

INSPECTION REPORT

CHURCHILL CHURCH OF ENGLAND PRIMARY SCHOOL

Langford, North Somerset

LEA area: North Somerset

Unique reference number: 109215

Headteacher: Mrs V Tighe

Lead inspector: Mr P Kemble

Dates of inspection: 15th-17th March 2004

Inspection number: 260667

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	201
School address:	Pudding Pie Lane Langford North Somerset
Postcode:	BS40 5EL
Telephone number:	01934 852446
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs S Furniss
Date of previous inspection:	29 th September 1998

CHARACTERISTICS OF THE SCHOOL

Churchill Church of England Primary School is an average size primary school catering for pupils aged 4 to 11 years. There are 201 pupils on roll. The vast majority of pupils are from White British ethnic backgrounds. Levels of attainment on entry are typically above average. Six pupils (2.98 per cent) are on the register of special educational needs, a below average figure. Three pupils (1.49 per cent) have statements of special educational need, a figure broadly in line with the national average. The percentage of pupils eligible for free school meals is well below the national average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
7269	Mr P Kemble	Lead inspector	Areas of learning for children in the Foundation Stage Science Art and design Design and technology Music Physical education
9999	Mrs R Orme	Lay inspector	
23917	Mr T Clarke	Team inspector	Special educational needs Mathematics Information and communication technology Geography
24528	Mr G Muton	Team inspector	English History Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Churchill Church of England Primary School is a good school with significant strengths in provision. It provides **good value for money**. The headteacher, governors and staff work very well together to promote pupils' academic and social development. Pupils benefit from a very good climate for learning and high standards of care, support and guidance and these contribute significantly to their good achievement.

The school's main strengths and weaknesses are:

- Virtually all pupils achieve well, especially in English, mathematics and science.
- The leadership of the headteacher is very good and governors provide very effective support.
- The quality of teaching and learning is good.
- There are not enough opportunities in the curriculum for pupils to make choices and decisions for themselves.
- Provision for pupils with special educational needs is good.
- Pupils are not always sure of what they need to do to improve.
- Assessment procedures for foundation subjects* are too informal.
- Pupils benefit from a very good programme of extra-curricular activities.
- Co-ordinators do not analyse their colleagues' teaching critically enough.
- Attendance levels are below the national average.

*Foundation subjects: art and design, design and technology, geography, history, music and physical education.

The school was previously inspected in September 1998. Since then improvement has been good overall, notably in provision for the Foundation Stage, the quality of teaching and learning and accommodation. Improvements have led to pupils' good progress and achievement throughout the school, particularly in science, information and communication technology and physical education. In response to other issues raised in the previous report, co-ordinators now make effective use of a good range of procedures to monitor and evaluate standards and classroom practice in their subjects, although there is work to be done in the way lessons are evaluated. Schemes of work are in place for all subjects and regular assessments of pupils' work in the core subjects** are used to plan challenging tasks for them.

**Core subjects: English, mathematics, science, information and communication technology and religious education.

STANDARDS ACHIEVED

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

Key: A – very high; A – well above average; B – above average; C – average; D – below average; E – well below average*

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils, including those with special educational needs, achieve well when compared with their levels of attainment on entry into reception. The above table shows that results of national tests have fallen since 2001 and results have not been as high as the school expected. This is largely due to the impact of significant staffing difficulties and a high percentage of pupils leaving and new pupils entering the school in Years 5 and 6. However, standards of the current Year 6 pupils are above average in English, mathematics, science and physical education and they achieve well. Standards in all other subjects are broadly average. Standards of the Year 2 pupils are above

average in speaking, listening, reading, writing, mathematics, science and physical education. Standards in all other subjects are average.

The quality of pupils' spiritual, moral, social and cultural development is good. Pupils' attitudes and behaviour are good; attendance levels are below average.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. The quality of teaching is **good**. Improvements to teachers' planning and resources, and a more thorough analysis of school and national test and assessment data, have led to good learning with generally high expectations of what pupils can achieve. However, there is work to be done in making sure that levels of challenge are consistently high in all subjects. Teaching in the Foundation Stage and in Years 1 to 6 is good overall; basic skills are taught particularly well. The curriculum is broad with a strong and successful emphasis on extending learning through extra-curricular activities. However, the way subjects are timetabled means the balance of the curriculum does not always meet all pupils' needs. Standards of care are **very good**.

LEADERSHIP AND MANAGEMENT

The headteacher provides **very good** leadership. She successfully promotes a strong commitment to educational inclusion, equality and pupils' personal development as ways of raising standards further. Management by key staff and governors is **good**, leading to the implementation of appropriate priorities and action in the school development plan. Governors' knowledge and understanding of the school's strengths and weaknesses are excellent. Staffing, resources and accommodation are used well to implement action.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school's links with parents are **good**. Most parents are very pleased with the work of the headteacher, staff and governors. Pupils are keen to come to school and report that they are very happy with all aspects of school life.

IMPROVEMENTS NEEDED

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

- Widen the range of opportunities for all pupils to follow their own lines of enquiry, solve problems and devise their own investigations.
- Improve the effectiveness of assessment procedures in the foundation subjects.
- Make sure that pupils are set individual targets so that they know what to do to improve.
- Ensure that co-ordinators are sufficiently rigorous in their evaluation of teachers' lessons.
- Review procedures for promoting good attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement in the Foundation Stage and in Years 1 to 6 is **good**. Pupils, including those with special educational needs, make **good** progress. Standards in the core subjects of English, mathematics, science and information and communication technology are **above average** in Year 6. In Year 2, standards in speaking, listening, reading, writing, mathematics, science and information and communication technology are **above average**.

Main strengths and weaknesses

- Standards in science and information and communication technology have made a good improvement since the last inspection.
- Pupils in Years 2 and 6 attain above average standards in physical education.
- Pupils with special educational needs make good progress towards the targets in their individual education plans.
- Higher attainers are sometimes not challenged well enough by their tasks.

Commentary

1. Children in the Foundation Stage make good progress and achieve well in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. Most are already exceeding the goals expected of them by the time they enter Year 1. Achievement is good because the teacher uses assessment information well to match tasks to individual children's needs so that they are stimulated and challenged by their work.

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

Standards in:	School results	National results
reading	15.4 (16.9)	15.7 (15.8)
writing	14.5 (15.7)	14.6 (14.4)
mathematics	16.0 (17.7)	16.3 (16.5)

There were 29 pupils in the year group. Figures in brackets are for the previous year.

2. In the 2003 end of Year 2 national tests and assessments, standards were average in writing and below average in reading and mathematics. Results were well below average when compared with those of similar schools. These were not typical results but were expected because of the unusually low level of attainment on entry of this group of pupils. Standards of the current Year 2 pupils are more typical, being above average in reading, writing, mathematics and information and communication technology.

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

Standards in:	School results	National results
English	27.2 (27.9)	26.8 (27.0)
mathematics	26.0 (27.7)	26.8 (26.7)
science	28.5 (28.8)	28.6 (28.3)

There were 33 pupils in the year group. Figures in brackets are for the previous year.

3. Results of the 2003 end of Year 6 national tests were average in English and science, and below average in mathematics. When these results are related to those the pupils attained in 1999 at the end of Year 2, achievement is average in English, and below average in mathematics and science. The school was disappointed with these results which showed fewer pupils attaining the higher Level 5 than had been expected. Results were lower than the targets set mainly because of unforeseen staffing difficulties and also because of a high number of pupils leaving and new ones entering the school in Years 5 and 6 between 2001 and 2003.
4. Standards of the current Year 6 pupils are better with above average attainment in English, mathematics, science and information and communication technology. Pupils are making good progress and achieving well. Improvement is largely due to the school's prompt action in responding to the fall in standards by, for example, introducing more teaching of pupils in small ability groups.
5. Good achievement is also the result of good teaching. Lessons are very well prepared in reception and in Years 1 to 6. The emphasis on pupils' personal development in lessons is very strong and plays a significant part in promoting good attitudes to work from an early age. For instance, standards in physical education are above average in Year 2 and Year 6 mainly because of the importance attached to this subject as a way of developing personal qualities. Emphasis on personal development is especially important amongst older pupils where teachers work particularly hard to motivate a small minority that shows signs of poor concentration and effort when lessons begin.
6. Staff are generally well informed about strengths and weaknesses in their subjects and so action taken to address weaknesses is largely successful. Teachers' subject expertise, resources and the excellent accommodation are used well to raise standards, for instance in science and information and communication technology.
7. Assessment has been appropriately identified as an area for improvement by the school, particularly in the foundation subjects. Pupils of differing capabilities are generally challenged well but there are times when opportunities are missed for higher attainers to make more responsibility for their own learning, for instance by following their own lines of enquiry or tackling especially challenging problems.
8. Pupils with special educational needs achieve well in language, literacy and mathematical skills and make good progress because they are given good support in small groups both in and out of the classroom. Individual education plans have achievable targets that are regularly monitored to determine rate of progress. Other pupils with problems in confidence, behaviour and mobility, develop well because of staffs' effectiveness in raising their self-esteem.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and their behaviour are **good**. Their overall personal development is **good**. Levels of attendance are **unsatisfactory**. Punctuality is **satisfactory**.

Main strengths and weaknesses

- There is an unusually high level of short-term absenteeism.
- The work done to achieve the high expectations for pupils' conduct is very good.
- The confidence and self-esteem of pupils is very good.
- The development of pupils' understanding of right and wrong is very good.

Commentary

9. The positive manner in which pupils arrive in the morning and settle to their work confirms their liking for school. They listen well in lessons both to their teachers and to each other. Activities

provided out of school hours are very well attended. Whilst there are a few diffident pupils, the vast majority are very confident and assured. These generally very good attitudes are marred in two significant ways:

- Some pupils, who are well behaved and get on dutifully with their work, display a worrying lack of curiosity and thirst for learning. Despite the efforts of their teachers, they have not developed the skills of following their own lines of enquiry and rely too heavily upon guidance from teachers and being continually encouraged and prompted to learn.
 - A very small minority of pupils do not consistently live up to the high expectations teachers have for their attitudes and behaviour and find it difficult to sustain concentration.
10. Pupils behave well in classrooms, around the school, even during long wet lunchtimes, and on the playground and field. Many examples were observed of pupils helping and showing respect to one another. Some parents raised concerns about pupils' behaviour but, when asked during the inspection, pupils of all ages were adamant that there is no bullying in the school and are not concerned about it. Pupils are confident that if anyone is unkind or misbehaves then teachers deal with it effectively.
11. The school behaviour policy is well thought out with a hierarchy of sanctions for pupils who behave inappropriately. Few pupils know what happens if someone is continually badly behaved, simply because this is a rare occurrence. Behaviour is regularly monitored and reviewed by the headteacher and staff. There is currently a special focus on lunchtime manners that is proving to be very successful. Very full and accurate records kept by the school show that insufficient use has been made of behaviour targets for the small number of individual pupils who need to focus on their behaviour and responsibilities.
12. The school places a high priority upon pupils' personal development and the promotion of pupils' spiritual, moral, social and cultural development is good overall. Teachers devise their own reward systems for good efforts and behaviour and pupils respond well to these. Teachers often encourage collaborative work in groups and pairs. A planned programme for pupils' personal, social and health education ensures that all pupils are encouraged to develop self-awareness and responsibility towards others. A very good quality discussion was observed when pupils were making very insightful observations about the consequences of people being teased or bullied. In assemblies and religious education lessons, pupils are encouraged to reflect upon issues such as caring and valuing the beliefs of others. Pupils' awareness of cultures other than their own is encouraged well through music, stories, art and recently by the establishment of a link with a school in South Africa.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.6	School data	0.2
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.

13. Although attitudes to school are good for the vast majority of pupils, attendance at 93 per cent is below the national average and is lower than it was at the time of the last inspection. Part of the reason for this is the high level of occasional absences for illness even amongst the older pupils. Another reason is that a number of parents take their children away for term time holidays beyond the permitted ten days. Registers correctly record the number of pupils present for each session and usually record the reasons for absence accurately. However, registers do not accurately mark absence for extended holidays beyond the permitted days as unauthorised. There is a small amount of unauthorised absence recorded. Punctuality is

satisfactory but there is room for improvement. The school acknowledges that it needs to be more active in promoting good attendance.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	201	2	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. The quality of teaching and learning is **good**. Curriculum provision is **satisfactory**. Standards of care are **very good**. The school's partnership with parents and its links with the local community and other schools are **good**.

Teaching and learning

The quality of teaching and learning is **good** overall in the Foundation Stage and in Years 1 to 6.

Main strengths and weaknesses

- Lessons are well prepared and organised, with good quality resources available for pupils.
- Pupils with special educational needs benefit from good teaching in classrooms and in withdrawal groups.
- Teachers have very good relationships with their pupils.
- Opportunities are missed to encourage pupils to be responsible for their own learning.
- Assessment information is not always used well enough to help pupils know what they should do to improve.

Commentary

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	8 (21%)	19 (50%)	10 (26%)	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.

14. In the Foundation Stage, the quality of teaching and learning is good. Expectations of children's academic and social achievements are high and, consequently, children of differing capabilities receive good levels of challenge and achieve well. Planning is based closely on national guidelines with provision of good learning activities. Effective use is made of assessment information obtained soon after children start school to plan individual programmes of work with tasks matched closely to needs. Children's learning moves on at a good pace with an effective balance of formal and informal activities providing stimulus and motivation.
15. In Years 1 to 6, many of the activities planned for pupils are interesting and motivating and this is one reason why most pupils have good attitudes to their work and behave well in lessons. Another reason is that pupils benefit from resources of good quality which are well prepared beforehand so that there are very few unnecessary interruptions to their learning. This was clearly evident in a Year 4 class as pupils experienced activities related to life in Ancient Egypt.

They made good gains in their knowledge and understanding as they worked with clay to create a mummy to fit a sarcophagus. Year 6 pupils made good gains in their hockey skills because of the good range and quality of equipment available.

16. Teachers develop very good relationships with their pupils. They give a high priority to the promotion of pupils' personal development, and the establishment of a positive rapport with their pupils is successful in encouraging good levels of concentration and effort. This was a characteristic of virtually all lessons seen during the inspection, with pupils responding keenly to the challenges set by their teachers. Year 3 pupils made good progress in their knowledge and understanding of instructional texts because they responded well to their teacher's enthusiastic style and concentrated well as a result.
17. Pupils with special educational needs are well supported by class teachers, teaching assistants and parent helpers. Learning is linked closely to targets in pupils' individual education plans and this helps them to make good progress. Teachers vary the way support for these pupils is given, sometimes mixing them with pupils of differing capabilities and sometimes grouping special educational needs pupils together. Effective, focused group support is characteristic of English and mathematics lessons, with learning support assistants playing a significant role in pupils' achievements.
18. Higher attaining and gifted and talented pupils are generally well challenged by their tasks, particularly when taught in small groups. However, a study of pupils' past work shows that, over time, these pupils do not have enough special challenges so that they can use their well-developed skills to make choices and decisions for themselves. This is particularly so in mathematics, science and the humanities.
19. Teachers make good use of assessment information in English, mathematics and science to match activities to pupils' needs. Assessment procedures in most other subjects are not so well developed. Consequently, a minority of lessons tend to be whole-class in method with little variation in the tasks for pupils of differing capabilities. A further consequence is that pupils are not familiar with what they need to do to improve, restricting the rate of progress that they make in gaining skills, knowledge and understanding.
20. Teachers work well together as a team. The transfer of information from class to class as pupils move through the school is thorough so that skills are developed in a continuous progression. Lessons are planned co-operatively and this helps to ensure there is no unnecessary repetition of learning.

Curriculum

Curriculum provision is **satisfactory**.

Main strengths and weaknesses

- Provision for extra-curricular and enrichment activities is very good.
- Provision for personal, social and health education is good.
- Provision for pupils with special educational needs is good.
- There are not enough opportunities for pupils to develop independent enquiry skills.
- Some English and mathematics sessions are too long.
- Learning support assistants are not sufficiently involved in planning pupils' work or assessing their progress.

Commentary

21. The quality and range of learning opportunities is satisfactory overall. The school's curriculum provides a sound base for pupils' learning. Planning is based firmly on the requirements of the National Curriculum and of the locally agreed syllabus for religious education. A very good

programme of visits and visitors helps to make pupils' learning more meaningful and interesting. There are too few opportunities for pupils, and higher attainers in particular, to extend their skills in independent investigative situations. The timing of lessons is not always as balanced as it might be. Lengthy, consecutive morning sessions of English and mathematics do not help all pupils to maintain concentration and interest or maximise learning.

22. Provision for pupils with special educational needs is good and is one of the strengths of the school. The quality of provision is a significant improvement on that reported at the time of the last inspection. A study of pupils' individual education plans, and discussions with the special educational needs co-ordinator, class teachers, support teachers and teaching assistants, indicate that pupils are provided for well and make good progress towards meeting their individual learning targets. Provision is especially good for those pupils who have specific learning difficulties in English and mathematics. Provision for pupils who have statements of special need is equally comprehensive and detailed, and they make also make good progress towards targets set.
23. Detailed overall plans for the year largely reflect the content of national subject guidelines. Planning for each term is satisfactory. Much of pupils' learning is based on projects, with aspects of several curriculum areas linked together in a format called a topic web. However, in many of the webs seen, the related skills intended for pupils to learn were not clearly identified, making it difficult for teachers to focus on specific skills when planning in more detail for each week. Planning also lacks opportunities over time for pupils to be more responsible for their own learning.
24. Weekly planning for literacy and numeracy gives clear detail of lesson content and step-by-step development of skills.
25. Some planning is innovative and exciting. For example, during the inspection, Year 4 pupils took part in an Egyptian day, which very successfully combined learning across a number of subjects. The quality of the costumes and pupils' make up was very good. Pupils clearly enjoy this style of lesson.
26. The provision for pupils' personal, social and health education is good. Personal development is promoted on a day-to-day basis through the good care and attention that staff pay to all pupils. Overall the curriculum successfully promotes the school's caring ethos and the intellectual, physical and personal development of the pupils. It prepares them well for the next stages of their education.
27. A very good range of extra-curricular activities enhances the curriculum and widens pupils' learning opportunities. Many pupils are involved in clubs which teachers and parents organise and supervise. Good use is made of the locality to support topic work and pupils' experiences are further widened by visits to theatres, museums and other places of interest. Pupils' social skills are developed well by annual residential visits, for instance to Cheddar and to the Isle of Wight.
28. The match of teachers and teaching assistants to the curriculum is very good. Class teachers have sufficient expertise and experience to meet the needs of the majority of pupils. Additional teachers give focused support to groups of less able and gifted and talented pupils in English and mathematics.
29. The contribution of the well qualified and experienced learning support assistants, particularly when involved with lower attaining pupils and pupils with special educational needs, is significant. The good progress that these pupils make owes much to their support. However, although they have great understanding of pupils' needs, time is not allocated for them to be fully involved in the planning of appropriate activities for them. Neither are they always present at the regular progress reviews of pupils with statements, although they have particular responsibility for their education. This reduces considerably the effectiveness of the learning support assistants and fails to fully utilise their training and experience.

30. The accommodation is excellent. Pupils and staff benefit from a new building which meets their needs and requirements very well. It is attractively decorated with many displays and maintained to a high standard by the multi-talented caretaker and the conscientious cleaning staff. The quality and quantity of teaching resources are good overall, with provision for information and communication technology being very good. However, despite the many positive qualities of the school building's design, the effectiveness of the interactive whiteboards located in each classroom is greatly reduced by the available sunlight in classrooms. The school has recognised this and plans are in hand to provide some form of screening to reduce the glare.

Care, guidance and support

Provision for the care, guidance and support of pupils is **very good** and is given a high and successful priority by all staff.

Main strengths and weaknesses

- Provision for the welfare, health and safety of pupils is very good.
- Induction arrangements are very good.
- Relationships are good.
- Targets are not used to improve attendance or to modify poor behaviour.

Commentary

31. Staff know their pupils well and work hard to provide a very good environment for learning. Staff and pupils show respect for one another and the atmosphere is one of care, encouragement and happiness. Relationships are good, and pupils know that their concerns will be addressed. They have particular confidence in the headteacher. Pupils' views are sought well through the active school council. They receive good advice and are prepared well for transfer to secondary school. Staff help pupils to set targets for improvement in English and mathematics. Although staff are clear about the abilities of those in their class and have established good general habits for learning, pupils are less clear about what they need to do to improve their work in other subjects and, where appropriate, their behaviour.
32. The school cares for pupils very well. There are good arrangements to ensure child protection and these meet statutory requirements. Arrangements for pupils in public care are also effective. Pupils are well supervised at break and lunchtimes, and the school deals with health and safety issues well.
33. Pupils with special educational needs are well cared for, guided and supported by teachers and teaching assistants. They benefit from focused, specialist help in group sessions with special educational needs staff. Suitable, achievable targets are set. Gifted and talented pupils receive well-planned additional tuition from a specialist teacher, although the good levels of challenge they receive in withdrawal groups is not always replicated back in the classroom.
34. There are very good arrangements for the induction of new pupils and parents. The Parent Working Group, in conjunction with staff, has produced a helpful induction pack. This includes information about the organisation of the school day, uniform and the behaviour code along with suggestions about whom to approach for advice. Parents, and particularly those parents of children who join the school in years other than reception, report that they are very pleased with the way their children are settled into school.

Partnership with parents, other schools and the local community

The school has **good** links with parents, partner schools and the local community and works hard to maintain a positive partnership with parents.

Main strengths and weaknesses

- The school provides very good general and curriculum information.
- Parents are given very good information about their children's progress.
- Parents support the school very well.
- The school maintains a positive and productive partnership with the local secondary school.
- A small percentage of parents do not express positive views of the school.

Commentary

35. The school provides very good information about the curriculum and general events. There are weekly newsletters, available on-line by request, and many opportunities for parents to visit the school. Parents receive very good information about their children's progress and standards through an annual long written report, through a brief end-of-year summary of achievement against National Curriculum levels, and through termly formal consultation evenings. Staff are always happy to meet parents to discuss progress or concerns. A minority of parents do not feel well informed about their child's progress but inspectors consider that ample information, written and verbal, is offered.
36. A small percentage of parents express some concerns about the work of the school. A small number do not feel comfortable about approaching the school with concerns and they do not consider that the school seeks their views. Some report concerns about bullying and harassment. Inspectors did not find any evidence to support these negative views.
37. The school encourages parents well to play an active part in its life. For example, a Parent Working Group has been set up to undertake a range of tasks. Members have monitored behaviour during playtimes and collated information from parents' and pupils' questionnaires. Other parents support the school through the active parent-teacher association. This association makes a very significant financial and social contribution to the life of the school. Some parents do not support the school fully as they do not ensure high levels of attendance by their children.
38. There is a positive partnership with local pre-school groups, the local secondary school and other primary schools in the local cluster. There is good transfer of academic and personal information. Pupils benefit from the active role the school plays in the local community, for instance through the good links with local churches.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The governance of the school is **very good**. The leadership of the headteacher is **very good**. The leadership of other key staff is **good**. The effectiveness of management is **good**.

Main strengths and weaknesses

- The headteacher has led the school firmly and effectively through a period of significant changes.
- Governors' knowledge and understanding of the school's strengths and weaknesses are excellent.
- The use of information about pupils' performance is very good.
- The monitoring of lessons by subject co-ordinators is not fully developed.

Commentary

39. The headteacher has earned the respect of the whole school community in the way she has successfully led the school through a period of transition, transferring from the old to the new school buildings. In addition to this enormous change there have been other factors, some of

which have had an adverse impact on pupils' attainment and progress, including the temporary loss of staff through illness or maternity leave, and other staff changes, creating additional problems to be met and overcome.

40. In order to try and maintain stability within the school, the headteacher has made a number of difficult decisions, not all of which have been popular with everyone at the time, including some parents, but in the long term have proved beneficial for pupils and their achievement. These decisions have been made in order to meet the headteacher's high aspirations for the school and for pupils' academic and social development. As a result, she has had less time to focus on her plans to introduce a more integrated and creative curriculum.
41. The headteacher has reacted very effectively to some disappointing results in national tests which were largely due to accommodation and staffing changes over the last two years. A significant response has been the introduction of extra support for pupils of different capabilities, including higher attaining and gifted and talented pupils. Assessment information and test results are used very effectively in this regard to identify individual pupils' progress. The headteacher ensures that all teachers are very aware of the extent of their pupils' progress and are clear about her expectations for their future progress. Performance management targets for teachers are very closely linked to the performance and achievement of their pupils.
42. The headteacher is well supported in her work by the members of the senior management team and other key staff. They are conscientious, hard working and committed to the achievement of all pupils. However, responsibility for implementing performance management procedures is shouldered completely by the headteacher. Some very good staff development is taking place through 'shared practice', when colleagues teach together and share ideas. Key staff are not yet undertaking lesson observations, either as part of performance management or as part of the continuing effort to improve the quality of teaching in specific subjects, limiting the effectiveness of teamwork amongst the subject co-ordinators.
43. Strategic planning in the school is very good. The governors are very supportive of the headteacher and all of the staff. The knowledge they have about the school is outstanding. This includes financial aspects, staffing issues and the performance of pupils. Furthermore, the governors play a very pro-active role in seeking the best for the pupils and trying to ensure that they receive a well-rounded education. This was very evident when, as a result of identifying the downward trend in national test results, the governors joined the headteacher in seeking advice and investigating the reasons, and subsequently supporting the headteacher with her actions. Financial management by the headteacher, governors and school bursar is very good.
44. Governors are aware that the excellent accommodation is now a positive aid to achievement. They also know that continual changes in the pupil population as families move in and out of the area, and problems with attendance that the school is currently experiencing, are barriers to achievement.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	475,255	Balance from previous year	36,826
Total expenditure	449,254	Balance carried forward to the next	260,00
Expenditure per pupil	2,139		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

45. Provision for children in the Foundation Stage is **good** and is an improvement since the last inspection.
46. Children enter the reception class at the beginning of the year in which they become five. Most children have had some pre-school experience and attainment on entry is typically above average. Induction procedures are thorough and parents report that they are very pleased with the arrangements for settling their children into school. Provision is now better than it was at the last inspection due to improvements to the quality of teaching and learning and to teachers' planning. By the time they enter Year 1, children are well prepared for work within the National Curriculum.
47. All children make good progress in all areas of learning. Children achieve well because the quality of teaching and learning is good. The curriculum is well planned to provide a broad range of interesting and relevant activities that are matched closely to children's individual needs. Detailed records are kept of children's development in each area of learning and are used to plan future activities to meet their needs. A particular strength is the way that the teacher and other adults enthuse and motivate children, promoting and sustaining good levels of concentration and effort. Adults set excellent role models for children and manage them very well.
48. Leadership and management of the Foundation Stage are good. Effective management of the reception base and the well-equipped outside learning environment means that children have controlled, regular access to all that is provided for them. Those children who need additional support are well cared for and activities adjusted accordingly to meet their needs.
49. Accommodation is very good. The new school building includes a good-sized classroom and a discrete outside learning area for reception children, with good quality climbing equipment.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children behave very well and co-operation is good.
- They show very good levels of concentration and effort.
- Supportive relationships are established where children feel confident and happy.

Commentary

50. By the time they enter Year 1, most children are likely to have exceeded the goals expected of them. The quality of teaching and learning is good. School routines are well established and children know that good behaviour is expected. Children trust the adults who work with them and it is evident that they feel secure. The teacher provides many opportunities for children to work and play together, successfully promoting sharing and independent learning. For instance, children were observed telling the teacher what they had chosen to do and then sticking a name badge onto a chart located near to the selected activity. They did this confidently and, if the activity was oversubscribed, made another choice without fuss. There was no evidence of any unkindness during the inspection.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Early reading and writing skills are taught systematically and well.
- Staff are skilled at promoting language skills in all areas of learning.

Commentary

51. By the time they enter Year 1, most children are likely to have exceeded the goals expected of them. Most children are already writing simple sentences. Lower attaining children are still working on letter formation, but they receive good instruction and support and progress well. Children are successfully encouraged to write for a wide range of purposes. For instance, the teacher led the class in composing a letter of thanks to a visitor and children produced a 'How to look after your pet' booklet to go in the role-play veterinary surgery.
52. Children listen well to adults and to each other. They answer questions enthusiastically and contribute well to discussions. Children are keen to talk to visitors about their work. For instance, one child explained: 'I am drawing a map and writing the letters (initials) of the people who are going to play with me'. Adults successfully develop appropriate vocabulary in small group sessions, for instance when discussing how well the beans have grown over the weekend.
53. Children are making good progress in learning letter sounds. The teacher has high expectations of children's achievements and enthuses them by using a commercial scheme that involves movement and actions as well as the making of interesting sounds.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Imaginative and enjoyable activities are planned which maintain children's interest and enjoyment.
- Learning is consolidated through the use of a wide range of games and structured activities.

Commentary

54. By the time they enter Year 1, most children are likely to have exceeded the goals expected of them as a result of the good quality of teaching and learning. Throughout each day, adults make effective use of events such as calling the register to encourage and reinforce mathematical thinking. Children respond well to practical challenges and soon develop an enjoyment of using number. Knowledge and understanding of shape, space and measure develop well because of regular access to games and practical activities. For instance, children measured their beans to work out how much they had grown. One child in the outside area decided to measure himself by drawing a chalk line and then laying along it. Higher attainers recognise and name many shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Well-planned activities extend children's knowledge of the world around them.
- Adults use questions very well to develop children's knowledge and understanding.

Commentary

55. By the time they enter Year 1, most children are likely to have exceeded the goals expected of them. They benefit from a broad curriculum and good teaching. Children's personal and social skills benefit from the many paired and group activities characteristic of this area of learning. Children are encouraged to observe carefully in a range of activities. For instance, they lay on their tummies and looked carefully into the school pond to observe water snails and frogspawn. They chattered excitedly about what they could see and the adults present used questions well to focus their observations, for instance on colour, movement and shape.
56. The role-play area is used very well to promote knowledge and understanding. Children confidently acted out the roles of vets, administration staff and pet owners, using some of the knowledge gained from a visit to the classroom by a vet to enhance their playacting.
57. Children are confident and enthusiastic when working with computers. They manipulate the mouse with confidence to select favourite programs.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good use is made of the school hall and the outside play area to develop physical skills.

Commentary

58. By the time they enter Year 1, most children are likely to have exceeded the goals expected of them. The quality of teaching and learning is good. The teacher plans a wide range of opportunities for children to use large and small equipment. In the outside area, children use large paintbrushes to produce large, colourful paintings. They confidently move around on scooters and tricycles, skilfully weaving between cones. They climb, crawl and jump on the large apparatus with care. Regular visits to the school hall provide good opportunities for them to develop control of their movements, balance and agility. Children enjoy activities that develop their use of small equipment, such as needles and thread to sew patterns and shapes, and construction equipment to make models.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children experience a wide range of well-planned creative activities.

Commentary

59. By the time they enter Year 1, most children are likely to have exceeded the goals expected of them. The quality of teaching and learning is good. The teacher makes effective use of creative activities to promote children's personal development and often selects particular children to work together, for instance to encourage sharing or co-operation. Children have a good range of opportunities each day to paint, draw, listen to and make music and take part in

drama. They re-enact stories and express themselves freely in activities in the role-play area. They enjoy singing and took part with enthusiasm in a singing session with Year 1 and 2 pupils, confidently performing actions. The reception classroom contains paintings and models of a good standard, many of which are linked to class projects which helps to make activities relevant and motivating for children.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards attained by pupils in Year 2 and Year 6 are above average.
- The quality of teaching is good and pupils achieve well as a result.
- The subject leader's role in monitoring lessons is underdeveloped.
- The effectiveness of teachers' individual approaches to the way they teach literacy skills has not been sufficiently evaluated.

Commentary

60. Pupils achieve well in all aspects of English including reading, writing, speaking and listening. The vast majority of Year 2 and Year 6 pupils are attaining average standards. Well over half of Year 2 and over a third of Year 6 pupils are working at higher levels.
61. Improvement from the time of the last inspection has been good. The most recent national tests have been disappointing, due largely to factors outside the school's control. Nevertheless, the very experienced subject leader has undertaken a number of effective measures in response to these results including:
 - An analysis of pupils' test papers to establish strengths and weaknesses in the teaching and content of the school's English curriculum.
 - A big improvement to the reading resources available to younger pupils.
 - Closer analysis of the progress of individual pupils and taking action on the basis of this information.
62. The quality of teaching is good. Pupils benefit from well planned and prepared lessons and a wide range of opportunities for them to develop their writing skills. The teaching of reading is done through 'guided reading' when groups of pupils read with the teacher or teaching assistant. Younger pupils also have whole class reading sessions and pupils are encouraged to read individually. Parents of younger pupils are very supportive in this and make a significant contribution to the standards attained. Pupils are very familiar with reference books. Year 2 pupils confidently use the index and contents. However, many Year 6 pupils do not know how books are arranged in libraries and do not have the necessary skills to locate them easily.
63. Teachers enjoy good and sometimes very good relationships with their pupils. The majority of pupils behave well, pay attention and get on with their work when asked. However, teachers have to work very hard sometimes to enthuse and motivate their pupils. For example, in one lesson, pupils were very quiet and very unresponsive at the beginning, but by the time they came to do their writing they were highly motivated and excited about the work. To bring about this transformation required high levels of skill and energy from the teacher.
64. The subject co-ordinator provides a very good role model for her colleagues in making learning fun and exciting for her pupils. During the inspection, her class were using their reading and writing skills as part of a very exciting Egyptian day. Although she is involved in the school

system of 'shared practice', where colleagues teach English together, the co-ordinator does not evaluate the effectiveness of lessons critically enough and this reduces the impact of her leadership on standards.

65. There are a number of areas where teachers decide their own approaches. These include:

- The way they organise the time allocated to literacy.
- The time they devote to, for example, guided reading or extended writing.
- The way they set individual or group targets for pupils.
- The way they record progress against targets in, for example, guided reading.
- The monitoring of individual reading.

66. Whilst overall these individual approaches are proving successful they do not necessarily ensure that:

- The quality of provision can be monitored efficiently.
- There is continuity in pupils learning.
- The systems adopted are the most effective.

Literacy across the curriculum

67. Speaking and listening skills are promoted well in all aspects of the curriculum. Staff listen carefully to pupils' ideas, helping them to become increasingly more confident and willing to take part in discussions. In other subjects, such as science, geography and history, pupils make notes, write lists and sequence stories. There are good examples of writing of considerable length in most classrooms related to class projects. Pupils have regular access to computers to word process their work, often adding pictures and photographs to enhance the presentation.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards of work are above average and pupils achieve well.
- The teaching of skills and strategies is good.
- Work is well matched to pupils' different capabilities within classes.
- Pupils do not have enough opportunities to investigate, solve problems and apply their skills in other subjects.

Commentary

68. Standards are above average in Year 2 and in Year 6. Overall achievement is good mainly because national numeracy guidelines are well established, with lessons planned to include a mental or oral starter, a main learning activity and a final plenary or consolidation session. The brisk, challenging mental activities are a feature of all lessons. Pupils enjoy these activities; they respond eagerly and, as a result, become more confident and proficient at making accurate calculations. Inspection evidence indicates that boys and girls are currently making similar progress. Standards overall are similar to those reported at the last inspection.

69. In the lead up to the national tests, pupils of differing capabilities benefit from focused group teaching which improves their chances of achieving as well as they should. Test results are carefully analysed and, with the good guidance of the subject co-ordinator, appropriate changes in planning are presented to address areas of need. However, currently, the co-ordinator does not have the opportunity to monitor all the teaching of mathematics and cannot thus ensure appropriate provision across all classes.

70. The quality of teaching and learning is good. The teaching of numeracy skills is thorough and accurate. Lessons are well planned, continue at a good pace and generally challenge all pupils. Good use is made generally of resources, but in particular the skilful use of interactive whiteboards considerably enhances the effectiveness of the good teaching. Questions are used well to extend understanding and encourage pupils to consider different strategies for solving problems, which most do successfully. However, when working independently, there are occasions when older higher attaining pupils do not apply themselves fully and consequently do not achieve as much as they might. In general teachers do not provide enough opportunities for pupils to demonstrate and apply their skills and strategies in investigations or independent problem solving activities. This limits the development and extension of mathematical competence, particularly amongst the higher attainers.
71. Teachers promote achievement well by allocating pupils to ability groups and using information gathered from lessons to provide appropriate work. In Years 3 to 6, pupils are given realistic, challenging targets, and specialist teachers are employed to work with both the more and less able pupils. Teachers and teaching assistants give pupils with special educational needs good support and encouragement, and as a result, they achieve well. Work presented to them is based clearly on what they have achieved in previous lessons, and this good match with their capabilities results in very good attitudes and good learning. The effective direction of the learning assistants, along with their own good subject knowledge and teaching skills, is a considerable addition to the provision. With the good support given by teachers and learning assistants, many pupils attain standards above average by the time they leave the school.

Mathematics across the curriculum

72. The use of mathematics across the curriculum is satisfactory. Opportunities to investigate, solve problems and apply skills in every day contexts are not fully developed. There are some examples of the use of numeracy when measuring in design and technology and creating time lines in history. However, in a school noticeable for its good quality displays, there is a dearth of presentations celebrating pupils' achievements and investigations in numeracy across all subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Teachers promote pupils' personal development well in science lessons.
- Pupils benefit from a strong emphasis on experiments and investigations in all classes.
- Not enough use is made of the subject to give pupils responsibility for their own learning.

Commentary

73. Standards of attainment by the current Year 6 pupils are above average. These are better than the results of the 2003 national tests at the end of Year 6 which were average, and an improvement on the average standards reported at the time of the last inspection. Most pupils are well challenged by their tasks and a good number of pupils are working towards the higher levels of attainment. Pupils, including those with special educational needs, make good progress and achieve well. Standards of attainment by the current Year 2 pupils are above average. They also make good progress and achieve well.
74. The quality of teaching and learning is good overall. Teachers develop good attitudes amongst pupils to the subject through their own enthusiasm for science and this makes a significant contribution to pupils' academic and social achievements. Teachers take advantage of these positive attitudes by providing a wide range of experiments and investigations for pupils,

maintaining their interest for long periods in lessons. This was evident amongst Year 1 pupils, who showed excellent levels of concentration and effort as they tackled a variety of activities related to pushing and pulling. A scrutiny of Year 2 pupils' work shows how carefully they record the results of their work, for instance when finding out if people with long arms throw further.

75. A strong feature of teaching is the way pupils are questioned in order to get them to think. Year 4 pupils made good gains in their knowledge and understanding of how materials' properties influence their effectiveness as switches in an electrical circuit because of their teacher's very good use of probing questions which prompted thinking amongst pupils of differing capabilities.
76. This lesson also illustrated how pupils benefit from access to a good quantity and quality of resources, including the use of information and communication technology, helping them to make good progress and achieve well. For instance, Year 5 pupils made good progress in their knowledge and understanding of pollination as they dissected flower heads, using magnifying glasses to study tiny specimens in detail. They also benefited from use of an Internet website to access information and use of an electronic microscope to view specimens enlarged on an interactive whiteboard.
77. Emphasis since the last inspection on promoting learning through practical tasks has been successful and is one of the main reasons why standards have improved. Teachers consistently apply agreed procedures for the way pupils record their results. This has led to pupils developing a good understanding of how to make tests valid and the need for systematic, careful recording of observations and results. However, it has also meant that opportunities have been missed to give pupils chances to make decisions and choices for themselves, especially those pupils with well-developed skills, knowledge and understanding.
78. The co-ordinator provides good leadership and management. She has successfully encouraged teachers to plan more practical activities in lessons, leading to the development of good enquiry skills as pupils move through the school. Opportunities to work with teachers in lessons help the co-ordinator to gather information from all classes about strengths and weaknesses in standards, although evaluation of the effectiveness of teaching is not sufficiently critical. Thorough assessment procedures provide a good range of information which the co-ordinator analyses very effectively to identify areas for improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards have improved significantly since the last inspection.
- Standards in word processing and multi-media presentations are good.
- The provision for teaching some elements of control, modelling and monitoring is not yet fully developed.
- The use of ICT across all subjects is good.
- Interactive whiteboards and digital cameras are used well by teachers.

Commentary

79. ICT has been a major priority in the school development plan since the previous inspection. Considerable investment, both in the purchase of hardware and in the training of staff, has proved very effective in raising standards and improving the use of ICT across all subjects. As a result, pupils' standards are broadly average in Year 2 and Year 6. They are achieving well and making good progress in relation to their prior learning, a significant improvement since the last inspection. Lesson observations and a portfolio of work used to demonstrate standards

indicate good attainment in a range of activities such as graphics, word processing, data handling and use of the Internet.

80. Teachers have adopted the nationally approved scheme of work and have successfully adapted it so that the use of ICT equipment is generally well integrated into the whole curriculum. Discussions with pupils and teachers, a study of teachers' planning and lesson observations, confirm that computers are used regularly in all classrooms, in the library area and outside lesson times. For example, pupils were observed developing their skills before school started, during break times and after school. They clearly enjoy using the equipment and many extend their knowledge of ICT at home.
81. The quality of teaching and learning is satisfactory overall. There are significant strengths in the way teachers use ICT to support pupils' learning in other subjects, but some parts of the required curriculum, such as control and modelling, are not fully integrated into planning.
82. In the lessons seen, teaching was characterised by good levels of knowledge and understanding because of the successful training of all staff through national initiatives. Consequently, pupils' benefited from confident instruction, particularly from teachers' effective use of digital projectors and interactive whiteboards when demonstrating tasks and reinforcing techniques. Pupils of all capabilities receive good support from skilled learning support assistants. There were several examples during the inspection of them giving informed, patient assistance to pupils having difficulties and, by so doing, ensuring that they had full access to the activities.
83. The subject co-ordinator is providing good leadership by encouraging teachers to plan more opportunities for pupils to use classroom computers. As a result, teachers are becoming increasingly more successful at using ICT equipment to support pupils' learning in all year groups, making a significant contribution to their good achievement. For example, Year 1 pupils use a simple database to collect, tally and record information in simple pictograms. Year 3 pupils use a graphics program to create colourful artwork in the style of Kandinsky. Year 5 pupils show good skills as they display data in spreadsheets and Year 6 pupils produce good quality multi-media presentations as part of a history project. However, currently, pupils do not have sufficient opportunities to use their ICT skills in investigations, for instance in mathematics and science, and for younger pupils to prepare presentations.

Information and communication technology across the curriculum

84. Very good links between ICT and English provide a good model for the use of ICT in other subjects. Evidence gained from a portfolio of work, lesson observations and discussions with pupils indicates that ICT is used well to promote literacy skills across the curriculum. There are many examples of pupils word processing stories, poems, notes and lists, as well as editing their work. Learning in mathematics is promoted satisfactorily by the use of interactive whiteboards in starter activities, the use of spreadsheets and the creation of graphs in data handling lessons. A good range of programs extends pupils' learning in science and humanities. Extra-curricular activities give pupils chances to practice and refine their skills. For instance, in a computer club run by a parent, pupils are preparing colourful reports using digital photography about an annual visit to the Isle of Wight. The finished articles will be featured on the school web site, shortly to be established. Pupils benefit from access to the Internet and CD ROMS to search for information.

HUMANITIES

85. In humanities, work was sampled in **geography** and **history**, with only one lesson seen in history. It is not possible, therefore, to make a secure judgement about provision in either subject. However, the evidence available in pupils' books and on display indicates that pupils are attaining standards broadly in line with national expectations. Pupils' work shows that opportunities are missed to give them opportunities to carry out their own research or follow their own lines of enquiry, and this particularly limits the progress made by higher attaining

pupils. This is mainly because there are no formalised procedures for assessing pupils' attainment and progress to help teachers make sure that pupils of all capabilities are regularly challenged by their tasks.

86. In **geography**, pupils respond well to the practical approach adopted by teachers. They make steady progress with their understanding of place as a result of well-planned, interesting activities. For example, Year 1 pupils gain an awareness and knowledge of localities beyond their own through the travels of Barnaby Bear. Year 3 pupils use Ordnance Survey maps well when identifying physical and human features of the local landscape. Year 4 pupils use their information and communication technology skills effectively to download images from the Internet of places visited on holiday. Year 5 and 6 pupils make satisfactory progress in map work and physical geography. They are knowledgeable about the formation of headlands and the effects of coastal erosion.
87. Pupils in all classes benefit from very good links with a school in South Africa. These extend their knowledge and understanding of different human and physical features as well as their geographical enquiry skills by comparing and contrasting the South African pupils' lifestyles with those of their own.
88. In **history**, there is good evidence to indicate that teachers often enliven their teaching with special events and experiences, which enable pupils to further develop skills learned in the classroom. For example:
 - Year 1 pupils have a collection of old toys to investigate.
 - During the inspection, one teacher dressed up in role as a medieval lady to tell Year 2 pupils about life in her castle.
 - In another classroom, Year 4 pupils enjoyed an Ancient Egyptian day, dressed in wonderful costumes with a parent volunteer disguised convincingly as Howard Carter, the Egyptologist.
 - Year 6 pupils visit the Isle of Wight and study Carisbroke Castle.
 - Year 6 have an impressive collection of artefacts from the 1930s and 1940s from which they learn how to use different forms of evidence to find out about the past.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The subject makes a good contribution towards pupils' personal development.
- Effective links are made with other subjects.
- There is no assessment of pupils' progress.

Commentary

89. It was only possible to observe two lessons during the inspection. However, it is clear from talking to pupils and looking at their books that the achievement of Year 2 and Year 6 pupils is satisfactory. Pupils acquire knowledge and understanding in line with the expectations of the locally agreed syllabus. By the end of Year 6, pupils have developed a positive respect for beliefs other than their own.
90. The quality of teaching is satisfactory. Teachers often plan lessons to link with other subjects of the curriculum and this is successful in motivating pupils' interest. For example, the study of other faiths and religions is used well to promote good artwork as pupils sketch artefacts and practice characteristic designs and motifs. Drama is used to help pupils gain knowledge and understanding of significant events. For example, Year 6 pupils were encouraged to think about and then to record their thoughts about the Jewish exodus as they played roles, such as those of Moses and Pharaoh. Discussions with the co-ordinator and other staff indicate that

some teachers are slightly unsure about their expectations for pupils of different capabilities. Other teachers have a limited number of ideas of ways for pupils to record their work in the subject and this means that pupils are not always stimulated by their tasks.

91. The new co-ordinator for the subject has made a satisfactory start to the role. She has joined teachers in their lessons and monitored teachers' planning and pupils' work in order to identify strengths and weaknesses in standards and provision. She is aware that establishing an assessment scheme for the subject is a priority and has made a positive start towards this.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

92. Only a limited amount of evidence was gathered about **art and design, design and technology** and **music** during the inspection due to timetabling arrangements. It is not possible therefore to make an overall judgement about provision in these subjects.
93. Work on display, conversations with teachers, examination of pupils' design books and a study of teachers' planning, indicate that standards in **art and design** are in line with those expected and pupils' achievement is satisfactory.
94. Artwork in Years 1 and 2 is often large and colourful. A wide range of different media is used to produce two and three-dimensional pictures and models. In all classes much of the artwork is linked to classroom projects. For instance, Year 3 pupils produced pictures linked to writing about snow. Designs for Ancient Greek vases, produced by Year 5 pupils and to be reproduced on three-dimensional vases in a forthcoming lesson, show close attention to detail.
95. The use of design books is a strength of art and design work throughout the school, successfully encouraging pupils to develop a critical approach to their own work and to make choices about appropriate materials and media.
96. In **design and technology**, pupils' design books and examples of their work show that they generate ideas confidently and have a good knowledge and understanding of the processes of designing and making. Standards are above those expected and pupils achieve well, representing good improvement since the last inspection. Teachers' planning shows that pupils are given many opportunities, as well as good support and guidance, to investigate different ways of using tools and fixing materials. For instance, Year 1 pupils produced work of a good standard related to snowflakes because of the excellent worksheets and range of materials provided by their teacher to guide their learning.
97. Links with other subjects are good. For instance, Year 4 pupils designed and made Tudor houses of a good standard as part of a history topic. Year 6 pupils' learning benefits from interesting, relevant projects, such as how to improve a local environmental eye-sore.
98. Information and communication technology is used effectively in all classes. Pupils look for help with their designs on Internet websites and take digital photographs of their models at different stages of development.
99. A scrutiny of lesson plans, discussions with staff and pupils and evidence from assemblies, indicate that standards in **music** are broadly in line with expectations. Pupils' learning is extended by a programme of concerts and performances, visitors, after school clubs and opportunities for them to combine with pupils from other schools in musical activities. A good number of pupils are working at above average levels in their ability to play a musical instrument. String, wind, percussion and keyboard players come together as the school orchestra and are developing a good awareness of performing as part of a group.
100. Pupils enjoy music and generally sing well in lessons and assemblies. Reception children and Years 1 and 2 pupils sang and performed actions enthusiastically during their weekly 'Big Sing'. They made good gains in their awareness of pulse and their understanding of echoing because of the helpful teaching points made by the lead teacher.

Physical education

Provision for physical education is **good**.

Main strengths and weaknesses

- Teachers plan a wide range of physical activities, including a good number of extra-curricular activities.
- Physical education is used well to promote pupils' personal development.
- Assessment of pupils' progress is not fully developed.

Commentary

101. At the time of the previous inspection, standards in physical education were reported to be satisfactory. Improvement has been good since then. Teachers now base their lesson planning on a well-produced scheme of work which promotes high standards and all pupils' full participation in activities. As a result, standards are above those expected and achievement is good.
102. The quality of teaching and learning is good. Lessons are characterised by effective warm-up and cool-down sessions, during which teachers often discuss with pupils the reasons for the activities. Consequently, pupils show a good awareness of health, fitness and safety aspects. Teachers give a high priority to pupils' welfare and safety. For instance, the Year 1 teacher involved her pupils in assessing how safe the hall was before the start of a lesson and, as a result, they removed chairs that represented a possible safety hazard.
103. Lessons are used well to promote pupils' personal development. Confidence and self-esteem are effectively promoted through challenging activities and participation in a wide range of group and team games. Year 6 pupils showed good levels of co-operation and skill as they played hockey, with pupils of differing capabilities fully involved in the games. Year 4 pupils worked together very well in small groups as they planned and performed sequences depicting episodes from life in Ancient Egypt.
104. Teachers plan a good balance between talk and demonstration, judging the moment well when to stop an activity and offer teaching points. A strength of teaching is the regular inclusion of opportunities for pupils to evaluate their own and others' performance, helping them to further improve their skills.
105. The subject co-ordinator provides good leadership and management. She sets a high standard of teaching and successfully promotes pupils' participation in sport beyond the school day. Teachers make their own assessments of pupils' attainment and progress. Although they know their pupils well, the lack of systematic procedures limits the extent to which the co-ordinator is able to identify strengths and weaknesses in standards.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

106. Personal, social and health education is a valuable extension to the school's curriculum and enhances pupils' awareness of the school's high expectations for their behaviour and attitudes. Pupils achieve well because personal and social education is part and parcel of their every day learning in school. The health education programme is successfully woven into the curriculum and staff deal effectively with any particular issues as and when they arise. The school's very good commitment to inclusion positively guides pupils' social development. Staff provide good role models in the way that they value the opinions and contributions of all pupils during lessons and discussions. Pupils appreciate how important it is to work together and readily celebrate and value each other's achievements during and outside of lessons. They have a growing understanding of decision making in school and in the wider community through the work of the school council.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
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).