

POLEBROOK CHURCH OF ENGLAND PRIMARY SCHOOL

Polebrook, Peterborough

LEA area: Northamptonshire

Unique reference number: 121987

Headteacher: Mrs Kathy Orchard

Lead inspector: Mr David Carrington
15414

Dates of inspection: 8th to 9th March 2004

Inspection number: 262152

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:	4-11
Gender of pupils:	Mixed
Number on roll:	79

School address:	Main Street Polebrook Peterborough Cambridgeshire
Postcode:	PE8 5LN

Telephone number:	01832 272319
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Jeff Taylor

Date of previous inspection:	16 th November 1998
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CHARACTERISTICS OF THE SCHOOL

Polebrook Voluntary Aided Church of England Primary School serves the village and neighbouring communities. There are 39 boys and 40 girls at the school, aged from four to nine. Most of the pupils are of white family backgrounds and the proportion of pupils from other ethnic backgrounds is below average. A very small number of pupils come from traveller backgrounds. Very few pupils speak languages other than English at home. There are above average proportions of pupils with special educational needs and with statements. Most of these needs are for moderate learning difficulties. Most pupils complete their early primary education in the school and a below average proportion joins or leaves the school part way through it. The attainment of pupils when they start school is typically average.

Polebrook is a *Beacon School* with strengths in information and communication technology and the leadership and management of small schools.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15414	Mr David Carrington	Lead inspector	Mathematics, science, information and communication technology, geography and history
9479	Mrs Christine Field	Lay inspector	
8710	Mrs Julie Moore	Team inspector	English, art and design, design and technology, music, physical education, religious education, areas of learning for children in the Foundation Stage, English as an additional language and special educational needs.

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PART A SUMMARY OF THE REPORT

OVERALL EVALUATION

Polebrook Church of England Primary School provides an **effective** education for its pupils. The school is well led and managed by a committed headteacher who has ensured that recent upheavals in staffing have not had a negative impact on the pupils. The overall quality of education is good and pupils achieve well. Standards are generally above average. There is a happy, caring, Christian ethos and pupils are very pleased with their school. The school gives **satisfactory** value for money.

The school's main strengths and weaknesses are:

- Standards are above average in English, mathematics, information and communication technology (ICT), art and design and history.
- Achievement is good in all three classes.
- The quality of teaching is good overall and learning is successful.
- Pupils have good attitudes to their work, they behave well and relationships are very good.
- Leadership and management are good.
- Monitoring and evaluation procedures are not rigorous enough.
- The systems for assessment, target setting and tracking are incomplete and pupils do not have sufficient opportunities to self-evaluate their work.
- Provision for pupils with special educational needs and for children in reception is good.
- Subject leaders do not have a wide enough role in the management of subjects.
- The use of curriculum time, especially in the mornings when English and mathematics are taught, is not as effective as it might be.
- Pupils are very well cared for and their personal, social and health education is good.

The school has made **good** improvement since its previous inspection in 1998. No key issues for improvement were reported but the school has tackled the areas raised as shortcomings well. A good drive has been made in developing ICT provision in such a small school and the Beacon status is well deserved in this respect. The headteacher has done a successful job of sustaining the school's strengths during the recent extended absence of key staff.

STANDARDS ACHIEVED

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

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

Caution has to be taken when interpreting the school's results in national tests because of the small number of pupils in some year groups. The variations from year-to-year in standards can be because just one pupil did or did not reach a particular level. In the 2003 national tests, pupils in Year 2 attained well above average standards in reading, writing and mathematics. They attained average standards in the science tests assessed by teachers. The proportion of pupils reaching the higher level 3 was well above average in all subjects. Boys did comparatively well compared to boys in other primary schools in reading and mathematics.

Overall, achievement is **good**.

- Children in reception started with broadly average attainment and they achieve well. Almost two-thirds have already reached the targets for five-year-old children and the others should do so before the end of the school year.
- Achievement is good in Years 1 and 2 and standards are above average in English, mathematics, ICT, art and design and history. They are average in science and religious education.
- Pupils in Years 3 and 4 achieve well. The pattern of standards is the same as in Years 1 and 2, with good achievement in reading and art and design.

Pupils' attitudes, values and other personal qualities are good overall. Attendance levels are very good; pupils are very punctual for school. Overall, levels of interest and standards of behaviour are good. Relationships are very good and are a strength of the school. Pupils' spiritual, moral, social and cultural education is **good**.

QUALITY OF EDUCATION

The quality of education is **good** overall.

- Teaching quality is **good** in all three classes. The insistence on high standards of behaviour and the contribution of teaching assistants are good. Marking and the use of time in morning lessons require improvement.
- Pupils learn well. Most are well motivated and work productively, though occasionally some older boys find it difficult to maintain good concentration. There are very few opportunities for pupils to review their own progress.
- The curriculum is satisfactory. The chief strengths are the good enrichment of the curriculum through visits, visitors and extra curricular activities and the quality of provision for pupils with special educational needs. The timetable, especially for the morning session, requires reshaping.
- The systems in place to ensure pupils' health- welfare and safety are very good.
- There is a good partnership with parents, the community and other schools and colleges. This benefits the pupils well.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership, management and governance is **good**.

- The headteacher gives a good steer to the school and has managed the recent staffing difficulties successfully, ensuring that a good quality of education has been maintained across the school.
- Governors have good understanding of the school's performance and ensure that it follows the principles of best value well. They have an effective committee structure and systems.
- The target setting and tracking process is at an early stage of development and requires improvement. Subject leaders do not have a substantial enough role in evaluating school performance.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have generally positive views of the school, and the pupils consider it to be very good. There has been recent concern at the handling of the staffing situation, but inspectors find that this has been managed well in difficult circumstances. Parents and pupils like the small, family traditions and are pleased they attend the school.

IMPROVEMENTS NEEDED

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

- Make more rigorous the systems of monitoring and evaluation to ensure a consistently good quality of curricular provision.
- Enhance the procedures for assessment, target setting and tracking to ensure all pupils achieve as well as possible and provide more opportunities for pupils to review their own progress.
- Increase the management roles of subject leaders and enable more time for them to evaluate teaching, learning and standards.
- Reshape the curriculum, especially in the mornings, to ensure learning, concentration and motivation are sustained at all times.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

Standards achieved in areas of learning, subjects and courses

Standards are **above average** and achievement is **good**.

Main strengths and weaknesses

- Standards in English, mathematics, information and communication technology (ICT), art and design and history are above average across the school.
- Pupils' achievement is good overall.
- Some boys are not fully attentive in a few lessons and find some parts of the session too long; this adversely affects their achievement.
- This year, children in reception started with average skill and knowledge and are achieving well. Two-thirds have already reached their targets.
- Higher attaining pupils achieve well because their work is challenging in the main.
- Pupils with special educational needs achieve well because of good quality provision.

Commentary

1. Overall, standards have been sustained at good levels since the time of the previous inspection.
2. Last year pupils in Year 2 attained well above the national average in reading, writing and mathematics in the national tests. They attained average standards in science, which the teachers assessed. The proportion of pupils reaching the higher level 3 was well above average in all subjects. Boys outscored the girls in reading and mathematics and did relatively well compared to boys in other primary schools in these subjects.

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

Standards in:	School results	National results
Reading	17.9 (15.8)	15.7 (15.8)
Writing	16.0 (14.8)	14.6 (14.4)
Mathematics	18.4 (17.0)	16.3 (16.5)

*There were 16 pupils in the year group. Figures in brackets are for the previous year
Caution. It is important to remember that the small number of pupils in some year groups in school may mean that the broad evaluation of standards is misleading. This is because one more or one less pupil achieving a given level will have a profound impact on the results for that year group.*

3. The current Year 2 pupils are attaining above average standards in English, mathematics, ICT, art and design and history. Standards are average in science and religious education. There is not enough evidence to judge standards in other subjects, though collectively, the evidence points to at least average standards in school generally. There is firm focus on the development of knowledge, skills and understanding in lessons and this has a positive impact on the standards reached.
4. The overall level of pupils' achievement is good. This trend starts in reception, where the current children started with average skill and knowledge and are learning well. Two-thirds of the children have already reached their targets across their six areas of learning. The other third are likely to reach these targets by the end of the school year. Achievement is especially strong in reception children's communication, language and literacy skills, mathematical development

and their personal, social and emotional development. The children are confident workers who enjoy learning and work hard.

5. Achievement is generally good in other classes, particularly in mathematics and English. Good achievement is noticeable in reading and art and design work in much of the school. However, on occasion, some older boys find concentration challenging in lessons. This is because the session is too long. In such lessons, the balance of activities is weighted towards more passive learning, and requires lengthy periods of listening rather than active working. The school's beacon status includes a focus on accelerated learning but this work has had to be put back due to the staffing difficulties last year, which resulted in the headteacher teaching for much of the time and being unable to press ahead with the plans. Her drive in promoting ICT in school has enabled the pupils to have a wide range of experiences that is supporting the good development of skills, knowledge and understanding in ICT.
6. There is good challenge for higher attaining pupils in most lessons and this spurs them to good achievement. There is room for improvement in the development of research, investigation and problem solving skills, which would benefit the higher attainers even more, but on the whole, these pupils work well, produce ample work and their thinking and communication skills are enhanced effectively.
7. The pupils with special educational needs, including those with statements, mostly have moderate learning difficulties. There is an above average proportion of these pupils in school. The provision for pupils with special educational needs is well structured and teaching assistants give good support, which enables the pupils to achieve well.
8. There are improvements that the school can make to ensure that standards and achievement are invariably the best they can be. Adjustments to the timetable, particularly the morning sessions, and improvement to assessment, target setting and tracking procedures should lead to even better achievement. The headteacher understands these priorities and has already incorporated them into future development plans.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are **good** overall.

Main strengths and weaknesses

- Attitudes and behaviour are both good.
- Pupils' spiritual, moral, social and cultural development is good.
- Relationships are very good and are a strength of the school.
- Attendance is well above average and punctuality is very good.

Commentary

9. The school has a nurturing ethos in which pupils' individuality is recognised and celebrated. Pupils are happy to come to school. Boys and girls work and play together across the age groups, creating a truly family atmosphere. Relationships are very good. Attendance is well above average and punctuality is very good. Parents are very supportive of the good attitudes their children show towards school. There have been no exclusions and no unauthorised absence.
10. Pupils are interested and committed learners and try hard to do their best. Behaviour is good at all times of the day and bullying is not an issue. Pupils told inspectors that sometimes pushing in the playground turns into a squabble that the staff help mediate to everyone's satisfaction. Pupils develop a true sense of social responsibility and good levels of self-esteem and confidence. They uphold the class rules well and are keen to support their house team. A

school *buddy scheme* is to be introduced shortly to help pupils to take even more responsibility for building friendships and resolving conflicts.

11. Pupils have a keen sense of justice and know well the difference between right and wrong. Through assemblies and in circle times, they show good maturity in reflecting on the spiritual aspects of life, for example in thinking about the bible story of Moses who was left as a baby in a basket in the bushes. Pupils are provided with a wide range of cultural experiences that add value to those they enjoy with parents. The African Day, involving music and drama made a lasting impression on the pupils who spoke very animatedly to inspectors about their experience. The high quality artwork on display in the hall shows beautifully coloured fruits and is a thoughtful way of reminding the pupils about their day and also enables parents and visitors to appreciate aspects of it.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	1.1	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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is **good** overall. Teaching quality is **good** with clear strengths. The **satisfactory** curriculum ensures that a range of worthwhile experiences is provided for pupils of all ages.

Teaching and learning

Teaching and learning are **good** overall.

Main strengths and weaknesses

- Teaching is good overall and enables pupils to learn successfully and achieve well in English, mathematics, ICT, art and design and history.
- Teaching is good in the Foundation Stage and assists the youngest children in making a good start to their education.
- Pupils with special educational needs are well supported by teaching assistants who are effective in role.
- Too much time is allocated to English and mathematics lessons in the morning and the style of teaching limits the style of learning.
- Most teachers use questioning effectively to assess how well pupils are learning, but need to improve how they mark their work and how they target improvement and share this with pupils and parents.

Commentary

12. The problems associated with a long-term staff absence have been a barrier that the headteacher has worked hard to overcome with very good support from the staff. She has used her talents as a teacher to work in successful partnership with a temporary teacher to ensure that pupils in the Year 1/2 receive a good quality of education. In the Year 3/4 class another temporary teacher has moved from working part time to working full time to ensure stability for this group. A newly qualified teacher has been appointed recently to teach the mixed reception/Year 1 class and she has made an effective start to her work in the school.

Governors have advertised for a senior teacher to join the staff in September and early interest is high. The unity of the teaching and non-teaching staff and their strong commitment to the pupils are key strengths. They underpin the good quality of teaching and learning that has been sustained since the time of the previous inspection and during the recent difficult period. Parents identify the rounded education their children receive as a real strength. The pupils say they enjoy coming to school as they are learning plenty and having fun.

13. Teaching and learning are good overall in all years and enable pupils to progress at a good pace. The work from September that inspectors scrutinised in pupils' books confirms the same good qualities observed in lessons during the inspection. Good teaching is enabling pupils to hone their basic skills and this is supporting the good standards reached in English, mathematics and ICT by the end of school. The teachers' sheer enjoyment in planning topics that enable pupils to experience a depth and quality of study in art and design and history is supporting good achievement in these subjects. Teaching and learning are satisfactory in science and religious education. The weighting of time to teaching basic skills each morning is restricting the depth of study in these subjects and this is an aspect the school is aware it needs to improve. For example, pupils learn soundly *about* different religions but do not have sufficient time or opportunity to learn *from* different religions, and this is a shortcoming. Some boys are not fully attentive in a few lessons and find some parts of the session too long; this adversely affects their achievement. The headteacher has identified the need to focus on learning styles as part of the planned work for accelerating learning and this will be a useful thing to do as part of reviewing the structure of the learning day.
14. Overall, the quality of assessment is satisfactory, and developing systems enable the teachers to see how well different pupils are achieving at the end of units of work. Most teachers' use questioning effectively to assess how well pupils are learning in lessons. However, the marking of pupils' work is little more than ticks and does not show how they can make improvement. The use of targets to support pupils' next steps in learning has been introduced into Year 1 but not other year groups and this is a missed opportunity. Pupils have the capacity to review their own progress but are not being given consistent opportunities to do so, and this is unsatisfactory. Homework is being used really effectively to support pupils' learning and to engage in a meaningful school and home partnership that benefits the pupils' education. Some parents have identified that they would like more involvement in supporting their children's education and the sharing of targets with them would be one way to promote this.

Summary of teaching observed during the inspection in 19 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	11	8	0	0	0

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

15. The staff in the mixed reception and Year 1 class have good command of all areas of learning and are working in successful partnership to enable the youngest children in school to learn well. Teaching and learning in all the lessons observed by inspectors in this class were of satisfactory or better quality. Teaching staff hold good expectations of the older, Year 1 pupils in the class too; they provide challenge in the work and they encourage and involve all pupils well in the lessons. Parent volunteers also play a useful role in supporting the effective learning that is taking place.
16. Pupils with special educational needs receive some good one-to-one support from teaching assistants who are well deployed and effective in role. Teachers set suitable learning challenges in response to pupils' diverse learning needs, because work set is closely related to targets identified in pupils' individual educational plans. These features support the good progress being made by this group of pupils in all years.

The Curriculum

The curriculum is **satisfactory**.

Main strengths and weaknesses

- There is good enrichment of the curriculum through visits, visitors and extra curricular activities.
- The quality of provision for pupils with special educational needs is good.
- The timetable for the week does not enable sufficient time for pupils to achieve in subjects such as science and religious education as well as in English and mathematics and this needs review.
- Learning resources are good and the accommodation is well presented; they support the good quality of education effectively.

Commentary

17. The school is successful in promoting its curricular aims and provides a satisfactory curriculum overall. Pupils have a range of experiences in the creative and aesthetic and physical aspects of the curriculum. Strong emphasis is given to pupils' self-esteem and to enabling all to achieve well in a happy, Christian family atmosphere. Good provision is made for most subjects. The provision in ICT, art and design and history has been improved since 1998 when the school was previously inspected. The quality of provision made for other subjects is broadly similar to what it was six years ago. This is a reflection of the good leadership by the headteacher who has ensured that each pupil receives worthwhile curricular experiences that fully meet their aptitudes and capabilities during a very testing period that saw a number of supply staff taking classes during the absence of a senior member of staff. Learning resources are good for all subject areas and have been significantly improved by the addition of interactive white boards which teachers use well to make lessons interesting and engage pupils' involvement in learning early in the lesson.
18. A two-year rolling programme is being developed that caters for different aged pupils in the same class. There are strengths and weaknesses emerging in this of which the school is aware. For example, history topics have been well chosen and are stimulating good learning across subjects. The work on the Vikings in the Year 3/4 class has resulted in some good work being produced in art, design and technology, and in writing. In contrast, the school has identified that science topics are not yet taking place at the right time to extend learning opportunities to the full. Religious education work is also curtailed because too little time is allocated for pupils to learn in depth about major world faiths. The two-session morning of literacy and numeracy asks a lot of the youngest children in particular in terms of sustaining their interest levels for long periods. The school is keen to monitor the different learning styles of the pupils to help in a rethink about the structure of the school day.
19. The quality of provision is good for pupils with special educational needs in all classes. These pupils work from a curriculum that is well tailored to their specific needs. The quality of individual education plans is good and they provide suitable learning challenges in response to pupils' diverse learning needs.
20. There is good enrichment from a well-focused programme of visits and visitors and a sound range of out of school activities that extend pupils' experiences. Good use is made of the local area for history and geography studies and this also helps promote the sense of community. Pupils sing carols to the residents of a local nursing home and join in the village May Day celebrations. The oldest pupils make good use of the swimming pool of the local middle school to which most will transfer at the end of Year 4. The school joins with other schools in the cluster to share in sporting, music and drama events and this is a positive feature.
21. The accommodation is good and attractively presented; it is very well maintained by the hardworking caretaker. The boys' toilets are one aspect that needs to be improved; pupils told

inspectors they think they are *smelly*! The outdoor areas provide a good quality environment where pupils can explore the curriculum, as well as pleasant areas for play. Although small, the playground is just about big enough for play times. Supervision of pupils at break and lunchtimes ensures that pupils are sensible at play and that accidents are minimised. The new library and computer suite are very good resources. The school is very well resourced for ICT and has made effective use of the additional funding received because of its Beacon status.

Care, guidance and support

The systems in place to ensure pupils' health, welfare and safety are **very good**.

Main strengths and weaknesses

- There are very effective procedures in place to ensure the health, welfare and safety of pupils.
- Pupils enjoy very good relationships with the adults in school.
- Pupils are confident to put forward their views when asked but there are no formal systems in place to involve them in the school's work and development.

Commentary

22. Induction arrangements work very effectively in helping the youngest children and pupils new to school, including those from travelling backgrounds, to settle well. The induction process and transition to middle school is an effective process. Health and safety aspects are very well attended to. A new child protection policy has recently been agreed and the procedures are well understood by all staff. All pupils are well known by the staff and have very good, trusting relationships with them. Pupils are treated with respect, care and patience.
23. The monitoring of pupils' personal development and achievements is good, particularly the many pupils with individual education plans. The progress of these pupils is carefully tracked with regular reviews undertaken that involve parents. In their academic development, pupils receive good advice and support, which helps most to achieve successfully. However, the systems in place to track individual achievement across all of the subjects studied are in the very early stage of development. The school has useful plans in place that show that once pupil data has been entered onto an assessment management programme, then more rigorous monitoring can take place.
24. The involvement of pupils in the work and development of the school is satisfactory, and the school house captains are good role models for others in taking on roles of responsibility. The school seeks pupils' views through various activities, but these are not yet sufficiently formalised to give all pupils a sense of corporate social responsibility. Inspectors thoroughly enjoyed talking with the dozen or so pupils chosen by the headteacher about school life. It was clear that these pupils could form the nucleus of a school council. The headteacher recognises the value of establishing such a forum for pupils to air their views.

Partnership with parents, other schools and the community

There is a **good** partnership with parents, the community and other schools and colleges.

Main strengths and weaknesses

- Communication between school and home works well.
- The Friends of Polebrook School give good support.

Commentary

25. Parents have generally positive views of the school. There has been recent concern at the handling of the staffing situation, but inspectors find that this has been managed well in difficult circumstances. Parents like the small, family traditions of the school and are pleased their children attend.
26. Communication between school and home works well. The headteacher's presence on the playground each morning enables her to build good relationships with parents and share information about the children as required. There is a half-termly newsletter for parents that contains useful news and views, and meetings are organised about various aspects that are well attended. There are two meetings per year when parents are invited to meet with teachers to discuss their child's progress. Some parents told inspectors they would like a third meeting in the spring and inspectors agree this would be useful. The annual written reports sent to parents are of sound quality. They report largely on what is required but miss the opportunity to set targets that parents could help support and pupils could work towards as part of self-review.
27. The Friends of Polebrook School (FOPS) are an active group who do much to help the school resource the education provided. Through well-supported social events, such as the duck race, sponsored walk and summer day, they raise very large sums of money that have been put towards purchasing ICT and playground equipment. The school makes effective use of the local area and has very well established links with the church and other local schools.

LEADERSHIP AND MANAGEMENT

The quality of leadership, management and governance is **good** overall.

Main strengths and weaknesses

- The headteacher leads the school well.
- Management is satisfactory but monitoring and evaluation procedures are not rigorous enough to pinpoint strengths and weaknesses in teaching and learning.
- Governors are good critical friends of the school.
- Subject leaders do not have a wide enough role in the management of subjects.

Commentary

28. The school has made good improvement since its previous inspection in 1998. The headteacher gives a good steer to the school. Teachers are a united team and are well supported by a group of competent and dedicated learning support assistants. Pupils benefit from good adult-pupil ratios and carefully tailored support for their special needs. Pupils are very well cared for in school and academic standards are above average. Parents give a strong vote of support for the school and the pupils are happy and enthusiastic learners. The governors have advertised for a new senior teacher to complement the many skills of the well-established and more recent appointments. The school is judged to have good capacity to build for a bright future.
29. The headteacher leads the school well. She has clear educational direction and works hard and successfully on behalf of the pupils. The last twelve months have been testing times that have knocked off course her own plans for moving the school forward as she has had to take on teaching for much of the time to cover for staff absence. The headteacher has placed the pupils first in dealing with the prolonged absence of a key member of staff. She has managed these recent staffing difficulties well, ensuring that a good quality of education has been maintained across the school.

30. Subject leaders have shown great consistency in recent years in ensuring that good standards have been attained regularly, especially in English and mathematics, and that shortcomings, as for instance in the lack of artefacts for religious education and no policy for design and technology, have been remedied. However, they have limited time for monitoring teaching, learning and standards in their subjects. As a result they have insufficient opportunities to identify and deal with several areas for improvement. These include some inconsistencies across the school in planning and assessment and in the time allocation to subjects.
31. The school improvement plan is seen by staff as the cornerstone in the school's educational direction and vision. The staff and governors have a full role in putting the plan together; the parents are consulted too. The priorities in the plan are well conceived but some of the success criteria are very general and it is difficult to assess what impact the intended action will bring. This is an area needing more focus.
32. Performance management is viewed very positively in school and there are clear links to continued professional development through the targets set and the programme of staff training. The headteacher undertakes a cycle of classroom visits that usefully focuses on supporting professional development and strengthening teaching skills. There has not been the same attention paid to evaluating how well different pupils are learning in school. This is highlighted as the next step for monitoring activities as part of a wider programme of classroom visits to help move the accelerated learning programme forward. The target setting and tracking process is at an early stage of development and this too requires improvement.
33. The governors are clearly very committed to the school. They represent all strands of the local community and many have personal expertise that is helpful to the school. Governors have detailed insights into school performance and are very aware of the challenges it faces. They are rightly proud of a number of strengths in the school, including its ethos, standing within the community and with parents and the effectiveness of the education provided for each individual. Many governors are able to visit school during session time and they observe in class, discuss with staff and give support as they can. The governor with responsibility for special educational needs sits in on review and assessment meetings to find out more about the process. Governors have good understanding of the school's performance and ensure that it follows the principles of best value in all decisions. They have an effective committee structure and systems that enable effective oversight of the budget, curriculum, buildings and personnel matters. The larger than usual carry forward in the budget is because of the additional funding for beacon activities that has still to be spent and also for the planned improvement to the frontage of the school to facilitate better access and car parking.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	298,622	Balance from previous year	*85,140
Total expenditure	260,346	Balance carried forward to the next	38,276
Expenditure per pupil	2,992.48		

NB the figures include Beacon funds carried forward from 2001/2. These funds will be used for the activities in the specification now that the headteacher has time to progress the agreed plans.*

34. When the high cost per pupil is set against the good standards being achieved it is evident that the school provides sound value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

35. Provision in the Foundation stage is good and children are well prepared for transfer to Year 1. Children join the reception class at the beginning of the year they are five and they are taught in a class with pupils in Year 1. This is typical in a small school such as Polebrook. Most children have attended a pre-school group. They visit the reception class before they start school and this prepares them well for full-time education.
36. Children join the reception class with a wide range of abilities. Overall, their skills and understanding are at an average level for their age. Achievement is good because they are well taught. The curriculum is appropriately planned to provide a good range of interesting and relevant activities. Children are managed well, and the good relationships between children and adults means that their needs are met successfully. Staff work well as a cohesive team, monitoring children's progress carefully. This helps them to identify any gaps in learning straight away, so that no time is lost in providing extra support for the children with special educational needs. The accommodation is good, and this helps to promote an effective learning environment. The good links with parents forge a good partnership between home and school.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because of the very good role models and the high expectations set by all the adults.
- Supportive relationships make sure that children are secure and happy.
- The many planned opportunities for children to work and play independently successfully develop their confidence and self-esteem.

Commentary

37. Teaching is good. The very good role models set by adults ensure that the children know what is expected of them so they quickly learn the correct way to behave. Class routines are known and understood, children settle to their tasks with little fuss, and they behave well. They are keen and eager to learn because they are interested in what they are doing. Children's concentration is good, even when they are not directly supervised. Children are always encouraged to feel confident about what they achieve, and this successfully develops a positive self-image.
38. Adults always expect children to do their best. They are encouraged to share, to take turns amicably and to put up their hands when answering a question. They are expected to tidy up after themselves, which they usually do without prompting. When children do not conform they are dealt with fairly, but firmly, so they understand the needs of others within the group. Reception children benefit from the mature attitudes of the older pupils in the class. Their achievement is good, and their personal and social skills are likely to be very well developed by the time they start Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Speaking and listening, reading and writing skills are developed successfully.
- Books and reading are enjoyed and the children are well launched into reading.
- There is a good balance between activities planned by the teacher and those initiated by the children themselves.

Commentary

39. The children are on course to exceed their targets¹ by the end of the reception year. Their achievement is good. They have many opportunities to talk and to listen, and their speaking and listening skills are very well developed. Just occasionally, the lack of an adult on hand meant that there were missed opportunities to develop children's speaking skills. Very good relationships mean that children talk confidently because adults are genuinely interested in what children have to say.
40. Books are enjoyed and the children talk enthusiastically about the characters. There is a strong emphasis on reading throughout the school and all children are encouraged to read at home every day. This works well in developing children's reading skills, and many of them are well launched into reading. Writing skills are also well taught. Most children can write their name unaided, and the higher attainers are able to write a simple sentence. Lower attainers need help from an adult to do this, but they too hold their pencil correctly when they are writing their name. Letters are formed correctly and staff take every opportunity to develop writing skills effectively. Teaching is good.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The wide range of mathematical activities support learning well.
- Adults use different methods to sustain children's interest and enhance their learning.
- Achievement is good.

Commentary

41. A range of interesting and challenging activities is planned, and these successfully promote children's understanding. Most children are working at a higher level than that expected for their age. Their achievement is good because the adults working with them set high expectations. Teaching is good.
42. Good progress is made in developing children's numeracy skills. The strong focus on the development of mathematical language, alongside many practical activities, means that children's understanding is secure. Most children are confident when using numbers from five to ten. They know the names of the main two-dimensional shapes and they can correctly sequence complex patterns using shapes. The practical activities enhance children's personal development well, for example, when they take turns in a number game. The many different

¹ These are known as the early learning goals.

activities ensure that the children do not become bored, so that by the end of the reception year many of them are likely to exceed their targets.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The curriculum is interesting and challenging, and this encourages children to want to learn.

Commentary

43. Children are becoming familiar with ICT as they use the mouse on the computer to move icons around the screen, to match and count objects, and to match pictures, words and letters. They explore the world around them in many ways, especially by making use of their own school environment, including the pond. They understand that plants have roots, leaves and a shoot, and many of them know that plants need water and light to grow. Children's curiosity is stimulated well as they learn about Florence Nightingale, linking their learning to role-play in the Doctor's surgery. Teaching is good and children achieve well. They are likely to exceed their targets by the end of the reception year.

PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT

44. Limited time in school meant that it was not possible to make an overall judgement about provision or achievement in these areas of learning. However, observations of children in the outdoor area and in the classroom indicate they are well co-ordinated and are well able to control their bodies, for example when playing with wheeled toys, or when running and jumping. Small tools, such as pencils and scissors, are used with dexterity, and children thread beads with care and confidence. There are many opportunities to learn about the right foods to eat in order to keep healthy.
45. Work on display indicates a wide range of experiences to explore the natural world through paint, clay, and a range of media. Paintings are expressive, and the children make good use of different shades of colour to achieve the desired effect. Singing is enjoyed and tuneful, and children know most of the words of their songs and rhymes.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in speaking and listening and reading are well above average in Year 2 and above average in Year 4. Standards in writing are above average in Year 2.
- Pupils' achievement is good throughout the school.
- Literacy skills are used successfully to support learning in other subjects.
- Written work is always marked, but pupils are not given pointers for improvement.
- Pupils with special educational needs are well provided for. Their achievement is good, like that of their classmates.

Commentary

46. Standards in English are above average, with pupils in Year 2 attaining well above average standards in speaking and listening and reading. This is a good improvement since the last inspection in 1998. Some year groups are small, and others have a relatively high proportion of pupils with special educational needs. Care needs to be taken when analysing overall results as either of these factors can adversely affect standards.
47. Good achievement is the result of effective teaching, a broadly based English curriculum, and an eagerness to learn. Teachers know their pupils very well in this small school, and this detailed knowledge of pupils' potential capability, alongside teachers' high expectations, means that standards are pushed upwards in every class.
48. Boys and girls speaking and listening skills are well honed. There are many planned experiences for pupils to talk in small groups, to a partner, or to the rest of the class. In one example, Year 3 and 4 pupils were working on a science-fiction text. Older pupils contributed well to the group discussion as they outlined how the author developed a feeling of the atmosphere on the planet. In another example, younger pupils engaged the listener well in a history lesson as they outlined their ideas about what makes people famous. Staff work hard to make sure that they create many opportunities for the pupils to engage in discussions, use effective questions and respond at length. They are successfully promoting pupils' good achievement.
49. Reading has a strong focus right from the start of children's time in school. Pupils derive a great deal of pleasure from reading a wide range of texts. They use a range of successful strategies to identify unknown words correctly, and this helps their reading to gain fluency. Pupils talk at length, and with great enthusiasm, about why they enjoy a certain book, or work by a particular author such as Jacqueline Wilson, J K Rowling, Roald Dahl, or Tolkien. Higher attaining pupils, at the upper end of the school, use their advanced reading skills well as they read challenging texts, plays or poetry. Pupils read at home and parents complete their child's reading diary regularly, all of which contributes to good achievement.
50. Written work has a clear structure, and pupils' spelling and punctuation are good. Most pupils are capable users of ICT, which they use effectively to draft work and to produce interesting effects to liven up their independent writing, making it more interesting for the reader. Pupils have many opportunities to work independently, to make choices about their style of writing for a specific genre, and to draft and read through their finished work. They successfully draw on their wide vocabulary, as when Year 2 pupils develop the character of Euan in the *Magic Brush*. Year 4 pupils organise their ideas well, and they use suitable language to portray fear and excitement in their developing story about life on other planets. This age group need extra support to develop the structure of their story more speedily, though they rise well to the challenging activities set for them. In this class, well-focused teaching moves learning on at a good pace for pupils of all capabilities. The high percentage of pupils with special needs in literacy are well supported by the teaching assistants, and their input means that achievement is good for everyone.
51. Teaching is good. Adults work together as an effective team, and they have high expectations about what pupils are capable of achieving. Pupils rise well to the challenges set for them and they are keen and eager to do their best. Work is pitched at the right levels because pupils' progress and achievement are well tracked on a day-to-day basis. Pupils with special educational needs get good support that enables them to achieve as well as their classmates. Staff know their pupils well, relationships are good, and this helps learning to be productive. Marking of work and pupils' self-evaluation of their work are aspects for improvement. There are few examples in pupils' books of teachers identifying what needs to be done if standards are to improve. Without this, pupils do not know what they need to do in order to improve. There are not many opportunities in lessons for pupils to self-review their learning.

52. Subject leadership is good. The subject leader has a satisfactory role in the evaluation of subject performance but undertakes only limited direct observation of teaching to help her gain insights into the quality and different styles of learning. This limits the information that is available to plan future developments.

Language and literacy across the curriculum

53. The good links between English and other subjects such as history mean that pupils' literacy skills are used effectively across the whole curriculum, though more time for writing in religious education and geography would be useful. Pupils are adept at explaining their ideas and reflecting on the suggestions of others. They read fluently with good levels of understanding. The high allocation of time given to literacy sessions for some 90 minutes each morning has had an undeniably positive impact on the pupils' key skills, though some pupils do not sustain a hundred per cent concentration for the whole duration, particularly when there are lengthy periods of listening.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average and pupils achieve well.
- The quality of teaching and learning is good overall.
- Monitoring and evaluation procedures are not rigorous enough.
- The duration of some mathematics sessions is too long and this time is not always used to maximum benefit.
- Pupils with special educational needs are well supported and they achieve well.
- In general, there is a good curriculum for mathematics with good cross-curricular links, especially to ICT.

Commentary

54. The interpretation of results in mathematics has to be cautious because of the small number of pupils in some year groups. Last year, pupils in Year 2 attained well above average standards in mathematics in the national tests. A well above average proportion of pupils reached the higher level 3. Boys outshone the girls in the mathematics tests and also did better than boys in other primary schools.
55. This year, standards are above average in all years. This is the case across the full mathematics curriculum. However, opportunities for pupils to work independently and collaboratively on problem solving and investigation activities could be greater. In general, achievement is good, though in a few lessons a few boys lack concentration and become restless. This generally subsides when they are engaged on practical or individual tasks, rather than listening to the teacher for lengthy periods. The use of time in mathematics could, therefore be reviewed profitably in order to maximise achievement. The higher attaining pupils are well challenged on the whole and pupils with special educational needs are supported effectively. Both these groups of pupils achieve well.
56. Evidence from lesson observations and from pupils' past work shows that the school has sustained good teaching in mathematics since the previous inspection, despite the serious staffing problems of the recent past. There is a firm focus on basic mathematical knowledge and skills and the school's numeracy strategy is effective. Pupils work productively in the main and the amount of work completed at one time is good. However, the presentation of work is not as neat as it could be. Marking does not identify the need for improvement in

presentation, or otherwise flag areas for pupils' attention and development. Assessment systems are satisfactory overall, though there are very few opportunities for pupils to self-evaluate their work in lessons.

57. The mathematics curriculum has been improved well since the previous inspection. This is due to the good quality of leadership and management in the subject. The subject leader has a satisfactory role in the evaluation of subject performance. As for the other subjects, improvement can be made in this work.

Mathematics across the curriculum

58. Links to other subjects are good. This is especially the case for ICT, where pupils use a good range of software to represent and interpret mathematical data. In many cases the links go beyond ICT. For example the Year 1/2 work to show the results of a survey of eye and hair colour was effectively linked to science work on the human body. Each pupil produced a graph and wrote well about the trends observed. Such work enhances and extends pupils' mathematical knowledge and skills effectively.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are average and achievement is satisfactory.
- The practical and investigational nature of the work is not as consistent as in many primary schools.
- Assessment is not sufficiently focused on setting and tracking of targets for individual pupils.

Commentary

59. Standards were average in Year 2 science tests assessed by teachers last year. Standards were lower than in reading, writing and mathematics, though the proportion of pupils reaching the higher level 3 was well above average. This year, standards in science are average through the school and achievement is satisfactory. This applies to the different strands of science and to the overall picture. Pupils' achievement in science is not as good as in English and mathematics.
60. To some degree this is due to the emphasis within the curriculum. Pupils build a good basic knowledge of science, though the development of skills is less consistent. There is need to enhance the practical investigation and problem solving approach. Some good examples are in evidence, such as Year 3/4 work on electrical circuits, but this sort of experience is inconsistent. Another factor is the use of time in science. Some topics take over-long to complete and the pace of teaching is not always brisk enough.
61. Teaching and learning quality is satisfactory. Teachers have sound subject knowledge and are insistent on good standards of behaviour. There are occasions when the work set is too similar for pupils of different attainment levels and planning does not consistently identify the expectations of what will be learned by each attainment group. Support staff give effective assistance in lessons and this enables pupils with special educational needs to achieve as well as the other pupils in the class.
62. Assessment in science has not been developed to the same rigour and consistency as it has in English and mathematics. The target setting and tracking system and that for monitoring and evaluation are also in need of improvement in order to enable all staff to identify which pupils are learning best in science and why. The quality of marking requires improvement as it is rarely

used to set out ways that pupils can improve and there are not enough opportunities in lessons for pupils to evaluate their own work.

63. Science is soundly led and managed. There is need to enhance the role of the coordinator so that a thorough over-view of the subject is held, including its strengths and areas for improvement, particularly with respect to standards and achievement.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Standards are above average and pupils' achievement is good.
- Teaching and learning are effective in ensuring pupils build good knowledge, skills and understanding.
- ICT is well led and managed.
- The curriculum for ICT is good and there are strong links with other subjects.
- Assessment systems are not sharply enough focused on whether pupils are achieving at best levels.

Commentary

64. The school has a positive reputation for its ICT work, which is reflected in its Beacon status. Standards are, in fact, above average and achievement is good. Work to build pupils' knowledge, skills and understanding is rooted in a cross-curricular approach, which is successful in ensuring all strands of ICT are covered effectively. There are also specific lessons in ICT, as observed in Year 3/4, where the pupils were working to transform images they had inserted into text by rotating and enlarging them. This was an effective session in which achievement was good, standards above average and the quality of teaching and learning good.
65. The school has invested heavily in ICT resources since the previous inspection and this has paid dividends in terms of the constancy of experience provided for the pupils. The curriculum for ICT is well integrated into that for other subjects and is well planned. The subject is well led and managed. Work is ongoing to improve provision even more and school managers have useful ideas for the better-still use of the available resources.
66. Teaching and learning quality is good and ensures that pupils progress well in their work. Subject expertise is good and staff have a confidence in using ICT that is beneficial for the pupils because it ensures regular practice. Teachers use the resources well and teaching assistants play an effective role in helping their pupils to succeed. Thus, pupils with special educational needs achieve well. Lessons with ICT use are motivating for the pupils and they work well. Occasionally, some boys find the introductions to the sessions over-long and are impatient to start their individual tasks. Their productivity is much improved when they are engaged on practical learning activities.
67. The key priority for ICT concerns assessment. This has not been developed to the same thoroughness as that for English and mathematics. School managers recognise this fact and have firm plans for the improvement of assessment in the subject. Pupils do not currently have opportunities to evaluate their own learning at the end of lessons, even though the skills and knowledge to be learned are usually identified clearly at the start. All evidence for ICT suggests that the school will be successful in maintaining good improvement to ICT.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

68. ICT is well related to other subjects. This is especially so of English, mathematics, science and history. Where desirable, pupils record their findings in these subjects through the use of a good range of software. Data handling is particularly well represented in the work and this is to advantage in building mathematical skills. There is often a three-way link in cross-curricular ICT. For example, Year 1/2 work on the body in science was effectively meshed with mathematics and ICT in the production of graphs to show the results of pupils' investigations into hair and eye colour. The same sort of links are apparent in Year 3/4 work on forces completed in the autumn term.

HUMANITIES

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have a secure knowledge and understanding of the traditions and beliefs of the Christian church.
- There are gaps in pupils' knowledge of major world religions other than Christianity.

Commentary

69. Standards are in line with those expected in the locally agreed syllabus for religious education, a decline since the last inspection when they were above average. There is a strong Christian focus to much of the school's work, which is understandable in a church school. What is missing is a secure body of knowledge and understanding about other major world religions. Additionally, pupils are given only limited time to learn *from* as well as *about* religion.
70. Younger pupils in Years 1 and 2 are confident in their knowledge of the Bible. They know about Old and New Testament stories, and can talk about Christian festivals such as Easter and Christmas. Pupils in Years 3 and 4 demonstrate a secure understanding of the events leading up to the nativity. They understand the messages in the Old Testament stories. Achievement is satisfactory. A minority of pupils in this group were able to discuss their earlier work on Judaism with inspectors, its festivals and traditions; most found this difficult.
71. Teaching is satisfactory and staff follow the locally agreed syllabus for religious education; their planning reflects this focus. The curriculum is suitably planned, but there are limited systems for tracking pupils' progress and achievement. This limits the information that is available to the subject leader when she is planning the way forward. Resources for learning are good, and the staff make effective use of them to make learning interesting for the pupils. The range of artefacts have been built up since the time of the previous inspection.

Geography and history

Provision in geography cannot be evaluated as no lessons were observed. Provision is **good** in history.

Main strengths and weaknesses

- Standards are above average and achievement is good in history.
- The quality of history teaching and learning is good.
- The curriculum for history is good, with good links to other subjects, especially English and ICT.

- The curriculum for geography is less well developed than that for history; there is very little recorded work in books.
- Assessment in both subjects is inconsistent and not rigorous enough.

Commentary

72. Overall, there is much firmer evidence for work in history in school than there is geography. The two subjects are planned in a cycle, though it is clear that history is better provided for than geography. During the inspection there were lessons in history observed, ample work completed by pupils earlier this school year and some very good displays of history, including pupils' good quality work, about the school. There was much less evidence for geography in any of these forms. In all, there is a good curriculum for history and a satisfactory one in geography.
73. Pupils attain above average standards in history. There is especially good development of writing skills in the subject and from Year 1/2 onwards there is good understanding of chronology and the events and people of the times. Year 1/2, for example have built good knowledge in their work to research Florence Nightingale as part of their topic on the Victorians. Year 3/4 have substantial insights into the Vikings and have covered this topic very thoroughly. Achievement is good in history because both knowledge and skills are built effectively and understanding increases well. The evidence available for geography, chiefly that from past work, shows standards to be average.
74. History is taught and learned well. Teachers, as much as pupils, enjoy the subject and their enthusiasm is translated into thorough planning and provision. Very good use is made of resources such as the loan stock from Kettering museum and other artefacts gathered to support the work on the Vikings. Parents play a good role in underpinning learning in history. Pupils are set projects for completion with parental help that result in high quality outcomes. The model Viking ships built at home are a good example of the impact of home-school partnerships in encouraging good achievement. Links to other subjects, especially English and ICT, are good in history.
75. Geography and history are led and managed satisfactorily. These subjects have not been the focus of recent improvement in the same way that English, mathematics and ICT have been, though the school has maintained good emphasis on history. There is now a need for achievement in geography and history to be assessed with more rigour and for monitoring and evaluation to ensure every pupil learns as effectively as the others. There is also need for a review of the time devoted to geography in relation to history to ensure the necessary balance is made between them and with other subjects.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

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

Main strengths and weakness

- The good range of work on display shows some talented artists at work.
- Teachers enjoy teaching the subject and this is reflected in pupils' good achievements in all years.

Commentary

76. The school takes trouble to display the pupils' creative artwork with care and attention. Displays in classes and around the school are of good quality and show clearly the pupils' good achievement and above average standards. Teaching is good with well-chosen resources in

place to support pupils' creative and aesthetic development. The curriculum for art is stimulating and exciting.

77. The range of work is good in Year 1/2 and includes drawings of Florence Nightingale to support work in history; paintings of exotic fruits that pupils read about in the story of *Annancy*; designs of wallpaper that were inspired by *Mother Nature*; and some high quality masks resulting from the African Day experience. The skills development is clear in the work in Year 3/4 where some good quality paintings of animals done in the pointillist style and isometric patterns that link well to the maths topic are on display.
78. The two lessons observed by inspectors demonstrated that pupils enjoy art and design and work with patience and good application. In Year 1/2 the pupils worked with care and attention to detail as they developed perspectives in landscapes. Good focus was given by the teacher to promoting skills and self-evaluation. In Year 3/4 pupils worked successfully to draw detailed observations of animals likely to be found in Africa.
79. The experiences in art and design make a good contribution to the pupils' cultural awareness. The *quilt of friendship* is a very good example of how the pupils are encouraged to think of others. Such experiences help build their social skills well and foster their spiritual growth.

Design and technology

80. There was insufficient evidence to make judgements about provision in design and technology.

Music

81. Pupils enjoy their music. Their singing is lively and tuneful in assemblies, with clear diction and good pitch. The available evidence for music shows that pupils are competent when playing a range of instruments. Older pupils, in Years 3 and 4, are adept at using a range of un-pitched instruments to create sounds that reflect different moods. They are confident to suggest which instruments will best represent the images that are evoked by the picture *Sunset over the Sea*. Pupils get a great deal of pleasure from playing and singing. They are keen to learn and they try hard to produce a quality performance.

Physical education

82. Only one physical education lesson was observed during the inspection in which the Year 1/2 pupils worked together to sequence their movements that included a balance and pathways to create a polished performance. Pupils worked collaboratively as they explored ways of moving together with good control and coordination for their age. Teaching was effective in giving pupils the opportunity to refine their movements but too little attention was paid to enabling pupils to review their own progress. Good attention was paid to health and safety aspects in both warm up and cool down.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- The school is a happy and very caring community in which all pupils are given equal status and show tolerance and respect for one another.
- Pupils are making gains in their knowledge about how to keep safe and healthy because of the school's good approaches.

Commentary

83. Personal, social and health education (PSHE) is very well provided for. The very good role models provided by staff and governors support the very good relationships so evident in school. PSHE lessons often focus upon a theme that supports pupils' personal, including moral, and social development, for example, how to keep safe and healthy and how to build friendships and resolve conflict. Circle times are used effectively for the youngest children to consider what it means to be special and how everyone is special in some way. Pupils' multi-cultural development is appropriately supported through a variety of experiences, for example when a mum came in to school to talk about her life in India and the celebration of Diwali.
84. The school pays good attention to health awareness aspects. Younger pupils benefit from fruit provided daily and are learning about the need for a good diet to keep them healthy and mentally alert. They learn about keeping safe in the playground and when out in the community, for example the need for road safety. Older pupils devise school and class rules and act as house captains or monitors at break and lunchtimes. Many visitors, including the nurse come into school to share their expertise and offer guidance. All of these experiences support positively the good education enjoyed by the pupils at Polebrook Church of England Primary School.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	2
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	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
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	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7). When judging standards- 1 is very high, 2 - well above average; 3 – above average; 4 – average; 5 – below average; 6 – well below average; 7-very low