

INSPECTION REPORT

DUNSWELL PRIMARY SCHOOL

Dunswell

LEA area: East Riding of Yorkshire

Unique reference number: 117848

Headteacher: Mr Ian Oakes

Lead inspector: Mr Andrew Clark

Dates of inspection: 20th – 22nd October 2003

Inspection number: 260755

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
Number on roll:	74
School address:	Beverley Road Dunswell East Riding of Yorkshire
Postcode:	HU6 0AD
Telephone number:	01482 855279
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs I R Kirby
Date of previous inspection:	12 th October 1998

CHARACTERISTICS OF THE SCHOOL

The school is in the village of Dunswell, on the outskirts of Hull. It is much smaller than average with 74 pupils. There are almost twice as many boys than girls. About half of the pupils are from the immediate area and others are from neighbouring villages and Hull. Only 1.4 per cent of pupils are eligible for a free school meal, which is well below average. The percentage of pupils with special educational needs, 13 per cent, is below average. The percentage of pupils with a statement of special educational needs, 1.5 per cent, is average. Pupils' special educational needs include autism and moderate learning difficulties. The majority of pupils are from white British backgrounds and a small percentage of pupils are from ethnic minorities. There are no pupils at an early stage of English acquisition. There are three classes with Year R, 1 and 2 together, Years 3 and 4, and Years 5 and 6. The attainment of the children on entry to the school varies considerably from year to year because of the small numbers involved; there are currently four children in reception. Overtime it is broadly typical for their age.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21596	Andrew Clark	Lead inspector	Mathematics
			Information and communication technology
			Art and design
			Design and technology
			Music
			Foundation Stage
1234	Tina Bradley	Lay inspector	
11510	Keith Oglesby	Team inspector	English
			Science
			Geography
			History
			Physical education
			Religious education
			Special educational needs
			English as an additional Language

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	8
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	12
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	14
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS AND COURSES IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school providing good value for money. The school is very well led and managed and good teaching ensures pupils achieve well. Standards are above average overall by Year 6.

The school's main strengths and weaknesses are:

- Teaching and learning, especially in the reception and infants.
- The use of information and communication technology (ICT) in lessons.
- Achievement and standards in mathematics.
- Provision for pupils with special educational needs.
- The leadership of the headteacher.
- The relationship with parents and the thoughtful use of homework.
- Teaching in the lower juniors is not always challenging.
- Standards in history are not high enough in the juniors.

There has been good improvement since the school was last inspected. Standards have risen well. The planning of work for mixed age groups is much better. Pupils with special educational needs now have good access to the curriculum. The accommodation has improved significantly and has a good impact on learning for physical education and in the Foundation Stage. English skills have improved well.

STANDARDS ACHIEVED

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

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

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

**The number of pupils is small and caution should be shown in interpreting the results.*

The pupils' achievement is good overall. It is very good in the Foundation Stage (reception) and infants and good in the juniors. The results of national tests vary considerably year to year because of the small number of pupils involved. Only nine pupils took the tests in Year 2 and nine in Year 6 in 2003. By the end of the Foundation Stage a significant proportion of the children exceed the goals they are expected to reach by the end of reception in all areas of learning. By Year 2, standards of work seen are above average for reading and writing and well above for mathematics. In the 2003 tests they were well above for writing and mathematics. All groups of pupils achieve very well. By Year 6, standards of work seen are well above average for mathematics and above average in English and science. In 2003 the English results were average. The results for mathematics were in the top 5 per cent in comparison with similar schools. For all ages there is no significant difference between the achievement of boys and girls. Pupils with special educational needs achieve well because of accurate assessment of their needs and very good support. Standards of ICT are good throughout the school. Standards in history, which are good by Year 2 are below expected levels at Year 6.

Pupils' personal qualities including their spiritual, moral, social and cultural developments are good. Children's personal development in the reception class is very good. They have very good attitudes to school. They love school and are eager to work. Behaviour is good. The pupils

are very well behaved in the infants because of the high standard of teaching. They are well behaved in the juniors. Attendance is very good and pupils are punctual.

Pupils are given very good guidance on right and wrong and they have good opportunities to mix and work with each other. Although pupils are largely from white British families, they have a satisfactory understanding of other cultures represented in Britain.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning is good overall.

The teaching for the Foundation Stage and the infants is very good. Lessons are extremely well planned, are fun and inspiring. The teaching for younger junior pupils sometimes lacks pace and rigour in comparison with other classes, although it is never less than satisfactory. The teaching of mathematics is very good through the school and ICT is taught well. The teaching of the headteacher and senior staff is a very good role model for other teachers. The quality and use of assessment is good. It is very good for English and mathematics and used effectively to track pupils' progress and target the best support.

There is a good curriculum which is very relevant to pupils of all ages. The curriculum is very good for reception children because all activities are stimulating and well planned to develop basic skills. Provision for special educational needs is very good. There is a good range of extra-curricular activities. The accommodation is satisfactory and there have been good improvements since the last inspection.

The care of pupils is good and they are given very good guidance and support. The pupils are able to contribute successfully to the life of the school.

The partnership with parents is very good. Links with the community are good. Parents are very well informed and contribute well to pupils' learning. There are very good links with other schools and very effective links with teacher training institutions.

LEADERSHIP AND MANAGEMENT

Leadership and management is very good. Leadership by the headteacher and key staff is very good. The headteacher takes a strong lead through his teaching and strategic planning. The Foundation Stage and special educational needs are very well led. The professional development of staff is very good. The school is very effectively managed. The staff use the strengths of a small school well to share good practice and monitor the standards of pupils' work well. There are very efficient systems to manage curriculum change. The work of the governing body is good. They have good procedures for ensuring policies are up to date and for monitoring their implementation. The governors' level of commitment to the school is high and financial management is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents' views are very good. They are justly very proud of the school and fully committed to it. The pupils enjoy coming to school. They feel they are well taught and find the work challenging.

IMPROVEMENTS NEEDED

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

- Improve the quality of teaching in the lower juniors.
- Raise standards in history in the juniors.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The achievement of pupils is good overall. Achievement in Years 1 and 2 is very good and for pupils in Years 3 to 6 it is good. The standards in English and science are above average and well above for mathematics.

Main strengths and weaknesses

- Standards in mathematics are very good.
- There are good standards in ICT because pupils make good use of their skills in many subjects.
- The children achieve well in the Foundation Stage and exceed the early learning goals.
- Pupils' achievement in the reception infants is very good because of the high quality of teaching.
- Pupils with special educational needs are very well supported.
- Pupils' knowledge and understanding of history is below expectations in the juniors.

Commentary

1 Throughout the school pupils make good progress in most subjects. They often achieve very well in Years 1 and 2 because of the consistently very good teaching. The trend of improvement to standards for both Year 2 and Year 6 is better than it has been nationally since the last inspection. The results of national tests vary considerably because of the small number of pupils involved, as one pupil can be as high as 15 per cent of the results. Only nine pupils took the tests in both Year 2 and Year 6 in 2003. In the Year 2, tests, in 2003 standards were well above average for writing and mathematics and above average for English. By Year 6, standards in the tests were average for English, above average for science and well above for mathematics. In the work seen standards are above expected levels for reading and writing, and well above for mathematics by Year 2. Standards seen by Year 6 are above average for English and science and well above for mathematics. There is no significant difference in the attainment of boys and girls overtime. The pupils achieve at least as well as they do nationally compared with similar schools, although again there are some fluctuations. In all the core subjects there has been good improvement in the standards of work seen since the last inspection. The few pupils from minority ethnic backgrounds achieve as well as their peers. A strength of the school is the very accurate and detailed tracking of individual pupils achievement at all stages. This is based on a good range of tests and assessments and ensures that targets for improvement are accurate and pupils' achieve well.

2 Children make very good progress through the reception class. In all areas of learning the majority of children exceed the early learning goals (the normal expectations for pupils at the end of reception). This is a direct result of the very good planning which promotes pupils learning through a wide range of activities and the effective teamwork between teacher and nursery nurse.

3 Standards of reading and writing have improved by Year 2 and 6 since the last inspection. Most pupils read with accuracy and enthusiasm. They write with imagination for a wide range of purposes. Pupils' spelling is often better than that expected. Standards of handwriting are not always consistently high. There has been a good improvement to pupils' speaking skills since the last inspection because of the good opportunities pupils have to explain and enlarge their ideas in lessons and the good quality of teachers' questions.

4 Standards seen in mathematics are very good throughout the school. The pupils quickly calculate mentally and solve problems logically and with a good knowledge of number facts. This results from the often inspired teaching and good use of homework.

5 Standards in ICT are above expectations at the end of both Year 2 and 6. Pupils' achieve well to develop good skills. They have a good understanding of the capability of computers and turn naturally to them for information, written work and preparing data. Standards are reinforced by the many opportunities pupils have to use ICT in other subjects.

6 Standards and achievement in religious education is satisfactory by Year 2 and Year 6. Pupils have a sound knowledge of different world faiths. The subject makes a good contribution to personal development.

7 Pupils with special educational needs make progress that reflects that of their age group through the school and have high self-esteem. The school has had a higher than average proportion of pupils with statements for autism and similar learning difficulties. Although two of the pupils left just before the inspection to attend a special school, it is very evident from records, parents' comments and provision within the school that pupils' needs were very well met and parents were fully involved. The pupils build reliably and systematically on their earlier learning, especially in English and mathematics.

8 Pupils with a gift or a talent and more able pupils achieve well. They are particularly challenged by the many activities, which allow them to explore the extent of their knowledge and think deeply. For example, in science the pupils are given good opportunities to develop their own investigations and teachers' question their understanding deeply. The regular incidental use of modern foreign languages provides additional challenge.

9 In other subjects, standards seen in Year 6 in design and technology were above average and above average standards were observed in art and design and in history in the infants. These achievements are a direct result of the good quality of teaching. Standards in history by the end of Year 6 are not high enough. The pupils are uncertain of facts they have recently studied and there is a lack of depth to their understanding by Year 6. This is because the emphasis in history lessons is more on literacy skills than on historical ones.

10 Tables showing the average points score for this school are not included because there were fewer than ten pupils taking the tests.

Pupils' attitudes, values and other personal qualities

Pupils' personal qualities are good. Their attendance is very good and they are punctual to school. They have very positive attitudes to school and behave well. Pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Attitudes are very good, particularly when teaching is exciting and creative.
- Behaviour is good in the classroom.
- Pupils' personal development is good because all adults treat them with respect and value their opinions.
- Attendance is well above national average and strongly supported by parents.

Commentary

11 Pupils have very good attitudes to school. They respond well to all that the school provides for them; show an interest in their work and are keen to achieve well. They are conscientious and extend their learning through homework, which is carefully planned to broaden their learning in lessons. Some pupils volunteer to take unfinished work home, or do extra research in the library and on the Internet. When teaching is exciting and creative, pupils' attitudes to learning are excellent. They become engrossed in their work and learning is a pleasure. Infant pupils have very good attitudes to school life; they enjoy school because their lessons are very well planned, challenging and relationships are caring and motivating. For example, pupils in Year 1 and 2 were so engrossed

in their learning about World War II that they were reluctant to end the lesson and take their afternoon playtime break. A small group of pupils in the lower juniors do not have such positive attitudes because lessons are not always engrossing enough. However, most pupils work independently and enthusiastically. Pupils with special educational needs have good attitudes and behave well. Reception children make very good progress in achieving their early learning goals for personal and social development by the end of the Foundation Stage.

12 Pupils behave well in the classroom and appropriately out on the playground. They are well motivated in lessons and have good relationships with their teachers and friends. Older pupils carry out their duties with confidence and make a good contribution to the family atmosphere in school. They help to look after younger children as “buddies” and provide extra supervision at lunch times. Younger pupils help in the classroom by preparing for lessons and tidying away resources. Spiritual, moral and social awareness are strong. There are good opportunities in personal development lessons for pupils to consider their own emotions and the feelings of others. Pupils understand right from wrong; appreciate their own self worth and have an enthusiasm for learning. Their cultural development is satisfactory.

13 Attendance in school is very good and well above national levels. Full attendance is strongly supported by parents who keep the school well informed about reasons for absence. Most pupils arrive in good time for their lessons.

Attendance

Attendance in the latest complete reporting year (95.7%)

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.0
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.

Exclusions

One pupil has been excluded on a temporary basis.

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	72	1	0
Mixed – White and Asian	2	0	0

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good.

Teaching and learning

The quality of teaching and learning is good. Teaching is very good in the infants and Foundation Stage. The procedures for assessing pupils’ progress are good and used very well in English and mathematics.

Main strengths and weaknesses

- Many lessons in the infants and reception class inspire pupils to learn because of the teacher's imagination and enthusiasm.
- The teaching of mathematics is very good through the school.
- Work is very well planned for pupils with special educational needs and they receive good support.
- Pupils have a very good knowledge of their own learning in many subjects and work is accurately assessed.
- A few lessons in Years 3/4 do not motivate the pupils enough.

14 A key strength of the school is the very good and sometimes excellent teaching in the infants and reception class. The lessons are very well planned and this allows the nursery nurse to make a good contribution, especially to the teaching of the youngest children. The teacher inspires pupils through very well planned introductions to lessons involving bright, humorous and well-made resources such as posters, letter sound cards and historical artefacts. The pace of the lessons is often breathless, yet skilful questioning and constant checking ensures pupils are thoroughly involved. There is very good use of incidental teaching of modern foreign languages including French, German and Spanish, especially in registration periods.

15 The school has worked hard as a team in planning the curriculum so that the needs of all pupils are met within the mixed aged classes. This is now a strength of the school's work as teachers plan work carefully to challenge pupils of all abilities. For example, more able Year 4 pupils work in the Year 5/6 class when seen as appropriate and the planning ensures there is no unnecessary repetition. Pupils with special educational needs may work with a younger group where it is felt appropriate for their level of maturity and understanding. The good level of record keeping and teamwork between staff ensures that pupils are given every opportunity to benefit from the flexibility a small school can offer.

16 There are some very imaginative ideas running through lessons. The involvement of infant pupils in 'walking back through time' stimulated excellent history work in the infants. The challenge to pupils to assess their own work and decide when to progress in design and technology in the juniors is very effective. It is therefore very apparent when lessons lack this spark and pupils are not as highly motivated. In these lessons in the lower juniors, teaching is satisfactory because of the basic structure to the planning and the good teamwork. The lessons are too slow in comparison with the best and the daily planning does not encourage pupils to think deeply. For example, pupils describing Autumn leaves wrote about 'beautiful' or 'pretty' leaves rather than describing the texture or appearance in any detail and so extending their vocabulary.

17 Pupils with special educational needs are taught well. Teachers and teaching assistants work closely together so that work covered in withdrawal groups is reinforced in lessons. The teaching assistant is well trained and makes good use of specific learning programmes. Pupils have full access to the curriculum at a level appropriate for them. Individual education plans are used very effectively to build learning in steady steps.

18 The teaching of mathematics is very good and English and science are taught well. Strengths in the teaching of mathematics are; the very good use of real and relevant situations and the effective teaching of numeracy skills. In science, there are good opportunities for pupils to develop and use their investigative skills. ICT skills are well taught and constantly reinforced through regular use. As a result pupils make good use of ICT in their learning in other subjects.

19 The teachers make very good use of regular assessments of pupils' work in most subjects to decide the next stage of learning. The pupils are involved in marking and generally know what they need to do to improve. Older pupils have a clear idea what their strengths are in learning and what level of the national curriculum they are working at. Overall, the quality of assessment is good because there is some marking which is not rigorous enough and in history and geography assessment procedures are not yet fully implemented. In addition, the school uses homework well to support learning in lessons. A strength is that the system is flexible and as a result, tasks are well

matched to the work individuals are doing in class. Parents are well informed about the process and support their children very well at home.

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	7	13	5	0	0	0

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

The curriculum

The quality of the curriculum is good. There are good extra curricular activities. Accommodation is satisfactory and the provision of learning resources is good.

Main strengths and weaknesses

- There is very good provision for the Foundation Stage, with strong links to the infant curriculum.
- There is a very good programme for personal, social and health education.
- The school makes very good provision for pupils who have special educational needs.
- Despite the lack of space, or a computer suite, ICT is used effectively across the curriculum and pupils achieve well.
- The quality of accommodation is much better than at the last inspection although the school has no hall of its own and limited play space for the reception children.

Commentary

20 The curriculum is well-planned and reviewed regularly to ensure that all statutory requirements are met. Teachers plan carefully to make sure that all pupils have equal access. For example, pupils in mixed-age classes do not miss or repeat work, and in lessons the work is usually well matched to pupils' ability. The school is keen to try fresh approaches, for example, the use of European languages have recently been introduced into daily routines. Pupils enjoy this and in Year 2 some can already use several words and phrases in French, Spanish and German. Provision for pupils' personal, social and health education is very good. Teachers have recently adopted an interesting new personal, social and health programme and are teaching this well. This is linked to the well-established *Health Day* with visiting experts. There is a good range of after-school activities and visits for a school of this size. These include a stay at an outdoor activity centre.

21 The school makes the best use of the teaching space available, even though there is no hall. A classroom is cleared efficiently when needed for assemblies, drama or music. The recent availability of a community sports hall is a valuable addition; accommodation for physical education is no longer unsatisfactory.

22 The curriculum in the Foundation Stage is very good. This is mainly due to exceptional teamwork. Planning and teaching for all the pupils up to Year 2 is led by the infant teacher working closely with a well trained nursery nurse. One result is that the 4-year-olds have an ideal mix of learning with the older pupils and intensive small group work in their own space. They are achieving well, both socially and academically. The only weakness in this part of the school is the lack of an

outdoor play area, which can be kept separate. Because of this, pupils work towards the early learning goals for physical development with a limited range of equipment.

23 Provision for pupils with special educational needs is very good. Pupils benefit from the very good relationships with teachers and support staff. They know pupils well and make sure that they have access to the full curriculum and play a full part in lessons. Pupils have detailed and comprehensive individual education plans which are kept in good order and up to date. Good teaching, effective support and careful record keeping ensures that pupils make good progress in their personal and academic development.

24 There have been good improvements to the accommodation through the building of a new classroom for the reception class and new office space. A significant impact on standards in physical education has come through the building of a community sports hall near the school. The school took a very active part in raising funds and driving through this development. However, the school still has no hall of its own and limited play space, especially for children in the Foundation Stage. The mobile classroom for Year 3 and 4 pupils is separated from the main school and is showing signs of age.

25 The school's effective teaching of ICT is linked to the good provision of computers with a mixture of laptops and personal computers available to pupils in their classrooms. Teachers make good use of interactive whiteboards and projectors in their lessons.

Care, guidance and support

The school's procedures to ensure the care, welfare, health and safety of its pupils are good. There is very good support, advice and guidance for pupils to sustain academic progress and relationships. The school effectively seeks pupils' views and acts upon them well.

Main strengths and weaknesses

- Good steps are taken to ensure the care, welfare, health and safety of pupils.
- The school's assessment systems are used very well to support and advise pupils and their parents about progress and how learning might be improved.
- Personal, social and health education is taught throughout the school and is used well to consult with pupils and seek their views.

Commentary

26 The school makes good provision for pupils' care, welfare, health and safety. Regular checks are made with regard to the safety of the building and fire drills are carried out according to regulations. The care of the most vulnerable pupils in school is handled through good child protection procedures and staff have undertaken training. Pupils with statements of special educational needs are supported well and parents confirm this.

27 The school has devised good systems for keeping a check on how pupils are achieving in lessons. This information is used well to plan lessons and provide opportunities for pupils to improve their learning in English, mathematics and science. Targets to support progress are discussed with parents and pupils.

28 There are effective arrangements in place for the induction of reception children and the school works closely with pre-school providers in its area

29 Personal, social and health education is taught well throughout the school and is now being used well to consult with pupils and seek their views. For example, pupils in Year 5/6 discussed relationships in their lesson. They considered ways of improving relationships outside their closest friendship groups and devised new strategies and rules to strengthen team work and spend more time with pupils outside the circle of close friends.

Partnership with parents, other schools and the community

The school's partnership with parents is very good and makes a very strong contribution to school life. Good links with the community, and very good links with other schools and colleges contribute well to pupils' personal and academic progress.

Main strengths and weaknesses

- The school works very closely with parents to support the educational.
- and personal needs of the children.
- Annual reports are very good and parents feel well informed.
- The very good links with the local teacher training institution has a good impact on pupils' personal and social development.

30 The school has very good links with parents and parents are happy with all that the school provides for their children. There is strong friendship between school and parents which is mutually supportive of the children and the progress they make both personally and academically. Information to parents is very good. The school's prospectus provides parents with all the information they need and annual reports are specific to the child. Parents know what their children have achieved, in English, mathematics and science and how they can help them to improve. Some parents help teachers in the classroom or on the sports field whilst the majority of parents make a good contribution to their children's learning through homework.

31 The school has good links with its local community and works closely with the church and its parent teachers' association. There are very good links with other local primary schools which contribute to the cultural development of pupils through the celebration of music and the arts. The high school welcomes Year 6 pupils to its lessons. For example, pupils join lessons on ICT, meet their new tutors and are introduced to potential new friends. Such experiences contribute well to pupils' smooth transition from primary to secondary education.

32 The school has a very close partnership with the local teacher training institution. This supports the staffs very good professional development and, more importantly, provides enriching opportunities for pupils to work alongside different adults.

LEADERSHIP AND MANAGEMENT

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

- The headteacher provides a very clear direction for improvement and, along with key staff provides a very good professional example to others.
- The monitoring of teaching and learning is good and has led to improvements in standards.
- The school makes good and effective efforts to retain and recruit good teachers and support staff.
- The governing body is well organised and systematic and challenging in its work.
- Financial management and administration is good.
- The headteacher has a high teaching commitment, which limits opportunities for monitoring.

33 The headteacher is very committed to the school and highly respected by staff, pupils and parents. He sets high standards in his own teaching of Year 5/6 pupils and uses his knowledge and skill to improve the teaching of others. He is ably supported by the other senior member of staff who is a very good teacher and manages special educational needs and the Foundation Stage very well. The governing body provide strong support and are well organised and challenging in their work.

34 The headteacher regularly observes the work of other staff and sets challenging targets for further improvement. Although his time for this is limited because of his teaching commitment, there has been a good impact since the last inspection, particularly on behaviour management and the use of time. There is still room for further improvement in these areas in Years 3/4 and to make all lessons as imaginative and stimulating as the best. The headteacher has created a close team where all staff contribute well to management and development, especially of the curriculum. There has been a thorough review and reorganisation of curriculum planning so that learning in subjects is closely matched to expectations of the National Curriculum. The work is now very closely matched to the needs of different age groups, which is a good improvement since the last inspection. The school closely links the professional development needs of staff with the school improvement planning and this is effective in raising standards of teaching and learning.

35 The Foundation Stage is very well led and managed. The teacher and nursery nurse work hand in glove to meet the children's needs and create a very stimulating learning environment. The leadership and management of special educational needs is also very good. The teaching is well planned with informed support from the teaching assistant. There is a very inclusive ethos throughout the school and every pupil is given full access to the curriculum. For example, a pupil with learning difficulties has an individual tape recording of mental mathematics problems prepared by his teacher, so that he can work with classmates at his own level. Pupils often work with others from a different age group or class if it is felt more appropriate to their needs. This challenges the more able and supports those with special educational needs well.

36 The governing body is well informed and works closely with the school to raise standards. It is well organised so that policies are regularly and systematically reviewed. The monitoring of the schools work is good. Information from the headteacher on standards is reliable and analytical and the governors challenge the school effectively to account for them. There are some good initiatives developing in ways of monitoring policies in practise through classroom visits and reviews of pupils' work. The governors have been particularly active in lobbying successfully for improvements to the accommodation, which have had a good impact on teaching and learning in the Foundation Stage and administration.

37 The headteacher and governors have taken strong and positive action to recruit and retain good staff. In particular, through encouraging and supporting the recent qualification of Advance Skills Teacher (AST) status of the infant teacher; funding additional special educational needs and administrative support and training and support for the nursery nurse in the reception class. The AST training has already had a positive impact on developing aspects of teaching and management through the school. The governors have also provided staff with training in interview techniques.

38 The schools budget is very well managed and closely monitored. The head teacher, staff and governors are effectively involved in school improvement planning and parent governors take positive steps to gather the views of parents. The current under spend is above the recommended 5 per cent. This is due to outstanding grants for building work and will be significantly reduced during the present year. The expenditure per pupil is well above average because of the very small size of the school. The school takes good initiatives to obtain grants such as those for its partnership with the teacher training institution and leading literacy and AST qualifications. The school gives good value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	293,471	Balance from previous year	50135
Total expenditure	263,763	Balance carried forward to the next	29708
Expenditure per pupil	3714		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is **very good**

The quality of teaching and learning is very good. There were only four children of reception age during the inspection and they had been in school for a short period of time. The children are in the same class as the Year 1 and 2 pupils. The teacher plans the activities and the nursery nurse, in a new classroom, takes many sessions after introductions to all pupils. Opportunities for first-hand observations were limited because of the small number of children. However, supporting evidence was gathered from analysis of work from last years class, review of planning and discussions with staff and children. There has been good improvement since the last inspection. The majority of pupils meet the early learning goals and a significant proportion exceeds them for all except physical development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The teachers create a warm and caring ethos.
- The Year 1 and 2 pupils set good examples for reception children to follow.
- Children's personal development is carefully tracked and recorded as they progress through reception.

Commentary

39 The teaching is very good because the teacher and nursery nurse work closely as a team, putting the children's needs at the heart of learning. For example, routines are simple and quickly established so children feel confident in the classroom. As a result, children quickly settle into school and they feel very confident with adults and enjoy talking about their work and play. Activities are arranged well so children have easy access to them and know how many work on one task at a time. There is a good balance between listening and following instructions and choosing their own work. Sessions often finish with songs or a period of reflection, which prepares children for the next lesson or going home. As a result of the effective provision children are well prepared for Year 1. Children learn to make choices for themselves and to persevere for extended periods. The Year 1 and 2 pupils in the class act as good role models and take this task very seriously. Learning is often fun and adults and children laugh a lot, for example, by playing chasing games as part of reading activities. This helps them to develop a sense of humour and establishes very good relationships. The classroom is very attractive with children's work forming the basis of stimulating displays

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children are motivated to listen to stories because of the good story telling techniques of the staff and the use of puppets and toys.
- Children learn new letters and words well because of an exciting combination of music and rhyme.
- The children make very good progress in their writing skills. The majority write sentences independently by the time they start Year 1.

- The teacher's excellent incidental use of modern foreign languages enriches children's learning.

Commentary

40 The curriculum is very well planned so that the children build up the skills they need for reading and writing systematically at a challenging pace. For example, they start writing about themselves and their families using photographs and pictures. Very good use is made of digital photography. The teacher models neat writing well on the white board and on classroom wall displays and fun activities, based on letter sounds, reinforces this well. As a result, children quickly learn to link sounds and letters to form words. The majority of children enjoy 'writing' for many different reasons and quickly progress through writing over the teacher's words to underwriting and attempting their own words. The staff skilfully guide children in their reading and writing, placing just the right emphasis on free expression and structured activities. The teacher and nursery nurse are very good storytellers engaging the children through long pauses and good eye contact. The teacher makes very good use of puppets, bright and colourful letters, charts and musical games to reinforce learning. Stories are well chosen to make children laugh or engage their emotions. Children make good use of computers for reinforcing the learning of letters and linking writing and pictures. Parents also make a very good contribution to learning by reading with and to their children and helping them to learn new words at home. Children's speaking skills are developed very well. The children are encouraged by the teacher and nursery nurse to speak clearly and to give full answers. An exciting contribution to the children's language development is the regular use of modern foreign languages such as French, German and Spanish during registration and other incidental opportunities.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**

Main strengths and weaknesses

- Teachers use novel and stimulating activities to motivate the children.
- Children are highly motivated, enthusiastic and enjoy learning.
- The teachers make good use of ICT to improve learning.

Commentary

41 The teaching is very good. Children are highly motivated by the well-planned techniques for teaching counting and adding. The staff turn most activities into a guessing game or puzzle which the children have to think hard about. Numeracy skills are taught well so the children count confidently to 20 and many write numbers carefully. They reinforce learning very well with chants and songs. The resources are attractive so that children want to explore them and learn more. For example, the detachable long tails of the three blind mice made learning fun through a familiar rhyme. In response to the teacher's very good use of mathematical terms such as 'more than and less than' children develop a good understanding of mathematical vocabulary and use it accurately in discussions. Children know the properties of rectangles, squares, circles and triangles. The very good teamwork and high quality of planning means children work consistently towards clear learning goals through the full range of activities. They use computers to draw shapes and play a good range of games to reinforce mathematical learning. Digital photographs of classroom objects provide a system for children to check their own measurements and improve accuracy. Good use is made of early writing skills in mathematics. The teacher keeps detailed records of children's progress and makes good use of ICT for this.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision is **very good**

Main strengths and weaknesses

- The staff make lessons lively and interesting.
- The subject knowledge of the teacher is very good and this has a significant impact on planning for all aspects of this area.
- Children are developing a good understanding of changes to food through cooking.
- The teaching of ICT is good.

Commentary

42 Teaching is very good because the teacher has a very good understanding of the children's developing skills in science and humanities. Activities are practical and exciting. The teacher creates a strong sense of anticipation and expectation amongst the pupils so when they go off to work in groups they are curious and eager to learn. The children have a good knowledge of regular events including the days and the seasons because of daily routines. This is enriched by the use of modern foreign languages. They learn a good vocabulary and have a good understanding of simple hygiene and safety when working with food. They use computers regularly for games to reinforce learning in English and mathematics and other areas of learning and have effective skills. The many good artefacts enrich the children's sense of history in lessons by the use of videos and digital photographs. Children have a good knowledge of the recent past and of old and new toys

PHYSICAL DEVELOPMENT

There is insufficient evidence to make an overall judgement on the quality of provision.

Commentary

43 The outdoor facilities were not used during the inspection because of the weather. A brief observation of the children in a physical education lesson was made. The opportunity for children to learn in the new sport's centre is a good improvement and the school is looking to produce a secure play area in the playground. A very good initiative is the training given to lunchtime supervisors so that they play activity games regularly with the reception and Year 1 children after older pupils have gone in at lunchtime. Children's skills with handling small objects such as pencils, pens and paintbrushes are good. They mould dough and handle sand with increasing dexterity. In the physical education lesson seen, children showed good control of their balances and when travelling around the room and followed the instructions of the nursery nurse well. Lessons are well-planned.

CREATIVE DEVELOPMENT

Provision is **good**

Main strengths and weaknesses

- The teacher uses resources well in musical activities.
- Basic skills in painting and brush control are very well taught.
- Children make good progress in working with clay, dough and other malleable materials.

Commentary

44 As a result of good teaching, children make good progress. In lessons the teacher uses songs and rhymes extensively so children learn to sing confidently. They are developing a good awareness of simple rhythms and beats in response to the good teaching. They are beginning to fit

sounds to a simple story. Children are quick to learn songs, such as counting and activity rhymes. The older Year 1 and 2 pupils in the class are eager to teach them their familiar songs. The children experience a wide range of art techniques and quickly make progress. For example, they quickly gain an understanding of the primary colours and how to mix others. In fact, they show good sensitivity when making pinks and browns for the pig and wolf pictures. They also are not afraid to fill their piece of paper and make accurate representations of face shapes with features including eyes and noses. The teaching is good.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **good**

Main strengths and weaknesses

- Teaching is good overall and very good in Years 1 and 2.
- Standards and positive attitudes in reading.
- There has been good improvement to standards of speaking and listening.
- Teachers provide a broad and interesting range of writing activities.
- Learning is very well supported by the appropriate use of homework.
- Good support and progress for pupils with special educational needs.
- Older pupils are capable of thoughtful and relevant pieces of writing.
- Standards of presentation are variable and occasionally teachers accept work which is not neat or careful enough.

Commentary

45 Since the last inspection standards have improved. This is due to the consistent teaching of English throughout the school in which teachers share their own enjoyment of language and literature in lessons, for example, when they read novels aloud. The National Literacy Strategy is well established and all teachers use the recommended approach. Lessons are well planned, with clear learning objectives. Teachers prepare work which is carefully matched to pupils' ability, so all have a chance to succeed. This helps to ensure pupils develop positive attitudes and work well

46 Support for pupils with special educational needs is always good so they make good progress. Teachers plan work to move pupils forward against their personal targets. They take every opportunity to praise small achievements and so raising pupils' self-esteem. Teaching assistants make an important contribution to this. For example, in a Year 5/6 lesson on research skills, the assistant took one delighted pupil to a motorbike showroom to find information.

47 Pupils in all classes enjoy reading and know they are making good progress. Almost all reach the expected levels for their age and a significant number go beyond this. The school has invested well in improving the stock of both fiction and non-fiction books and these are augmented through useful links with the local library. As a result, pupils read a wide range of books and learn to choose sensibly. Teachers teach pupils the skills to tackle unfamiliar words and more difficult books which helps their confidence and enthusiasm. For example, there is some outstanding teaching of sounds and spelling patterns in Years 1 and 2. Pupils make very rapid progress because the teacher uses good resources to provide challenging but enjoyable practice. In one very good lesson, the class learned to discriminate and pronounce sounds correctly, using songs, raps and role-play, all at breathtaking speed.

48 Standards of writing are above average in Year 2. This is because the teacher provides a good range of exciting experiences to write about. Pupils enjoy writing, they do their best and all are making good progress. One pupil, for example, was struggling to write three words, but given a personal target, *Try to write more*, was soon completing half a page with an interesting story. Nearly

all pupils can write pieces of prose and poetry with well-formed handwriting. They use capital letters and full stops. Common words are usually spelt correctly and most pupils will have a confident try at harder words. Stories are interesting, with words chosen well to create the desired effect. Pupils learn a lot from the things they hear and read. For example, in one lesson the teacher shared a well-loved book with the class, and then used it to show pupils how to improve their own sentences.

49 By Year 6, pupils' best work is also of a high standard. Pupils have enjoyed a wide variety of interesting writing tasks. Teachers often look for real contexts, and this motivates pupils to present their work well. For example, pupils send well-argued letters about the plight of the rain forests, or write authentic and hard-hitting reviews of local restaurants. There are good links with other subjects, for example, pupils write sensible articles on local planning issues in geography, or practise improving the quality of their reports in design and technology. Teachers use a good range of literature to develop pupils' understanding of style and techniques. This works well, for example, pupils are able to write well-observed comparisons of the techniques used by Shakespeare and Robert Louis Stephenson. In a lesson in Year 3/4, the teacher chose some good poems to show pupils the effect of well-chosen powerful words. This improved the quality of their own poems. In Year 5/6, the teacher used *The Railway Children* very well to illustrate how the author used dialogue to reveal mood or character. This provided some useful strategies for refining their own writing.

50 A very good feature in the teaching of writing is the use of self-assessment guides for the older pupils. These give pupils the criteria for high quality writing, then teacher and pupil work together to decide what has been achieved. Pupils like these, because they then know why some things are praised and what has to be improved. They make a special effort for these pieces. In contrast, a few pupils do not match this in their routine writing. They do not extend themselves as much as they can, and are content with a few superficial or rather disorganised ideas. Standards in spelling are good. Teachers are consistent in the ways that they teach, practise and encourage good spelling. Most pupils are making steady progress. All classes practise handwriting regularly and nearly all have a joined and fluent style by Year 3. Teachers' marking is generally good and teachers provide guidance for improving most aspects of a pupil's work. However, occasionally they are not rigorous in challenging some poor presentation in the juniors.

51 Standards in speaking and listening have improved since the last inspection. Pupils now offer ideas and share opinions confidently because the school has planned more opportunities to speak and listen as a class and in pairs and groups. Average and higher attaining pupils have a good range of vocabulary for their ages. They can follow the ideas in a discussion, make good contributions and ask sensible questions. There were particularly good examples of this during a science lesson in Year 5/6 and in a history lesson in Year 1/2. A small number of pupils find it hard to speak clearly and audibly to a large group, but teachers are aware of this and make sure they have chances to practise. The good relationships within classes help in this.

52 The subject leader has been effective in raising standards and making good use of the National Literacy Strategy. The school has organised regular training for staff, the most recent on guided reading which is now taught well. Teachers have followed up this training by observing each other's lessons and sharing ideas on what works best. A strength in the school is the regular use of homework, which is supported very well by parents. This helps to raise standards because it is usually well-matched to pupils' needs and the work they are doing in literacy lessons.

Language and literacy across the curriculum

53 This is good. The pupils speaking and listening skills are developed well because of good questioning in many subjects. Writing skills are improved through opportunities to write reports in science, for example, and through extended projects in several subjects.

MATHEMATICS

Provision in mathematics is **very good**

Main strengths and weaknesses

- Teachers make lessons exciting and relevant so pupils achieve very well.
- Pupils make good use of ICT in their work.
- The pupils calculate well mentally and have good recall of number facts.
- Pupils with special educational needs make good progress.

Commentary

54 The quality of teaching and learning is very good because of the effective planning and very good knowledge of the teachers. As a result, work is closely matched to pupils needs so that pupils of all abilities are well challenged. Teachers also make learning fun. For example, in the infants pupils sort out socks into pairs after playing a series of activity games on 'pairs' and 'odds and evens'. In the juniors, pupils have challenging table square tests where they race against time to beat their own records. Pupils with special educational needs have recorded tapes with their own challenges on. The teachers engage the pupils through quick fire open questions so that they have to think quickly. The questions are well matched to the individuals needs. By Year 2 pupils count backwards and forwards in twos and fives to numbers well beyond twenty and use this knowledge to solve problems. By Year 6, pupils have a good knowledge of multiplication and division problems involving three or more digits. They have a good understanding of fractions and convert them to decimals and percentages well. Much of the work challenges pupils to solve problems and to identify the mathematics to be used. Teachers have high expectations for pupils to make use of the skills they have learned. For example, in the juniors the teacher asks the pupils to 'tell the story' of a line graph in different contexts. The pupils are very imaginative in describing how a family used their electricity during the day to explain the course of the graph. Pupils usually present their work accurately and neatly but this is not always the case.

55 Pupils' work is marked accurately and with good guidance for the future and homework makes a good contribution to learning.

56 There is very good use of ICT. All pupils use a program which sets a wide range of mathematical problems on number, shape and measure. Their previous success provides a guide to the level of challenge for individual pupils and teacher's make good use of this to reinforce understanding. They use spreadsheets and data handling programmes as a tool for learning in their lessons. The work is very relevant to the pupils because teachers plan activities around other aspects of the curriculum or visits they have made and use learning from these subjects to reinforce understanding. For example, geography work on latitude and longitude is successfully linked to studies on graphs and coordinates.

57 The very good leadership and management of the subject ensure that past results are analysed carefully and changes are successful in addressing any weaknesses such as pupils' problem solving skills.

Mathematics across the curriculum

58 This is good. The pupils make good use of measuring and calculating skills in design and technology and science. The infants learn about time and changes in work on the seasons. Problems are set based on timelines in history in the juniors. Graphs and charts play an important part in several projects and the teachers extend pupils' understanding of data handling by skilful questioning.

SCIENCE

Provision in science is **good**

Main strengths and weaknesses

- By the end of Year 2 and Year 6, standards are above average.
- Teachers provide interesting activities with a good emphasis on practical investigations.
- Teaching is good overall, and very good in Years 1 and 2.
- Pupils understand the importance of collecting and examining accurate data.
- Pupils of all abilities, including those with special educational needs, achieve well, particularly in their investigation skills.
- Teachers' marking helps pupils to understand how to improve.
- Pupils' written work in Years 3-6 has not always reflected the understanding shown in oral work. However the most recent work shows a significant improvement.

Commentary

59 Teaching and learning is based on good subject knowledge that enables teachers to ask searching questions using correct scientific terms. They also insist on pupils using appropriate vocabulary when answering. Pupils like this, it helps them to understand and remember ideas and they develop a good grasp of the subject vocabulary. Teachers also place a very strong emphasis on developing pupils' investigative skills by providing plenty of opportunities for practical, challenging, but relevant investigations. For example, in a lesson in Year 5/6, the teacher improved pupils' understanding by drawing on their everyday experiences of solubility. Teachers use a wide range of equipment, which captures pupils' interest, teaches them to use resources responsibly and to plan and carry out their own tests. and come to sensible conclusions.

60 In the best lessons, teachers have high expectations, set a good pace and constantly move pupils on with fresh challenges. In the work on magnets in Year 2, for example, the teacher refined pupils' ideas through a series of well-planned experiments and then moved them on to making predictions and generalisations about materials which are magnetic, encouraging them to think about what they had done further by asking *"You've found out that the magnet works, but is it just as strong? How could you measure that?"* This process improved both their enquiry skills and knowledge of scientific facts. Pupils understand the importance of collecting data in their science experiments. Teachers show them how to make accurate notes and then how to present the results clearly, using charts, tables and graphs. A strength is the way that teachers encourage pupils to look at their data critically. One boy in Year 6, for example, turned his evaporation results into a line graph and wrote *I thought it was strange to see one going up to 25 degrees and then dropping down to 15 degrees*. The school makes good use of computers to present and examine data, particularly in Years 5 and 6. Many of these pupils can do this without help, or offer to do it for homework. Pupils have a good fund of knowledge about scientific facts. When lessons are briskly paced, practical and well planned so all activities link together; pupils enjoy their lessons and work hard. However, in contrast, in an otherwise busy lesson in Year 3/4, the teacher's final activity did not give pupils quite enough chances to shine, or use what had been learned. As a result, interest dipped for a short time.

61 Standards have improved since the previous inspection. However, some of the pupils written work in the juniors is too superficial and does not show the depth of reasoning the pupils are capable of. These inconsistencies are not always addressed by the teacher.

62 Teachers' marking in all classes is encouraging; there is plenty of praise where it is due. Teachers explain why work is good, or otherwise, and this helps pupils to do better next time. There are useful comments to make pupils think about scientific ideas, for example *but what did you predict?* or *what do you think went wrong?*

63 The management of the subject has been effective, leading to an improvement in standards since the last inspection. The curriculum has also improved since the last inspection; it is well-organised and avoids repetition in the mixed-age classes. Teachers have observed lessons in other classes and discussed strengths and weaknesses. It will be useful to continue this, if all the teaching is to reach the standard seen in the best lessons. Teamwork amongst staff is very good.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above average in Year 2 and Year 6.
- The teachers make effective use of the laptops and PCs to allow ready access to computers in most subjects.
- Teachers have high expectations for pupils to use the skills they have learned independently.
- The motivating teaching encourages good attitudes.

Commentary

64 By Year 2, pupils use a wide range of computer programmes confidently. They have good basic skills in loading, opening and using computer activities. They know how to print off work and fulfil these tasks with little or no supervision. They regularly use word processing programmes as a writing tool and vary the style of writing and letter shapes to make their work more interesting. In history and other subjects the pupils research for information on the Internet, again with little support. The pupils turn to computers in many lessons without any worries. Both teachers and pupils use digital cameras to improve the quality of work. In the juniors, pupils make good progress in extending their understanding of skills and using computers regularly. They have a good understanding of the capabilities of spreadsheets and, particularly the more able, use their own data from mathematics and other lessons to create graphs and charts. Following a residential visit, the Year 5/6 pupils produce presentations using power point linking photographs, writing and audio comments. They learn how to control devices through computer programmes and use this well in design and technology work on fairgrounds. They have a good understanding of how ICT impacts on modern life. The pupils' attitudes towards the use of ICT are very positive. They collaborate well with each other and teach each other newly learned skills.

65 The quality of teaching and learning is good. Teachers give good guidance and clear instructions to pupils and create lots of interesting opportunities for using ICT. Lessons are based on real situations. The teachers use a good vocabulary and expect pupils to use terms such as 'hyperlinks' accurately. They reinforce good learning by regularly using ICT in teaching different subjects. For example, they make good use of projectors and interactive whiteboards. Pupils' achievement is regularly assessed and they keep a record of their own progress. Pupils with special educational needs participate fully and several activities are planned specifically to address their learning needs.

66 The subject is led and managed very well and there has been good improvement in the provision of computers and other hardware. Standards were good at the last inspection but the depth and range of pupils' learning has been significantly expanded. The computers are accessible and used well. There are good initiatives planned to develop skills further and a constant drive to improve resources. The computer club is well attended by both pupils and parents and governors support this well.

Information and communication technology across the curriculum

67 This is very good. In all classes teachers encourage the use of computers, recording equipment and photography throughout the day. There is regular use of programs to promote learning in English and mathematics and assessment information from this is used to measure pupils' progress and plan further work. Pupils make intelligent use of the Internet and information CDs for learning in several subjects. They often use computers as part of their homework projects.

HUMANITIES

68 Only one short lesson was seen in **geography** so it was not possible to make an overall judgement on provision. However, from this, and from pupils' current work, there is every indication that standards are now broadly average. This is the same as the previous inspection. Teachers make good use of the local area, for example in teaching mapwork skills or studying issues of land use. There are useful links with other subjects, such as the work on houses in Year 2 which involves design and technology, history and geography. The older pupils use the Internet well, for example, in finding local information or maps. In the lesson seen, teaching was good and pupils were keen to learn.

History

Provision is **good** in the infants and **unsatisfactory** in the juniors

Main strengths and weaknesses

- Teaching and learning in the infant years is good.
- Support from home, particularly in Year 1/2.
- Standards are below expectations by the end of Year 6.
- Insufficient time is allocated to the subject in Years 5 and 6.
- Some work does not have enough rigour or challenge for the older pupils.
- Some work on gathering historical evidence is ineffective because the pupils do not have enough background knowledge to make their research meaningful.

69 Teaching seen in Years 1 and 2 was excellent. The work was meticulously planned and used a rich collection of resources, some from pupils' families. The teacher created an air of mystery and excitement in learning, *going back in time into our own museum*. Pupils were fascinated by the artefacts but treated them with great respect. Learning, from all the things they saw, heard, touched and talked about, was outstanding. Standards in knowledge and understanding are above average for this age.

70 The teaching in a lesson in Year 5/6 was satisfactory, but the learning focused as much on literacy skills as historical ones. Pupils were planning questionnaires about the past, and learning to write productive questions. Most pupils made progress in this, but many did not have enough historical understanding or knowledge about their chosen topics to know the best questions to ask. A similar lesson in Year 3/4 was more successful because the teacher had gathered a generous collection of reference books and the pupils had sufficient previous knowledge.

71 Pupils in Year 5/6 do not spend enough time on history to build up a good fund of knowledge. The previous work shows that some topics come to an end before pupils can explore in any depth. They rarely use their good literacy skills to develop or present ideas. As a result, many pupils in Year 6 have a hazy knowledge and understanding of people and events. Some could not say whether the Vikings or Tudors came first, whilst several thought the Romans arrived in Britain in the 19th century and stayed about 10 years. They remembered several facts about the Ancient Egyptians because of an exciting museum visit.

72 History has not been a priority in recent years, as the school has worked to push up standards in English and mathematics. There has been little chance to monitor teachers' planning and sample pupils' work. However there is a curriculum review underway, this will be an opportunity to look again at provision for history. End-of-unit assessments are not routinely used so teachers do not have a clear enough understanding of what pupils know and understand.

Religious education

Provision in religious education is **satisfactory**

Main strengths and weaknesses

- There are effective links to pupils' everyday lives and the school's good personal and social education curriculum.
- There is a good emphasis on the similarities and differences between major world religions.
- There has been no regular monitoring of teaching and learning.

73 Standards at the end of Years 2 and 6 remain in line with the expectations of the local agreed syllabus. This was the case at the last inspection. Only one lesson was seen, and a lot of the work covered in religious education is done through discussions. However, analysis of the available work and talking to pupils indicates that pupils' achievement and attitudes are sound throughout the school. Previous work shows that pupils see religious teachings as relevant to their everyday lives. For example, pupils learn about the commandments and then write their own thoughts on how to be a good neighbour.

74 In the lesson seen, pupils were gaining a reasonable understanding of the benefits and responsibilities of belonging to a group. Teaching was satisfactory, although the lesson would have been improved by a more engaging pace at times. In another lesson, pupils discussed the work of religious leaders and then wrote interesting job descriptions for more familiar roles. One boy in Year 4 thought that a football captain should *keep the team together, and be honest and understand people*. In Year 6, pupils learn some of the main events in the life of Moses and then write good personal accounts of their own *life journey*.

75 Pupils have a satisfactory knowledge and understanding of the world's main religions. They have positive attitudes because teachers are careful to put new learning into a context of what the pupils already know. For example, festivals such as Holi or the Passover are not only compared to Easter but to events such as thinking day or red nose day. Pupils study the Apostles' Creed alongside the Jewish and Hindu equivalents, and look for similarities and differences. This helps understanding, so pupils are able to attempt their own creeds, for example one boy began with *I believe in not leaving anyone out*. Good teaching of the school's personal, social and health programme enhances lessons like these.

76 The curriculum is planned on a two-year cycle to fit the mixed-age classes. The subject leader checks teachers' planning to ensure that requirements are met. However there has been no regular monitoring of teaching and learning to raises standards further.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77 Only one lesson of **art and design** and **design and technology** were observed during the inspection so it is not possible to give an overall judgement on provision. The evidence indicates that standards of pupils' work are above expected levels for art and design by Year 2 and satisfactory at Year 6. For design and technology they are above by Year 2 and Year 6.

78 By Year 2 pupils show good designing skills for plaques made of clay. They create their designs first on paper and then in plasticine. The pupils describe how they 'make a mock up' to test their ideas. They are confident to make choices about colour and the quality of their drawing is good. By Year 6, pupils have a good understanding of designing and evaluation processes. They research different ways of joining materials before making structures for different buildings. They make good use of ICT in their research. They are very precise in their assessment of what works and doesn't work and make good suggestions for improvement. They measure with precision and saw and cut different woods with skill. There is a very good attention to safety. All pupils have to take a 'saw test' and re-take it if they forget. There is clear progress in the pupils designing skills, including that of pupils with special educational needs. The most able pupils consider views from different perspectives. The teaching in Year 5 /6 was very good. A particular strength was the self-assessment the teacher expected. Pupils could not move on to the next stage until they met the 14 steps set out for them. The pupils were very honest in deciding whether they were ready to move on.

79 In art and design the quality of pupils painting skills are good. Pupils in Year 2 mix paint skilfully and blend pastel and chalk colours to good effect. They are observant and often imaginative. In both the infant and juniors, pupils are influenced by the work of many well known artists. The art and design lesson observed in the infants was very good because the teacher encouraged the pupils to think deeply about their work and had high expectations for the skills they use. Two teaching students gave good support because they were well prepared by the teacher.

Music

Provision for music is **satisfactory**

Main strengths and weaknesses

- Pupils rhythmical work is good.
- Teaching in the infants encourages pupils to use their imagination in composing their own music.
- Pupils' learning to play the violin are well taught.
- The pace of lessons is sometimes too slow.

Commentary

80 Standards are in line with expectations by the end of Years 2 and 6. Pupils in Years 1 and 2 keep to a beat well and copy and repeat rhythms accurately. A strength of their learning is the good link with story telling to encourage simple but imaginative compositions. Attractive resources linking instruments to different sounds motivate pupils. The Year 4 pupils sing a good range of folk songs and traditional music. The teachers good musical skills gives the pupils confidence to perform. There is a good focus on using an accurate and appropriate vocabulary. There has been satisfactory improvement since the last inspection. The quality of teaching and learning is good overall. Lessons are planned well and include a warm up with vocal or rhythmical exercises that set the tone of the lesson. Teachers use humour well and have a good knowledge of the subject. Good use is made of recording facilities to allow pupils to listen to their own work and improve it. The pace of teaching in Year 3/4 was occasionally too slow and a small group of boys became fussy. This spoilt the ethos of the lesson. The specialist music teaching for pupils' learning the violin is particularly good. The teacher knows the pupils strengths very well and plans the lesson accordingly. There is a good balance between performing and learning theory and new skills. Pupils make good progress.

Physical education

Provision is **satisfactory**

Main strengths and weaknesses

- The accommodation for physical education has improved significantly in the last year.
- The curriculum is planned well and the subject is led well.
- The quality of teaching is good.

81 In physical education the school has had to manage without a hall until very recently. It now has the use of a nearby community sports hall, and this is already making a difference to standards and the breadth of the curriculum. This is a good quality space with a suitable floor. There are good plans to add equipment for primary school use. From teachers' planning, and discussions with pupils, it is evident that all aspects of the subject, including swimming and adventurous activities are regularly taught.

82 Parts of two lessons were seen during the inspection, in Years 1/2 and 5/6. These were both gymnastics. Pupils' standards, although clearly affected by the previous lack of space, are in line with national expectations and already beginning to improve. The teaching seen was good. The teachers set a good level of challenge and expect pupils to take some responsibility for improving their own performance. For example, in a very good warm-up in Year 1/2, the teacher's demonstration added movements which were just beyond the abilities of many, but several more able pupils began to try these. The staff use demonstrations well, including their own. For example, in Years 5/6 the teacher moved around warning pupils and saying why they would be chosen. This worked well because they had time to improve before showing the rest of the class. They use praise

selectively. In the Years 1/2 lesson for example, the teacher saved her comments for those showing the quality of movement that was required. This showed everyone what they had to do to earn praise, and learning improved. The teachers encourage pupils to analyse their own performance in order to improve. For example in Year 5/6 the teacher reminded pupils of the objectives and then asked them to award scores. They did this sensibly and fairly and so gained a better understanding of what they had to do to improve. There is a strong emphasis on safe practice and pupils are taught to be aware of the safety of others.

83 An enthusiastic coordinator, who has made the most of the spaces and opportunities available, leads the subject well. There is a reasonable range of clubs and events for a school of this size. Good links with the community and other schools have improved provision, for example, with riding lessons or the annual swimming gala. The new sports hall is a large step forward, and the school is in a good position to raise standards further.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

84 The school plans well for pupils' personal development and effectively teaches them about the dangers of the mis-use of drugs and sex and health education. Pupils are regularly challenged to think deeply about social issues and literature is chosen well to support this. The school creates good opportunities for older pupils to set good examples to young ones. The pupils' social experiences are enhanced by many good opportunities to work with other adults such as students, parents and members of the community.

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	2
Attitudes	2
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	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
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	2
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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