orderly, caring and safe environment in which all pupils can flourish.
- Teachers' knowledge of the pupils' as individuals is well used to provide very good access to support, advice and guidance.
- Support for pupils joining the school is very good so that they settle happily into their school life.
- Parents are very happy with how the school looks after their children.
- Pupils are very happy at school.

Commentary

37. The school aims to provide a supportive family atmosphere in which all can fulfil their potential in a secure and caring environment. In this it is very successful, as it was when inspected previously. Led by the very thoughtful and caring headteacher, whose commitment to the welfare of the young people in his care is exceptional, there is a consistent approach by staff that results in well-ordered, stimulating and pleasant surroundings in which pupils are able to learn effectively and high standards can be achieved.
38. There is an emphasis on the whole child, with individual needs being recognised. Special care is taken to ensure that all pupils are treated equally, and given proper support appropriate to individual need whatever their background or personal circumstances. All staff respond sensitively and positively to these individual needs. Arrangements for pupils with physical disabilities are very good. The positive emphasis on care and support allows the pupils, whatever their personal situation, to be successful and enjoy their time at school.
39. Arrangements for playground supervision are well organised with teachers and lunchtime supervisory staff, who relate well to the pupils, ensuring that pupils are looked after well during periods of outdoor activity. Teaching assistants are conscientious in fulfilling their role in support of the teachers. There is good support during lunchtimes that has a positive effect on behaviour and safety. Security arrangements are very well organised.
40. Children starting their school life benefit from the school's very good induction arrangements. Effective links with several playgroups ensure that the transfer to formal schooling is made happy and trouble free. Parents very much appreciate how the school organises its induction arrangements.
41. Pupils can turn to the headteacher, teachers and support staff for help, secure in the knowledge that whatever their needs they will be met by adults who know them very well. Formal arrangements for checking how pupils are getting on, including teachers' records, pupils' portfolios, and summaries in the pupils' annual reports, are very good. These formal records are complemented by informal arrangements that benefit from the very secure knowledge by adults, not only of the pupils as individuals, but also frequently of their parents as well. The high quality of assessment information available to teachers means that there is very good recognition of how well pupils are doing and what support is appropriate. There is regular discussion amongst staff about the personal needs of individual pupils. Taken together, these arrangements ensure that pupils' needs, whatever they are, are recognised and met so that they can develop to their full potential both academically and socially as responsible members of the wider community.
42. The guidance provided for pupils who have special educational and other identified needs is very good. Great care is taken to ensure that all pupils are fully integrated into school life. Skilled support is provided through well-trained support assistants and liaison with specialist agencies. Pupils causing concern are carefully assessed and supported both in the class and through specially tailored work in small groups so they make good progress at their own level.
43. Pupils get the opportunity to make a contribution to their life in school by setting their own class rules. Pupils also have some involvement in setting their academic targets.

Partnership with parents, other schools and the community

The school's links with its parents are very good. Those with the local, and wider, community and with other schools are good. Together, these links contribute very well to pupils' learning.

Main strengths and weaknesses

- Parents are supportive of what the school is doing; they think it is a very good one.
- There is very good parental support for the work of the school, both in school and at home.
- There is good information for parents, with some very good features.

- There are very good consultation arrangements with parents.
- There are very close links with the local church.
- There are good links with the local community and with partner schools.

Commentary

44. The school has been very successful in maintaining the very strong links with its parents that were a feature when last inspected. Parents feel that the school is a very good one that works closely with them. A few would like more information about the progress made by their children and about curriculum matters, but there is no reason for parents to feel ill informed about any aspect of their child's or the school's activities and achievements, providing they take advantage of the opportunities presented to them.
45. The school recognises the importance of its relationship with its parents, to work together to the benefit of their children, and the school works hard to promote its partnership with them. Parents are encouraged to be involved in school activities their views being valued and acted upon. There is an 'open door' policy that encourages parents to communicate with the school. The headteacher and teachers are always ready to meet with parents to discuss matters of interest or concern. Many parents take advantage of the opportunity to meet with teachers at the end of the school day. They are happy that the school listens to them when they seek advice or help responding quickly and fairly whenever necessary. A good number of parents are able to help in school and their support at home is very good contributing significantly to the standards achieved by their children. There is a supportive 'Friends' group that fosters relationships between home and school. Its activities provide opportunities for parents, staff and pupils to socialise and cement links between school and home, as well as to raise funds that provide much welcomed additional financial support to the school.
46. Parents appreciate the help given to ensure a smooth start to school life for their children and the guidance they are given about how they can support the work of the school at home.
47. Parents are provided with much good information about what is happening in school and how their children are getting on including regular newsletters, questionnaires and consultation conferences, when parents are invited into school to view their child's work and to discuss progress. They also have an annual written report on their child's progress and targets for improvement are discussed with them. The governors' annual report to parents and the school prospectus are informative documents that provide parents with lots of information presented in a user-friendly way that makes the information readily accessible to them.
48. Links with, and use of, the local community are now good, having overcome some problems resulting from the new school development, and plans are in hand to develop them further with the full support of parents. The school is very welcoming and open to visitors. Particularly close links exist with the local church and there is a variety of exchange visits and other activities. These links make a good contribution to the pupils' personal development, as well as to their learning in subjects. Good links with pre-school groups and with local junior schools ensure that children entering school, and the pupils leaving it, can move onto the next phase of their education effectively and happily.
49. Parents of pupils with special educational needs are actively involved in their children's learning and fully informed of the school's actions. They give very good support to their children's learning particularly with reading, but have not been as involved in supporting learning in mathematics.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is very good. This reflects the excellent leadership provided by the headteacher, the very good leadership of other staff, and very good governance.

Main strengths and weaknesses

- The very good leadership and management have created a school with a strong sense of purpose and a clear vision for the way in which standards can be improved.
- Very effective use is made of the very good resources to improve standards.
- Staff and governors work together, very closely and very effectively, in order to bring about improvements.
- The governors play a very effective role in shaping the direction of the school.

Commentary

50. The headteacher provides excellent leadership and is supported very well by key staff. Under their very effective direction the school has made good progress in addressing the issues from the last inspection, particularly in regard to provision in the Reception class. The headteacher took a major part in ensuring the new school building met the needs of its pupils and is rightly proud of the excellent accommodation it has provided. The headteacher has a very clear vision for the school and has developed a shared commitment among all staff to raising standards. Staff have a strong pride in the work of the school and work very well together.
51. The school is managed very well by the headteacher and key staff. Staff and governors are very well involved in setting the priorities for the school, and have recently gained some of the parents' views on the strengths and weaknesses of the school. The staff, together with the governing body, decide on the whole-school priorities for development and actions that will raise standards. The school improvement plan sets clear objectives and timescales. The governors have been very closely involved in monitoring and evaluating the outcomes of initiatives which are linked to raising pupils' attainment levels. When setting the budget, governors wisely give a high priority to staffing.
52. The school is very successful in putting its aims and values into practice and the effect is seen in pupils' very good behaviour and excellent personal development and the quality of care provided for them. The headteacher and staff have implemented national strategies, played an active part in liaising with other local schools, and improved their practice in most areas of the school's work. Results and the quality of teaching have improved steadily. There is a very good commitment to ensuring all pupils take a full and equal part in all the opportunities offered to them and that they are fully involved in all aspects of the school's work. There is a good clear policy for race equality and disability.
53. The headteacher receives very good support from a committed, hard-working staff. The school runs smoothly on a day-to-day basis. Responsibilities are clearly defined and staff are very well deployed. The high level of commitment of the staff and governors has contributed effectively to the improvement in the quality of provision and standards achieved since the last inspection.
54. The headteacher has been very successful in obtaining additional funding from a variety of sources, which has contributed to the very high quality learning environment in the new building and grounds. The school has very good procedures for assessing information about pupils' attainment, analysing their performance data, and target setting for English and mathematics, and uses this information well in its drive to raise standards.
55. The school's performance management system is very good and involves teaching staff, support staff and office staff. Objectives for teachers are very clearly linked to priorities for the school, as well as their own professional development. The monitoring of classroom teaching is rigorous and this has led to significant improvements in teaching. The training for non-teaching staff has helped them to support pupils more effectively, and some have completed additional training to support pupils with specific educational needs.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	335,452
Total expenditure	352,457
Expenditure per pupil	3,091

Balances (£)	
Balance from previous year	40,647
Balance carried forward to the next	23,642

56. Governors are closely involved in the life of the school and have a very clear understanding of the school's strengths and weaknesses. They regularly meet together to discuss the work of the school and are very involved with school improvement planning. They ensure that the school's finances are very well managed and linked to the priorities in the school improvement plan. The current level of carry forward of funds is directly related to matters connected to the building of the new school. The governing body is careful to ensure all statutory obligations are fully met.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **very good**.

Main strengths and weaknesses

- By the end of the Foundation Stage, the children are expected to have met the early learning goals well, and many will be attaining above the levels expected for their age.
- Since the last inspection there have been significant improvements in provision for children in the Foundation Stage in the curriculum, accommodation and resources, all of which are now very good.
- Planning for lessons is very good. There is a very good balance between adult-directed teaching and child-initiated activities. All child-initiated activities are carefully planned to enable children to develop their knowledge, understanding and skills.
- There is a very good induction process, so children are gradually introduced to a full day in school.
- All adults contribute to the thorough ongoing assessment of children, which is used to plan learning to meet individual needs in all areas.
- Classroom assistants provide very good support for children and the teacher.

Commentary

57. Children enter Reception in September following their fourth birthday. They have an opportunity to visit for story time during the previous term. During the first week, each child visits with its parent for an introductory conference. They attend half days to begin with, gradually increasing the time and staying for lunch. Full-time attendance is achieved by the first half term.
58. The curriculum fully covers the six areas of learning for the Foundation Stage and religious education. Good observation by adults ensures that children do not avoid particular activities, or always choose the same ones. The system for planning is simple, but very effective and, by rotating which group chooses first, all children have an opportunity at least once a week for each activity. All adults observe children closely during their learning and play through constant interaction. Significant achievement or incidents are noted and contribute to children's ongoing individual records, as well as more formal assessment of learning. There are good links with most pre-school providers, who pass on records of achievement. There is very good liaison between all teachers, so transition to Year 1 is very smooth.
59. Teaching is very good. All adults make significant contributions to children's learning. Adults are very aware of individual children's needs and these are met with great care and attention, so all children make very good progress, particularly in their social development. As a result, children learn very well and are expected to have met the early learning goals well and be attaining above levels expected for their age.
60. The accommodation is light, bright, spacious and airy with good displays of children's work as well as support for learning, particularly phonics and numbers. The outdoor accommodation is particularly good. There are very good resources for all areas of learning which are plentiful and of good quality.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's behaviour and attitudes to learning are very good.
- Children make very good progress in developing independence and self-confidence.
- Children learn to play well together, to share, take turns and co-operate in joint activities.

Commentary

61. The teacher has created a very good atmosphere where children feel safe and confident to explore, investigate and create and so flourish as individuals. They settle into school and quickly learn the routines and what is expected of them. They listen well to the teacher and are eager to contribute their own ideas and answer questions. Children concentrate well and persevere with tasks for a good length of time in adult directed small group tasks and when engaged in self-chosen activities. Children are taught to take turns and listen to one another during whole class sessions. Children learn to consider the needs of others; each group has discussed with an adult and produced rules of behaviour for the class. On the rare occasions when children cannot agree, the teacher deals with the situation firmly but fairly so children learn to negotiate, such as when two children both wanted a particular dress for role-play. Evidence from records show all children make very good progress. Very shy and diffident children make very good progress in developing self-assurance because of the skilful and caring approach of all adults. Most children will reach the levels expected for their age by the end of the Reception year and some will exceed them.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children make very good progress.
- Children's early reading skills are developed very well through regular story sessions.
- There are good opportunities for developing writing skills.

Commentary

62. Good questioning skills by the teacher help children recall the stories and make suggestions about what might happen next. All children take picture or reading books home. Parents help choose new ones when they come into the classroom in the morning. Children develop their vocabulary as they are introduced to new words through stories and discussion during group tasks and play activities. Children practise phonic skills by writing the letter shape, learning its name and sound and naming words which begin with that sound. A writing table is always available with a variety of mark makers. The 'outdoor classroom' includes an 'office' area for children to pursue speaking and writing skills. Children are actively encouraged to form their letters correctly and all write their own name independently, the majority with reasonable pencil control. About half the children are using word banks to begin writing captions and short sentences independently. About half the children have acquired an initial sight vocabulary and know some of the initial sounds. The most able children are beginning to use these and picture clues to decipher unfamiliar words.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children make good progress.
- Child initiated activities always include games and equipment to develop counting, sequencing and pattern making skills.

Commentary

63. All opportunities for practising counting are used so that all children count at least to ten with confidence and often beyond. Most children recognise the numbers to ten, and order them correctly. In a lively lesson introducing children to the coinage for 1p, 2p and 5p, the teacher provided sufficient real money for each child to handle and identify the different coins. She then introduced a large bag of mixed coins, with sufficient for all children to have plenty of turns sorting them into separate denominations so that by the end of the session all children correctly identified each coin. The teacher insisted that children named coins correctly as, for example, 'a two pence coin', not just 'a two'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

64. No direct teaching was observed during the inspection, so a secure judgement cannot be made on provision. However, children bring a wealth of experience from home. This is capitalised during 'talk and show' circle times⁵. Children were observed walking around the playground with home-made 'telescopes' with different coloured cellophane to observe the effect on familiar things. A 'surprise' box of natural objects and magnifying lenses is available for investigation. Through the story topic of 'Jack and the Beanstalk' children begin to explore simple ideas of map-making. The three classroom computers are always an option for choice which children use with confidence. Evidence from the classroom, a portfolio of photographic evidence and examples of pictures in children's workbooks suggests provision is very good.

PHYSICAL DEVELOPMENT

65. No direct teaching was seen during the inspection, so no judgement can be made on provision, but children have good opportunities to develop their dexterity by using scissors, glue and spreaders. Children are encouraged to hold pencils and other markers correctly. There are plenty of jigsaws and construction kits to encourage good manipulative control. There is a good range of wheeled toys such as tricycles, scooters and vehicles for children to develop pedalling and steering skills when riding round the large hard play area. Children control these very well. There are timetabled sessions in the hall for more directed sessions for developing movement and control of the body in space.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Children have very good opportunities for creative development.
- The outdoor environment is delightfully designed for children to use their imagination.

⁵ 'Circle time' is a session provided for children to discuss a wide range of personal issues as a class, following strict rules about listening to others and taking turns to speak.

Commentary

66. Children are taught in small groups to handle paint carefully so pictures they produce are often of a very good standard. They also have good opportunities to explore paint and other media in their own way without formal direction. During the time for freely chosen activities, several children were engrossed in using junk material to create objects of their own choice, such as a bed for a doll and an elaborate handbag. There are opportunities for role play with good quality dressing up clothes and small world toys. A part-building corner is enjoyed by children who are keen to explain what they are doing. Children are excited by the newly installed large scale fixed musical instruments and demonstrated how to use them. A time-tabled music lesson takes place weekly, taught by the school's music specialist.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Standards in speaking and listening are above average at the end of Year 2 and Year 3 because teachers give pupils very good opportunities to develop their speaking and listening skills.
- Due to very good teaching, pupils make good progress with their reading and enjoy talking about their books.
- There are very good arrangements to check how well pupils are learning and whether they are making enough progress.
- Teachers and support staff give pupils with special educational needs very good support so they achieve well.

Commentary

67. Standards are above average at the end of Year 3, which is similar to the findings at the last inspection. Teachers place a strong emphasis on developing pupils' speaking and listening skills so that they become confident at speaking to other pupils and adults, whether in small groups or in front of a large audience. Pupils express themselves very clearly, and listen to what adults and pupils say. This is because teachers use a wide vocabulary, repeat and explain unfamiliar words and listen attentively to what pupils say.
68. Pupils make good progress with their reading, because teachers throughout the school know how to teach the skills that pupils need to enable them to read. Teachers give pupils very good opportunities to talk about what they read. There are good opportunities during the day for pupils to read in groups, with a partner and by themselves. Pupils in the early stages of reading learn sounds and know to put them together correctly to make words. Teachers provide a wide variety of books that are graded so that they successfully develop pupils' reading skills. In the whole-class sessions, teachers choose exciting texts with very good vocabulary to foster pupils' enjoyment of reading. Pupils become confident in discussing the texts they read because teachers use very good questions to check they understand what they are learning and to make pupils think more about their work. For example, pupils in Year 1 talked confidently and eloquently about the characters from Katie Morag and showed a good understanding of the characters when they read the story. Pupils are also extended in using their writing skills, resulting in above average standards. In Year 2, teachers encourage pupils of average ability consistently to write more complex and longer sentences, using connective words. Such good strategies enable pupils to reach higher levels of writing attainment. Lower-attaining pupils are supported very well in their reading and writing by skilful classroom assistants. Spelling standards are high, due to good systematic teaching of spellings with similar letter groupings.
69. Teaching is very good throughout the school so pupils make good progress and work hard. Teachers have set up very good procedures for assessing pupils' progress in reading and

writing. This helps them plan work that is just the right level for pupils, but challenging enough to make sure all pupils learn and make the best possible progress. They explain very carefully to pupils how they can improve their work and set targets for them to achieve. Teachers know what they have to teach, and explain the work very clearly, so pupils know what they have to do. They use probing questions to make pupils think about their work. Teachers present the work in exciting ways so that pupils join in the lessons very enthusiastically and behave very well. Teachers and support staff praise and encourage pupils and give them additional help when they need it. They make sure that the work they give pupils with special educational needs is at just the right level so that they can make good progress and can work independently for some of the time. Support staff are trained well to help pupils with the many skills they need for reading and writing.

70. The hard-working and enthusiastic subject co-ordinator leads and manages the subject very well and has implemented many actions to improve standards.

Language and literacy across the curriculum

71. Overall, there is very good use of language and literacy skills across the curriculum. Pupils have good opportunities to use their speaking and listening skills in many subjects, as when they talk about how they can improve their designs for photograph frames in design and technology. Pupils frequently use their writing and reading skills, for example, in history when pupils wrote about the life of a Victorian child and wrote poems about the Egyptians. There is good use of information and communication technology skills; for example, pupils used their word-processing skills and graphics to illustrate their writing about the Egyptians.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Assessment and tracking procedures are very good; they are used well to plan work for different ability groups.
- Teaching is good in Years 1 and 2, and very good in Year 3.
- There is good emphasis on mental calculation skills.
- Incorrect number formation is not always corrected.

Commentary

72. Provision for mathematics has improved since the previous inspection. Teaching is now good overall. The national strategy for mathematics has been fully implemented and a new whole-school scheme is in place. Planning for lessons is detailed and work is carefully matched to the different ability groups within each class. Standards have improved recently following a significant dip in 2000. Whilst fewer pupils attained the higher Level 3 in the 2003 national tests, the number of pupils attaining at or above the expected level was better than nationally. Teachers expect many more pupils to attain Level 3 in 2004.
73. The quality and impact of the consistently good teaching throughout the school means that pupils achieve well and standards are high. As a result, pupils are likely to attain above-average standards in the national tests. Pupils are enthusiastic about the subject and enjoy their lessons, because of the very good relationships that they have with the teachers and classroom assistants. They are given frequent opportunities to work in pairs. This increases their self-confidence and motivation for the subject. They concentrate very well in lessons and the work they produce is carefully done and very neatly presented.
74. In all classes there is a good balance between numerical operations and understanding shape, measures and space. All teachers use the interactive whiteboards very effectively, especially during the initial oral and mental mathematics part of lessons. This was particularly helpful to

pupils in Year 2 learning how to add nine quickly by adding ten and subtracting one because of the visual support of a large 100 square. In Year 3, the teacher also used the whiteboard very well when introducing the interpretation of a calendar to pupils. Computers are used well in lessons as a tool for learning. Pupils' attitudes and behaviour are consistently very good in lessons so they work hard and make good progress.

75. Although teachers mark pupils' work thoroughly and include supportive comments, they do not correct reversed number formation often enough. The rigorous assessment and tracking system means that tasks are always matched well to the different ability groups so pupils achieve well. Teachers constantly monitor pupils during lessons, supporting them whenever necessary. A particularly good feature in a Year 3 class is pupils' self-assessment of their understanding and awareness of when they need further practise.
76. Teachers introduce mathematical games and puzzles, so pupils apply numerical skills in different contexts. Homework tasks are used effectively, but parents could be given more guidance on how they can help their children at home.

Mathematics across the curriculum

77. Mathematics is developed effectively across the curriculum. Pupils develop their concept of time in history and understanding of simple two figure co-ordinates in geography. Measuring skills are used in design and technology and recognising shapes in art when studying cubist paintings by Picasso. Pupils use computers to create block graphs in science investigations.

SCIENCE

The provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well as a result of the very good teaching throughout the school.
- A clear focus on investigating and experimentation during lessons enables pupils to have a good understanding of scientific ideas.

Commentary

78. Standards in science are above average in Year 2 and Year 3. This is similar to the standards at the last inspection. Throughout the school pupils, including the more able, achieve well. Teachers give pupils with special educational needs just the right amount of support so they achieve very well. The good improvement in standards throughout the school is due mainly to the good improvement in teaching. Teaching is now good overall with some very good teaching. The very enthusiastic and knowledgeable coordinator leads the subject very well. She knows the strengths in the subject and has clearly identified areas for development to raise standards even further. She correctly identified investigative and experimental science as an area for development, and the clear focus on this aspect of work has helped to raise standards. She promotes science very well throughout the school.
79. The quality of teaching and learning is very good. This is because teachers concentrate very clearly on enabling pupils to understand scientific ideas. Throughout the school, teachers use national guidance for planning well. This ensures they teach all aspects of the curriculum, and pupils build their knowledge and skills progressively. In the most effective lessons teachers provide the right balance between direct teaching and opportunities for pupils to experiment and try out their ideas in investigations. They question pupils skilfully so that pupils' understanding of new ideas is drawn from their existing knowledge. This helps them to retain new knowledge. For example, pupils in a Year 3 class knew that the forces of magnetism would attract metal objects even through other materials such as paper. Teachers use precise scientific terms when they explain the work to pupils so pupils begin to use these

words when they talk about their work. Teachers give pupils challenging tasks so they all become engrossed, behave very well and work very hard.

80. Teachers place a good emphasis on investigative work so that pupils can understand new scientific concepts at first hand. Pupils develop their investigative skills well because they are taught these skills progressively. For example, in Year 2 pupils predict what will happen when they use different sized magnets to pick up paper clips and some pupils give reasons for their predictions. They know how to make sure their tests are fair and valid, and can record their results in different ways using, for example, tables and graphs.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There are very good resources, including computers and interactive whiteboards in all classrooms.
- The subject is led well and progress is carefully monitored.
- The subject is used effectively as a tool for learning across the curriculum.
- Pupils have insufficient opportunities to work with programmable toys.

Commentary

81. An effective programme of staff training, good deployment of support staff, development of a computer suite, provision of computers in all classrooms together with interactive whiteboards since the move to the new school have all contributed to the pupils' good achievement and the impressive improvement since the previous inspection. Standards in information and communication technology are satisfactory, overall, but they are good for communicating ideas through text and graphics.
82. The subject leader is enthusiastic and knowledgeable. She has been very effective in managing the new resources and supporting teachers and assistants so they all feel confident in integrating technology in many lessons. She has produced 'click-by-click' instruction sheets to support teachers and assistants in new procedures. A coherent programme of study has been introduced, but the use of information and communication technology to plan and give instructions to make things happen, such as programming a 'floor turtle', is not yet fully implemented. A very good assessment and recording scheme is in use so teachers are clear about what pupils know and can do and target them individually to build on these skills. Many pupils bring from home good experience in using computers so they are confident in using them in school. They help one another with procedures if the teacher or classroom assistant is busy with other pupils.
83. Pupils' limited knowledge of the position of letters on the keyboard makes word-processing a very laborious process. The creation of more word-banks would help pupils when typing longer pieces of text.

Information and communication technology across the curriculum

84. All computer skills are taught through interesting tasks set in the context of other curriculum subjects. There are examples of data handling in science and health education, picture-making, using a 'paint' program in art, word-processed information in English, and combined text and pictures for posters in history and geography. Mathematics skills are often developed using computers.

HUMANITIES

History and geography were not inspected in depth, therefore, no judgements can be made about provision.

85. In **history** a good lesson seen in Year 1, when the teacher used a good range of strategies including a very appropriate video to maintain pupils' interest when learning about the differences between schools in the past and now. Very good directed questioning by the teacher resulted in pupils making good progress in their understanding of changes over time. A scrutiny of work produced and teachers' planning supports good coverage of the subject.
86. In **geography** a good lesson was seen in Year 2. The teacher made good use of what pupils already knew about land masses; continents and countries, to introduce the concept of an island. She made very good use of large wall maps and stick-on captions to reinforce this knowledge. After giving pupils time to study a good selection of photographs of the island of Coll the teacher collated their impressions and discussed the differences between natural and man-made features. This topic was carefully linked with the work in a previous English lesson.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology and **physical education** were not inspected in depth, therefore, no judgements can be made about provision.

87. In **design and technology** it was evident from teachers' planning, talking to pupils and from the work displayed around the school that standards of attainment are at least in line with those expected for their age and some exceed these expectations. From talking to pupils it is evident that this is a regular part of lessons. Pupils have very good opportunities to talk about what was good about their work and how they could make it better. There have been some good improvements since the last inspection. Teachers now plan the pupils' work using national guidance so that pupils build on the skills they have previously learnt. Resources, which are very well organised, are good and the co-ordinator has plans to purchase more. Assessment is at an early stage and is an area for further improvement.
88. In **physical education** only one lesson was observed during the inspection. Inspectors spoke to teachers and pupils about the work they do in physical education during school time, and the extra-curricular activities that the school provides for the pupils. Pupils said they enjoy their lessons. The school has a large playing field but has been unable to utilise this due to problems in establishing the grassed surface following construction of the school. They will have use of this area from the summer term 2004. Teachers plan work using national guidance to ensure that pupils cover all aspects of the curriculum for physical education and build on what they have learnt before. Pupils benefit from sessions at the local swimming baths.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Pupils experience a wide range of activities, using a variety of starting points and materials.
- Teaching is very good.

Commentary

89. Standards by the end of Year 2 are above those expected and pupils achieve well. It is clear from the attractive displays of art and design around the school that pupils experience a good range of activities, often linked to other subjects. For example, they have illustrated the story of Rama and Sita, as part of their study of Hinduism in religious education. Pupils are introduced

to different media and techniques. They discuss what they like, and give reasons why. They have also produced some good models using scrap materials demonstrating accurate observational skills.

90. Judgements about teaching also take into account examination of pupils' work, the school's art and design portfolio and the numerous displays around the school. What characterises the good teaching in the school is the planning that identifies the aims for learning and takes account of pupils' different abilities; clear demonstrations of techniques; pupils being made aware of what they will learn; and time to reflect on this at the end of the lesson. Additionally, the care with which their work is displayed shows pupils that it is valued. Good use is made of a variety of stimulating starting points, often arising from pupils' work in other subjects, particularly in personal, social and health education with work to reflect emotions and links to work in science on healthy eating and balanced diets.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Music is taught creatively and enhanced through a range of activities within, and in addition to, lessons.
- There is no whole-school assessment procedure for music.

Commentary

91. Only two lessons were seen in music, but discussions with pupils were held and previous work on display and in the school portfolio was scrutinised. From this information, judgements can be made that standards at the end of Years 2 and 3 are well above expectations, as is pupils' achievement. This is an improvement since the last inspection.
92. Teaching is very good. The very good planning and enthusiastic teaching contributed to pupils' very good achievement in understanding rhythm and singing tunefully in a Year 3 lesson that built well on skills developed in previous lessons. Pupils with special educational needs are supported very well by the classroom support staff. Pupils in Years 1 and 2 are building a sound base for responding to signals and symbols, as an introduction to playing from an invented music 'score'. In Years 1 and 2, pupils have regular opportunities to develop singing outside of formal lessons, for example, in literacy and numeracy lessons. In Year 3, pupils talk enthusiastically about 'fun' singing and spontaneously sing songs they have enjoyed.
93. Good use is made of pupils' knowledge of musical instruments, when they give performances to younger pupils, when appropriate. The use of visitors to demonstrate instruments, such as Eastern music, and Reggae, extends pupils' knowledge with first-hand experience, and there are opportunities to play the recorder. Good opportunities are given for performance and participation in dance and drama, with music at Christmas and through the local arts festival.
94. The leadership and management of the subject are very good. Work in the school portfolio is accurately assessed against standards expected for pupils' ages, however, there is no formal method of checking pupils' knowledge and skills. The co-ordinator has identified the need to develop a unified whole-school assessment system, when it can be included in the school improvement plan.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

95. **Personal, social and health education** was not inspected in depth, therefore, no judgement can be made about provision. The very caring ethos, which pervades all aspects of school life, supports pupils' personal development. The teachers' use of discussion time provides good opportunities to share feelings and discuss different topics. The sessions seen helped pupils

to build up their confidence, to have respect for themselves and each other, understand personal responsibility and know why exercise is important for a healthy lifestyle. In a good lesson in Year 1 the teacher led a discussion on whether Goldilocks demonstrated responsibility in the story of 'The Three Bears'; pupils had to justify their answers with reasons. Pupils demonstrated above-average achievement in their understanding and in their speaking and listening skills. Assemblies also contribute very well to pupils' personal development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
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	3
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	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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