

INSPECTION REPORT

KINGS COPSE PRIMARY SCHOOL

Hedge End, Southampton

LEA area: Hampshire

Unique reference number: 116060

Headteacher: Esther Jones

Lead inspector: Brian Espiner

Dates of inspection: 4 – 7 May 2004

Inspection number: 263578

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	198
School address:	Kings Copse Road Hedge End Southampton Hampshire
Postcode:	SO30 0PQ
Telephone number:	01489 785040
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs K Day
Date of previous inspection:	16 November 1998

CHARACTERISTICS OF THE SCHOOL

Kings Copse is a one-class-entry primary school in Hedge End, once a village East of Southampton but now a suburb with a very large retail park. There are 198 pupils on roll. Ten of these (5 per cent) are from various ethnic minorities, with no minority dominant. No pupils have English as an additional language. The socio-economic circumstances of the area are generally in line with the national average, but complicated for the school as it has a deserved reputation as a very good provider for pupils with special educational needs (SEN) and takes over half its pupils from outside its catchment area. A quarter of pupils are on the school's register of SEN, an above average proportion, and five pupils (2.5 per cent) have statements of SEN, a well above average proportion at over twice the county average. The school has no kitchen, and parents who are entitled to free school meals opt not to apply for the packed lunch supplied from another local primary school, so currently no pupil has free school meals, and this does not reflect entitlement. Attainment on entry is below average and often well below in English and mathematics. There is high mobility, both of pupils and teachers. The school has recently been awarded 'Investor in People' status.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
30600	Brian Espiner	Lead inspector	Science Information and communication technology Art and design Design and technology English as an additional language
9957	Shirley Watts	Lay inspector	
20977	Robin Thelwell	Team inspector	Mathematics Music Physical education Areas of learning in the Foundation Stage
20877	David Pink	Team inspector	English Geography History Religious education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school. With a large proportion of pupils with special educational needs, the school still manages to attain standards in line with the national average, and the achievement of all pupils is **good**. Teaching and learning are **good** throughout the school, and often **very good**. Leadership and management are **very good**, and the school provides **good** value for money.

The school's main strengths and weaknesses are:

- The ethos of the school is very good, and pupils are very happy and cared for very well.
- Leadership and management - by the governing body, the headteacher, the senior management team and subject managers - are very good.
- Pupils' behaviour is very good, and often exemplary, a result of the school's very effective 'zero-tolerance' behaviour management policy.
- The curriculum is carefully constructed to ensure that pupils are given access to every area of the National Curriculum. The curriculum is enriched very well by extra-curricular activities.
- Parents play a very important part in their children's education, and the school encourages this very well.
- Senior managers provide excellent role models for other staff and pupils.
- Teaching assistants are used very well, and play an important part in pupils' achievement.

Significant improvement has occurred since the last inspection, when there were four major recommendations and four minor. All these have been tackled well or better, and all recommendations have been implemented successfully. Since the last inspection, standards and teaching have improved, and leadership and management have remained very good.

STANDARDS ACHIEVED

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

*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.*

Pupils' achievement is **good** throughout the school. A steady overall improvement in national test results has taken place. Children enter the school with generally below-average attainment in English and mathematics, and leave the school with standards that match the national average, even though there is a large proportion of pupils with special educational needs. For example, in the Year 2 national tests in 2003, the results were only just below the national average, despite over 40 per cent of pupils having special educational needs. All pupils make good progress throughout the school in all subjects inspected. The overall grades for the Year 6 national tests reflect the numbers with special educational needs, but mask the fact that the proportion of pupils reaching the expected Level 4 and the higher Level 5 were both above the national average. The school, therefore, caters well for the average-attaining and more-able pupil as well as for those with special educational needs. In consultation with the local education authority, the school sets targets for the proportion of Year 6 pupils reaching the expected and higher levels of the National Curriculum in English and mathematics. These targets are realistic and challenging, and were met last year.

Pupils' spiritual, moral and social development is very good in every area. The development of their knowledge and understanding of British and European culture is also very good, but the school could do more to educate pupils about living in our multicultural society. Attitudes and behaviour are both very good. Attendance is in line with the national average and punctuality is good.

QUALITY OF EDUCATION

The quality of educational provision is **good**. Teaching and learning are **good** throughout the school, and often **very good**. No observed lessons were less than satisfactory, and over 85 per cent were good or better. All teachers have the spark that makes for very good relationships with the class and interesting lessons that enthuse and encourage pupils to do their best. The curriculum is designed very well to meet the needs of all pupils, and very careful planning ensures that all subjects of the National Curriculum are given very good attention. There are very good links with other schools. The very good partnership with parents ensures that pupils are helped very well with learning at home. The school cares for, guides and supports pupils very well.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good** at all levels, from the governing body down. Governors have a very good understanding of all aspects of the school and of their own responsibilities. They work very hard, challenging and supporting the senior management team well and controlling finance to give best value for the school. They ensure that all statutory requirements are met. The headteacher and senior management team are very effective, and all subject managers are very enthusiastic, knowledgeable and committed, ensuring their own effectiveness.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are, justifiably, extremely supportive of all aspects of the school. In the parents' questionnaire, there were no aspects that they were unhappy with, and over 90 per cent agreed with the positive statements about the school. There was no disagreement at all about the effectiveness of good leadership and management. Letters from parents were similarly very supportive about all aspects of school life. At the parents' meeting, the main concern was falling rolls, not helped by the prejudice against the school caused by a traditional community belief that the school was underachieving, based on what happened well in the past, but not relevant now. The inspection team would like to echo these concerns, and assure the local community that this is a good and successful school that provides all its pupils with a good education. Pupils are very happy. They like the fact that they are required to work hard and behave very well at all times. This gives them the security they need to blossom.

IMPROVEMENTS NEEDED

There are no recommendations for improvement, and this is unusual. The school is succeeding very well, and any recommendations that the inspection team could make have already been identified by the school and programmes put in place to improve the situation.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards in Year 6 are broadly in line with national expectations. Pupils' progress is good throughout the school and they achieve well.

Main strengths and weaknesses

- Despite the high proportion of pupils with special educational needs, standards in Year 6 are in line with the national average.
- All pupils, including those with special educational needs, achieve well, largely because of good teaching.
- Standards are higher than they were at the time of the last inspection, and are above national expectations in scientific enquiry and some aspects of information and communication technology (ICT).

Commentary

1. In recent years, standards at the end of the reception year have been below officially recommended levels in communication skills. As such, a significant minority of pupils have started Year 1 with below average standards in speaking and listening, reading and writing. Nearly all children now reach appropriate levels in all other areas of learning. Overall, this represents good achievement when taking into account attainment on entry is below and, for a third of children, well below levels of performance expected for their age.

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

Standards in:	School results	National results
reading	15.5 (14.9)	15.7 (15.8)
writing	13.9 (14.0)	14.6 (14.4)
mathematics	16.0 (16.7)	16.3 (16.5)

There were 25 pupils in the year group. Figures in brackets are for the previous year

2. The point scores show that Year 2 national test results were below the national average in 2002 and 2003, except in mathematics in 2002 where standards were average. Given that numbers with special educational needs are high, and in 2003 were over 40 per cent, this represents good achievement overall. Thirty-six per cent of pupils reached the higher level of the National Curriculum in reading and mathematics, but the overall grade was brought down by the long tail of low-level scores.

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

Standards in:	School results	National results
English	26.7 (26.4)	26.8 (27.0)
mathematics	27.4 (26.7)	26.8 (26.7)
science	28.7 (28.5)	28.6 (28.3)

There were 42 pupils in the year group. Figures in brackets are for the previous year

3. The point scores for 2003 show that in English and science standards were in line with the national average, and a few weeks ahead in mathematics. The proportion of pupils with SEN in last year's Year 6 class was above average, so results were good and pupils achieved well. The "value added" since the pupils were in Year 2 was above average. However, the situation is complicated by the high pupil mobility. Usually, the higher the mobility, the worse the effect is on standards, so it is possible that these Year 6 pupils achieved very well. The school has concentrated on improving standards in the juniors and now has raising standards further in the infants as a priority. Improvement over time is in line with the national average.
4. Children currently in reception make good progress and achieve well in all areas of learning. Inspection evidence indicates nearly all are on course to reach the recommended levels in personal, social and emotional development, in mathematics, in knowledge and understanding of the world, in physical development and in creative development. However, because of their low starting point on entry to reception, around a third of the children will not meet the officially recommended levels in communication, language and literacy by the end of their reception year.
5. In the current Year 2, standards are below average in writing and speaking, and in line with national expectations in reading, listening, mathematics, science, and information and communication technology (ICT). In religious education, standards are in line with the requirements of the locally agreed syllabus. All other subjects were sampled throughout Years 1 to 6 and no overall judgements were made. However, the sampling process showed that it was not necessary to examine these other subject more deeply.
6. In the current Year 6, standards are broadly average in all subjects in which a judgement was made. They are above average in scientific enquiry and some areas of ICT; for example, in capturing and using physical data such as temperature or amount of available light using digital sensors, where pupils as young as Year 3 are becoming increasingly confident and competent. Standards in literacy, numeracy and ICT are helped by the good use of these subjects across the curriculum, and other subjects are similarly supported in a productive symbiotic partnership.
7. Children start school with attainment that is below expectations for their age, and leave school with average standards. All pupils, including those with special educational needs, make good progress throughout the school. Pupils from ethnic minority backgrounds blend seamlessly into the life of the school and, because of this, their achievement is similar to that of their peers. More-able pupils make good progress in core subjects, but the school has only just started to extend the register of gifted and talented pupils to ensure that they are challenged consistently in art, music, drama and physical education. The good achievement of all pupils is largely due to good teaching, although all other aspects contribute well, particularly the very good curriculum, leadership and management.

Pupils' attitudes, values and other personal qualities

Attendance is in line with the national average and has remained so since the previous inspection. Punctuality is good. Pupils enjoy coming to school and show a very good interest in the range of learning opportunities and other activities that they are offered. Behaviour is very good and no racial disharmony or bullying was seen. Relationships are very good and pupils enjoy taking responsibility and helping each other. Spiritual, moral, social and cultural development is very good overall.

Main strengths and weaknesses

- Behaviour is very good and pupils have very good attitudes towards school and work.
- Relationships are very good and pupils enjoy helping each other.
- Provision is very good for pupil's social, moral and spiritual development and good for their cultural development.

Commentary

8. Pupils are enthusiastic about coming to school and enjoy learning new things. They have continued with a positive response to their work since the last inspection. Parents' and pupils' views confirm that they receive a great deal of enjoyment from coming to school and the continued level of attendance endorses this. Very few children arrive late.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.2	School data	0.3
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.

9. The majority of pupils show a positive attitude to learning and enjoy the challenge that is put before them. This is a factor in the pupils' good achievement. Behaviour is very good and, as pupils have been given more responsibility and the school has adopted a very good behaviour management policy, this has improved since the last inspection. Pupils in Year 6 help with those in reception and there are "Buddies" at break times who are available to help or organise in the playgrounds. There are lunchtime leaders who have responsibilities both in the dining room and in the playground for the other pupils. The younger children also have responsibility for taking the registers to the office and do other classroom duties. The school council is democratically elected and pupils put forward suggestions from their class as to how the school could be improved. The school treats these suggestions with respect and considers them seriously. Pupils are aware of each other's needs, and help appropriately. An example was in a games lesson when a pupil was without a partner and was immediately drawn in to make a threesome. All children wear school uniform and take a pride in so doing. Pupils with special needs are fully integrated into the life of school. Their educational, physical and emotional needs are supported very well in a very caring atmosphere.
10. The provision for pupils' spiritual, moral, social and cultural development is very good overall. Moral, social and spiritual development is very good and cultural development is good. Pupils have a good understanding of spiritual issues and one assembly was based on "Is seeing believing?" using the caterpillar turning into a chrysalis and then into a butterfly. The very good ethos of the school is constantly reinforced and pupils understand the difference between right and wrong. Pupils have a wide experience of social activities and take part in the very good range of extra-curricular activities. A residential visit further enhances the pupils' maturity and understanding of others. Pupils have the opportunity to see various types of art and throughout the curriculum cross-curricular teaching takes place, both of culture and of other religions. The school sometimes takes the opportunity to use visitors from other countries to speak or demonstrate their culture, although more could be done to teach pupils about life in our multicultural society. Members of staff are very good, and often excellent, role models for pupils and encourage them to understand and conform to the philosophy and ethos of the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good.

Teaching and learning

Teaching and learning are good throughout the school. Assessment is good overall and very good in reception.

Main strengths and weaknesses

- Teachers use their personalities very well to engage, encourage and enthuse pupils.
- There is a universal very good insistence on high standards of behaviour.
- As they move through the school, pupils develop a very good capacity to work independently and collaboratively.
- Teaching assistants are used very well throughout the school and contribute a great deal to pupils' achievement.
- All staff contribute to the very good promotion of equality of opportunity and educational inclusion.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (23%)	22 (63%)	5 (14%)	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.

11. As can be seen from the table, no lessons were unsatisfactory, and 86 per cent were good or better. This aspect has improved well since the last inspection. Teaching and learning are judged in 14 categories, and all of these are good or very good.
12. All teachers gave good lessons, and there was genuine disappointment from staff if a lesson was "only" satisfactory, even though there was never any point in any lesson where there was a danger that it might be unsatisfactory. All lessons were at least sound, and the few that were not good could easily have been raised into this category by a slightly greater concentration on extending the more able or by tightening up the use of time to make learning more efficient. These two aspects are connected. If more-able pupils are given 'extension work', they are usually required to do less challenging work before they reach it. This can be justified as revision or as reassurance that pupils can tackle the more challenging work, and sometimes this is necessary. However, it is not always fruitful and needs careful consideration in planning. In general, throughout the school, the use of time in lessons is good, with the pace brisk. Planning is good overall, considering individual needs well and often very well. Overall lesson planning in reception is a good example of very good practice.
13. The teaching of children in reception is consistently good; it was very good in nearly a third of lessons observed. Very good knowledge and understanding of the needs of this age group are reflected in the preparation and delivery of lessons, and in the very careful monitoring of children's performance. Detailed planning, based on the government-recommended Early Learning Goals, covers all required areas of learning for children of this age. Children are provided with a very good range of interesting activities that contain a good balance between teacher-directed activities and those children choose themselves. As such, much learning is gained through play, with adults often working alongside children to explain, question and enthuse. Many opportunities are created to develop and extend children's language, and they are a marked feature of the good practice observed. The teaching assistant, who is training to be a Foundation Stage teacher, is very effective, and the two students in the class during the inspection also made a good contribution to children's learning as part of a very effective team.
14. All teachers work hard to make their lessons interesting, and succeed very well in this. The very good relationships, built on genuine and easily-observed mutual respect between staff and pupils and amongst pupils themselves, set the context. The school is fortunate in having,

in every class, “born teachers” who have the dedication and sparkle necessary to make lessons come alive. This is unusual, and a consequence, at least in part, of very good recruitment. The result is a learning experience for all pupils that is highly motivating, where pupils catch the teachers’ enthusiasm. Lessons are happy occasions.

15. All staff insist on high standards of behaviour. This works very well. Pupils feel secure within known and accepted boundaries, and the result is a generally quiet working atmosphere where pupils work hard and their productivity is good. In all classes from reception onwards, pupils are encouraged to work together and be independent, not interrupting if the teacher is dealing with other groups or individuals. By the time pupils reach juniors, they have developed very good habits and skills of working in teams or pairs, and upper junior pupils are very good independent learners, becoming increasingly autonomous and focused on their own learning needs. They have a very healthy curiosity and the self-confidence to pursue it.
16. Teaching assistants are thoroughly integrated into the very good school team, and are used mainly, but not exclusively, to support pupils with special educational needs or to challenge those who are more able. Teaching assistants in Years 1 to 6 are managed very well by the very effective special educational needs co-ordinator (SENCO), who ensures that their knowledge and understanding is kept up-to-date by good, suitable training. As a result, pupils with special educational needs learn well in a very supportive atmosphere. All staff take very good account of the needs of all individuals, and educational inclusion is very good.
17. Since the last inspection, the school has developed further its procedures and use of assessment. Procedures to elicit what children in reception know and can do are now very good. Outcomes from such assessments are used to good advantage in planning tasks to meet the needs of children at different stages of learning across all areas. Information gained from the school’s overall good procedures to assess knowledge and understanding of pupils in Years 1 to 6 is used effectively to track and measure progress, modify curricular provision, and set targets for learning. The oral feedback given to pupils in class, together with the marking of work in pupils’ books, is good. Teachers record appreciation of effort and ensure that pupils have a clear understanding of how they can improve their work.
18. Apart from the talent, hard work and enthusiasm of the teachers and teaching assistants themselves, many other factors ensure the high quality of teaching and learning, not least the almost seamless teamwork seen everywhere in the school. This is largely due to very good leadership and management at all levels, setting and monitoring standards in all areas, supporting staff with relevant training and good advice, raising pupils’ expectations of themselves, and setting out to produce a warm, ‘family’ atmosphere where everybody feels valued and cherished. The school’s senior management team is supported very well by the local education authority, and this support has made a very good contribution to the improvement in teaching and learning since the last inspection.

The curriculum

The provision of the curriculum is **very good**.

The quality and range of the learning opportunities are very good. The curriculum allows pupils to develop their talents through very well monitored and structured lessons. The curriculum is enriched through the very good support given to pupils. Opportunities for extra-curricular activities in sport and the arts are good. The support given to pupils with special educational needs is very good. Good use is made of the school’s extensive outdoor areas to enhance learning. Teaching and non-teaching staff are very well matched to the needs of the curriculum. The accommodation and resources support pupils’ learning well.

Main strengths and weaknesses

- The very effective use of English across the curriculum enables pupils to use the skills they learn.
- There is very good inclusive provision for pupils with special educational needs.
- The enrichment of the curriculum is very effective, allowing pupils to develop their responsibilities and so enhance their social learning.
- There are very good procedures which prepare pupils for later stages of their education.

Commentary

19. The curriculum is interesting and challenging and is an important factor determining why pupils achieve well in the school. Very good planning ensures that learning matches the needs of all pupils. The very strong emphasis on developing pupils' self-worth, by giving them responsibilities and celebrating achievement, ensures that pupils are confident and happy learners. Support for pupils through assemblies and religious education helps pupils to make informed judgements and develop respect in their dealings with others. The great numbers of opportunities for pupils to take responsibility for others enhances their self-esteem and confidence.
20. The provision for pupils with special educational needs is very good. All pupils are fully included in the life of the school and very good provision is made for them on transfer to secondary or special schools.
21. The very effective monitoring and evaluation of the curricular provision means that innovations, such as the initiative to improve spelling, are well planned and executed and their effectiveness judged against the improvement in pupils' learning. English language skills are used by pupils effectively in other subjects such as history and geography. Spanish is taught to Year 3 pupils as part of an arrangement with the local secondary school. Music is taught by a specialist teacher.
22. The enrichment of the curriculum is very good. The range of extra-curricular activities in both sports and the arts is good considering the size of the school. Very effective links are maintained with the local secondary school. This enhances the curricular provision within school and eases the transition to the secondary school for most pupils.
23. The teaching staff are very well matched to the needs of the curriculum. Teaching assistants are also very well trained and add stability to the school. The building is well designed to facilitate teamwork, which is a major feature of the school's success. Since the last inspection, the school has reduced the noise pollution caused by its original open-plan design by adding walls and doors to create separate classrooms to support learning better. The accommodation is well maintained and kept very clean, helped by a weekly award from cleaning staff to the class that left their room tidiest at the end of each day. The extensive grounds provide a very good resource for learning – sports fields, orchards, wild areas and formal gardens. Resources are sufficient to support the curriculum. The school library is well stocked and accessible both to pupils and staff.

Care, guidance and support

The school makes very good arrangements to ensure that pupils' care, welfare, health and safety are effective. It provides very good support, advice and guidance based on monitoring of the pupils' work and personal development and values each individual pupil. Pupils have the opportunity of expressing their views on various school issues.

Main strengths and weaknesses

- The school takes very good care of its pupils. Health and safety issues are carefully observed.
- Pupils are inducted well on admission to the school, enjoy what they do and make friends quickly.
- The pastoral arrangements are very strong as a result of good relationships between pupil and staff.

Commentary

24. Pupils are cared for very well. Staff value the pupils and their efforts highly and care for their welfare as individuals. The staff encourage pupils to share problems and have a concern for their health and safety. The provision for health and safety is very good and regular inspections are carried out throughout the school. The school is well looked after and is bright and clean which contributes to the pupils' positive approach to learning with a feeling of security and well-being. The entrance gives a welcome, friendly feeling to people as they arrive. The grounds are large and well kept and pupils make the most of their environment. Lying water on the grass at the back of the school could possibly become a hazard. The headteacher is the designated person for child protection and has received the necessary training. Pupils and parents are well supported by the school staff when difficulties arise.
25. Members of other professions visit regularly to give advice, training and teaching and add to the care that pupils receive. The school nurse supports on issues of hygiene and personal development, through contributing to the provision of sex education and other health themes. Education professionals support and offer useful advice for pupils who have learning or behavioural difficulties. A counsellor, based at the main-receiving secondary school, comes in to work with individual pupils on a regular basis.
26. There is a very good induction programme for pupils entering the Foundation Stage, which enables them to settle quickly into the school routine and become part of the whole school. Parents are well supported and informed about school procedures through an information booklet and weekly newsletters. Parents are encouraged to use the "open door" policy particularly when the children are first admitted. These links contribute to the shared knowledge about the pupils, their progress and needs which strengthens the care and oversight of pupils' welfare.
27. Arrangements for pupils transferring to secondary school are very good. Pupils in Year 6 visit the main-receiving secondary school throughout the year to participate in activities including mathematics, drama and creative arts. Teachers from both schools meet and teach in the other school. Information is also exchanged to ensure a smooth transition. The pupils are very positive over the preparation they have had when they return after transfer.
28. Pupils are carefully monitored in all aspects of school life. Equal opportunities are acknowledged and practised throughout the school and there is a wide range of activities, all of which, including dance and football, are open to both boys and girls.
29. The very good relationships in the school give the pupils confidence to talk openly with staff about the school. They have opportunities to express their views about the development of the school through the school council, and their suggestions are implemented if appropriate. All pupils have some responsibility around the school, which promotes their personal development and enables them to understand the wider issues pertaining to becoming good citizens.

Partnership with parents, other schools and the community

Relationships and communication between the school and the parents are very good. There are good links with the community and very good links with other schools.

Main strengths and weaknesses

- Parents have positive views of the school and the links between school and parents are very good.
- The quality of reports to parents about their children's progress is very good.
- The school is well supported by parents for meetings, interviews and parents' evenings.
- The parent teacher association (PTA) is very effective in raising money and providing social events.

Commentary

30. The school maintains very good links with parents, who are very positive about the work of the school. Parents are welcomed to assemblies to celebrate their children's achievements. Workshops are arranged in "family literacy" and in "family numeracy and keeping up with the children". They are welcomed into the classroom for the first twenty minutes when their children are first admitted to school. Parents and other family members are encouraged to help in the classroom with reading, cooking and sharing experiences with the pupils. An example of this was when a grandmother came into school for a question-and-answer project about experiences during the Second World War. Parents have the opportunity to speak to staff when pupils leave in the afternoon, and in the morning there is always at least one teacher in the playground. The weekly newsletter is informative and each September a booklet is given to the parents explaining procedures and expectations. Parents support the activities and consultation meetings put on by both the school and the PTA.
31. Parents are aware of the homework that is set, and for Years 5 and 6 it is placed on the school website. There is a notice board for parents with useful and up-to-date information displayed.
32. The induction arrangements for children entering the school are very good and close contact is maintained with the parents throughout the school. There are very good links with other primary schools through sport and drama and joint educational initiatives; for example, the school is part of a Networked Learning Community under the auspices of the National College of School Leadership. Links with the secondary school prepare the pupils very well for transfer. There are good links with teacher-training establishments and with local sixth form colleges. Two students were in the school during the inspection and said that they were benefiting well from the experience. The school has good links with the community and visit a large local supermarket regularly. The local church is supportive.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are all very good at all levels.

Main strengths and weaknesses

- Leaders provide excellent role models for other staff and pupils.
- The headteacher and deputy headteacher work supremely well together, and the senior management team is very strong.
- All aspects of governance are at least good, and almost all aspects are very good.
- Leaders are fully committed to inclusion, the promotion of equality and concern for the needs of individuals.
- Very good strategic planning reflects the school's ambitions and goals very well.
- Procedures for the induction of new staff are very good.
- Financial planning supports educational priorities very well, providing best value for the school.

Commentary

33. At the time of the inspection, the headteacher was on maternity leave, and the school was led by the deputy headteacher, Louise Chapman. However, the headteacher was fully involved in preparing the school's documents for the inspection, was present at the initial visit by the inspection team leader and the formal feedback sessions to the senior management team, and was in constant contact with the school and the lead inspector throughout the whole inspection process.
34. The headteacher and other key staff have a very good clarity of vision, sense of purpose and high aspirations. They work very well together, inspiring confidence, raising expectations and ensuring good achievement by all pupils. In this, they are excellent role models for other staff and pupils. Subject leadership and management are very good and sometimes excellent. Subject managers are knowledgeable, enthusiastic and hard working. Senior leaders monitor lessons regularly, both to check on the delivery of the curriculum and as part of the well-established annual round of appraisal and performance management. The school gained Investor in People status in 2003. All members of staff are appraised, and this is tied in very well with the very good provision for continual professional development.
35. Governors have a very good understanding of the school's strengths and where it needs to improve. They challenge and support senior managers well and are fully involved in strategic planning, taking a full part in shaping the vision and direction of the school. The governing body ensures that the school fulfils its statutory duties, including promoting inclusion policies, very well. The school is totally committed to educational inclusion, which is why it attracts parents of pupils with special educational needs from outside its catchment area. The leadership and management of SEN are very good.
36. Strategic planning is very effective. It is firmly based on very good self-evaluation, monitoring performance data and astutely reviewing patterns. All subject leaders produce their own annual plan for maintenance or action. There is very good teamwork throughout the school. New staff are inducted very well into the team. This is essential because of the high turnover of teachers. New staff are assigned a mentor, and newly qualified teachers are monitored, helped and supported carefully and sensitively.
37. Financial planning is careful and prudent, and supports educational priorities very well. The governor's very competent finance committee works very well with the administrative officer and senior management. The principles of best value are applied very well in all areas of the school.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	560,811
Total expenditure	556,813
Expenditure per pupil	2,770

Balances (£)	
Balance from previous year	35,694
Balance carried forward to the next	39,692

38. The annual expenditure per pupil is slightly lower than the national average. Since the school is effective, it provides good 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 (reception) is **very good**. Since the last inspection, good improvements have been made for children's outdoor structured play. At present, 22 children are in reception. Effective liaison with pre-school settings, together with very good induction procedures, helps children's smooth entry into reception. Over recent years, assessment of children on joining reception has shown levels of performance to be below those expected for children of this age; a third well below the norm, particularly in communication skills. Inspection evidence indicates that children now in reception achieve well and are on course to reach the recommended levels by the end of the reception year in all areas of learning with the exception of communication, language and literacy. Here, because of their low starting point on entry, a significant minority will not attain the goals expected for children at the end of the reception year.

Main strengths and weaknesses

- Children currently in reception achieve well in all areas of learning.
- During the inspection, the quality of teaching was consistently good; it was very good in nearly a third of lessons observed.
- Children benefit from a curriculum that provides a very good range of interesting and relevant activities for each required area of learning.
- Information from very good procedures to assess what children know and can do is used to help provide appropriate and suitably challenging learning opportunities.
- Leadership and management of the provision for children in reception is very good.

Commentary

39. Children make good progress in their **personal, social and emotional development** and achievement is good. They settle quickly into the day-to-day life of school through effective teaching and the support given them by their *special friends* in Year 6. Sensitive talk and guidance from adults help children understand the difference between right and wrong, and reinforces understanding of acceptable and unacceptable behaviour. Adults set up a very good range of activities that require children to share and take turns. Children do so willingly. They follow the adults' clear, well-paced instruction and begin tasks eagerly. Relationships between children, and all with whom they work and play, are very good.
40. Achievement in **communication, language and literacy** is good. Children are taught the importance of listening carefully and taking turns to speak. They have many planned opportunities to speak with, and listen to, adults and each other. For example, following an outdoor activity, children shared with each other information about the large structures they had made. Carefully chosen texts, together with a well-taught programme of phonics (letter sounds), are used well to help children recognise an increasing number of words in familiar contexts. This was the case when children enjoyed 'helping to read' the story of 'Rosie's Walk'. A small number of children were heard to read texts confidently from the reading scheme, but the majority are below the expected level for their age, and some are well below. Through a variety of activities, children learn the correct way to shape letters, and copy examples of writing with increasing control. Inspection evidence indicates that whilst nearly all children write their own names, by the time they move into Year 1, around a third are not able to write simple sentences unaided.
41. Progress and achievement in **mathematical development** is good. Children count and order numbers to ten, and understand 'one more than' and 'one less than'. They sing and play a range of number rhymes and finger games, and put together number puzzles and jigsaws to

reinforce learning. Children sort objects in a variety of ways and were observed continuing patterns and sequences by colour, shape and size. Most children know the correct mathematical names for a square, circle and triangle. In one very good lesson observed, involving a range of activities, children showed an appropriate understanding and use of directional words. Throughout all activities, adults work directly with children to support, reassure, question and praise.

42. Achievement in **knowledge and understanding of the world** is good. The children's current topic, 'People who help us', contributes well to work in other areas of learning. In addition to enjoying dressing up in fire-fighting equipment and using extinguishers to 'put out the fire in the outdoor playhouse', it provides good opportunities for children to consider and compose many questions about the role of a firefighter. Understanding how doctors and nurses help us supports learning about parts of the body. Understanding of chronology is supported when having examined scaled-down versions of washday equipment from years gone by, children used them to wash, mangle and then dry dolls' clothes. The classroom and the school's extensive grounds are used to help develop the children's awareness and understanding of place and position. Children are given a good introduction to 'design and make' activities. For example, having studied the life cycle of frogs, they make their own frogs that have moving limbs. Children are frequently challenged to design and create a range of items using both large and small equipment using a variety of materials and equipment. Good opportunities are given for children to use computers and develop skills in the use of the mouse and keyboard. Appropriate provision is made for children's religious education.
43. Achievement in **physical development** is good. In their fine manipulative skills, children handle tools, scissors, paintbrushes, construction kits and malleable materials safely and with increasing control. In an outdoor activity lesson, children responded well to adult encouragement as they worked hard to develop their skills of throwing and catching. A review of planning confirms that in addition to good use of the hall for movement and large-apparatus activities, there are regular planned opportunities for children's outdoor structured play with activities to support physical development and enhance aspects of children's co-operative and imaginative play. Such an activity was observed when children worked collaboratively to design and construct a castle and spaceship that were then used for play.
44. Children achieve well in their **creative development**. They use a good range of media to draw, paint and print. Work on display includes vibrant paintings of daffodils and illustrations for stories they have composed. Children make good use of *small world* toys to create imaginary environments and play situations. They have good opportunities for structured role-play in the 'Kings Copse Hospital', where children take turns to enact the roles of doctor, nurse and patient, with adults often supporting activities to add realism and encourage the use and development of language. In music making, children successfully handle and play a range of simple instruments and enjoy singing songs from memory.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is **very good**.

Main strengths and weaknesses

- Excellent leadership and management ensures that pupils achieve well.
- Teamwork amongst all staff leads to consistently good teaching.
- There are very good planned opportunities for pupils to use their literacy skills in other subjects.
- Effective and reflective innovation, as in the spelling initiative, helps pupils to improve in their learning.
- There should be more opportunities in upper juniors for promoting higher reading skills for boys.

45. Standards in are in line with the national average in English in Year 6. In Year 2, standards are below average in writing and speaking, but about average in reading and listening. Overall standards in Year 2 English are below national expectations. Pupils enter Year 1 with skills below those expected in communication. A significant number of pupils have special educational needs. However, pupils achieve well because of the effective and consistent teaching. Effective teamwork, which ensures a common approach to teaching and shared high expectations of pupils to achieve, helps pupils to become confident and secure in their learning. The improvement since the last inspection is good, with Year 6 pupils now achieving average standards from a low start on entering the school.
46. The quality of teaching and learning is good, and often very good, throughout the school. In Year 6, pupils write short poems based on the experience of local people sheltering from the Blitz in World War Two. They investigate appropriate descriptive words and phrases by examining poems written about similar experiences. Pupils are encouraged to understand what the writers mean, before writing their own descriptive pieces. Teachers know their pupils well, through good assessments, so consequently tasks are closely matched to the learning needs of individual pupils. Pupils' enthusiasm is maintained by reading their work aloud to others. They speak and listen well and with increasing confidence. Less-able pupils, and some with special educational needs, work closely with effective teaching assistants to explore how poets used particular phrases. Teachers make effective links across the curriculum. Year 1 pupils, who are growing beans in their science lesson, relate the idea of growth when reading "The Caterpillar's Diary". In retelling the life of a caterpillar, pupils discuss, in pairs, how they should begin their writing with an appropriate opening sentence. Special needs pupils working with a teaching assistant increase their vocabulary and sense of meaning of words by cutting, slicing and arranging fruit and vegetables. The writing of a non-fiction report, based again on a science lesson, helps pupils to extend their writing in Year 2.
47. An initiative to improve pupils' spelling has succeeded well and resulted in higher standards in writing. Pupils are becoming adventurous in their use of language and confident in approaching the spelling of more-difficult words. Pupils are competent readers from Year 2 and are very able to use non-fiction texts to secure information. Junior pupils continue to develop their reading through an appropriate reading scheme which allows some guided choice. However, the knowledge of the range of reading available, especially to boys in Years 5 and 6, is limited, and more could be done for the older confident readers to encourage a more adventurous choices of books and seek out interesting and challenging texts.
48. The leadership and management of the English curriculum are excellent. Strategies of monitoring and evaluation of planning and teaching are well developed and have improved the provision considerably since the last inspection. These initiatives, coupled with the expertise, enthusiasm and example set by the co-ordinator, contribute very well to the very good subject provision.

Language and literacy across the curriculum

49. Language and literacy are developed very well across the curriculum. Pupils are given many opportunities to develop their spoken language skills. Reading and writing were seen to be very well developed in history and geography in Years 4 and 6. Pupils are confident in using their ICT skills in word processing and desktop publishing, and very good curricular planning ensures a full cross-curricular approach.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- The attainment of pupils currently in Years 2 and 6 matches that expected for their ages; this represents good achievement.
- Effective teaching results in pupils' very good attitudes towards mathematics.
- Older pupils do not yet make sufficient use of their ICT skills in mathematics investigations.
- The subject is led and managed very well.
- Across the curriculum, pupils use their developing skills in mathematics to good advantage.

Commentary

50. Standards for pupils currently in Years 2 and 6 match those expected nationally for their ages. This represents good achievement when taking into account the proportion of pupils now in Year 2 who have special educational needs (SEN), is much above average, and when considering the 'turnover' of pupils between Years 3 and 6 was high. All pupils, ranging from those with SEN to higher attaining pupils, are fully included in all lessons and make good progress in their learning. Standards for present seven- and eleven-year-olds are higher than when the school was last inspected.
51. Following a review of statutory assessments for 2003, the school decided that it was important to raise standards further; greater emphasis should be given to work relating to 'place value', 'use of mathematics' and 'problem solving'. Lesson observations confirm these foci to have been successful in terms of pupil performance. For example, pupils in Year 2 demonstrated clearly their understanding of number values as they explained strategies used to order numbers involving thousands, hundreds, tens and units. Pupils in Year 6 explained confidently how they had calculated one side of an equilateral triangle, having been given the overall perimeter. Similarly, they gave well-sequenced directions as to how to solve problems involving fractions, decimals and percentages.
52. During the inspection, the quality of teaching was good in five of the six lessons observed; the sixth was satisfactory. Teachers make effective use of the National Numeracy Strategy (now part of the Joint Primary Strategy), together with commercially published schemes to support their effective planning and provision of a good range of activities that are well matched to pupils' stages of learning. As such, all pupils achieve well. This marks an improvement since the last inspection, which reported that in several lessons seen, work was not always sufficiently challenging for higher attaining pupils. In all mathematics lessons observed, clear learning objectives were shared with pupils so they knew what was expected of them, and teachers were secure in subject knowledge and had suitably high expectations of pupils' behaviour, performance and potential.
53. The impact of the effective teaching is that pupils are keen to learn and respond well to the tasks they are given. A particularly successful feature of all mathematics lessons is the emphasis placed on pupils' mental and oral activities. Whether in the introductory warm-up session or during the main activities, pupils are confident and eager to participate. They respond well to teachers' praise and encouragement in lessons and give sensible self-evaluations of their own levels of performance and understanding.
54. Although computers are used to support work in mathematics, pupils would benefit from more opportunities to apply ICT to aid their mathematical investigations. For example, in most circumstances, rather than using their developing skills of ICT, pupils record procedures and outcomes, and draw tables and graphs by hand. The school acknowledges this as an area for development.

55. Leadership and management of mathematics are very effective. Assessment procedures are good and enable the school to track the progress of individuals and groups of pupils, to modify curricular provision and set targets for learning. Regular monitoring of lessons takes place, and good practice is shared.

Mathematics across the curriculum

56. Lesson observations and the analysis of work confirm that pupils apply their mathematical skills to good advantage in other subjects; for example: measuring and calculating results in science investigations; weighing and measuring in food and design and technology; timelines in history; scales and co-ordinates in geography.

SCIENCE

Provision in science is **good**, and **very good** in the all-important area of scientific enquiry.

Main strengths and weaknesses

- There is a very good concentration on scientific experiment in the curriculum.
- Pupils are very enthusiastic and learn well because lessons are interesting, well designed and well taught.
- The subject is led and managed very well.
- Improvement since the last inspection has been good overall, and very good in scientific enquiry.

Commentary

57. Standards are in line with the national average in Year 2 and Year 6. In Year 2, pupils are starting to understand about fair testing and classification, and using pictograms and block graphs to record. Infants consider elements of biology, materials, electricity, magnetism, forces, heat and light. The recording of less-able pupils is hampered by their below-average writing skills. By the time they reach Year 6, pupils have a good knowledge and understanding of how to design experiments and carry them out in order to ensure a fair result. They have covered all the elements of the science National Curriculum well, and their understanding of scientific enquiry in particular is above average. Since children enter the school with below-average attainment in the subject, their progress is good and they achieve well. This includes pupils with special educational needs and those who are more able.
58. Teaching and learning are good. Five lessons were seen, of which four were good and one very good. Teachers plan and prepare their lessons carefully, and apply the school's cross-curricular approach very well. Good account is taken of the correct use of technical vocabulary, thus supporting the development of literacy. Mathematics is used from Year 1 as an aid to developing measurement skills and data handling. The use of ICT is integral to the subject. For example, in a good lesson on insect classification and habitat with Year 4 pupils, branching diagrams were used with a computer database to make everything easier. Teaching assistants are used very well to support pupils with special educational needs and to challenge the more able. The atmosphere in all classes is one of interest and enthusiasm, based on very good relationships, clearly understood rules on behaviour and safety, and interesting 'hands-on' lessons where teachers use their personalities very well to engage pupils and maintain high levels of curiosity and productivity.
59. Science is led and managed very well by two very enthusiastic and hard-working subject managers, one from each key stage, who work very well together. They took over management of the subject only in September 2003, and quickly worked out what needed to be done in order to improve provision, producing a very good, sensible plan to enable this.

Scientific enquiry needed more emphasis, and this has been achieved in a new subject policy worked out with the local education authority. The subject managers recognise that the system of assessment, although satisfactory, needs to be enhanced to bring it in line with the good system of individual pupil tracking and target setting used in English and mathematics. They already monitor teachers' planning and pupils' progress, measured against National Curriculum levels. Resources are good and used well, especially digital recorders of temperature and light and sound intensity, introducing pupils to the lux and the decibel from Year 3 onwards – units that were not met until 'A' level Physics only a few years ago.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Provision in ICT has improved significantly since the last inspection, when it was unsatisfactory and a key issue for improvement.
- Pupils are enthusiastic, confident and competent users of ICT, treating it, quite rightly, as just another resource for learning and enjoyment.
- The National Curriculum for ICT is covered very well.
- Leadership and management are very good.
- The subject is integrated very well into the school's cross-curricular planning and is used widely in other subjects. However, it is underused in the area of mathematical investigation.

Commentary

60. The last inspection concluded that provision and standards in ICT were not good enough. The school tackled this weakness with a purpose, improving resources and providing training for staff. The result is good provision throughout the school, and standards in Year 2 and Year 6 that are in line with national expectations in every area, and above expectations in some. For example, in computer control, infants are confident in instructing a floor robot to move where they send it. In juniors, they transfer and enhance this knowledge to programming a sequence of movements very well on a computer screen. In capturing and using external physical data, pupils confidently use their measured digital information to produce graphs on an interactive whiteboard, starting in Year 3. Older pupils are called on to come to the front of the class and use the board, which they do with confidence. All pupils, including those with special educational needs and those who are more able, make good progress throughout the school and achieve well.
61. Only two lessons were seen that were labelled 'ICT', both of which were good. However, the subject is so prevalent in other subjects that it was easy for the inspection team to conclude that the teaching and learning of ICT are good throughout the school. All areas of the ICT National Curriculum are covered very well. Pupils are shown how to use digital cameras from Year 1 and are starting to learn how to edit these even at that young age. By the time they leave the school, pupils know how to use ICT with confidence and competence in a wide range of areas unknown to most adults. This can happen only with good teaching.
62. Leadership and management are very good. The subject manager has held the position for only eight months, but during this time she has produced a very good and achievable action plan. The school has a new system of assessment that includes the tracking of skills, knowledge and understanding for individual pupils, matched to levels of the National Curriculum. This looks very promising, but has not been in place long enough for its effectiveness in improving standards to be judged. Resources are good, a very good improvement since the last inspection. The school now has three interactive whiteboards, in

Years 3, 5 and 6, and plans to provide these in other classes soon, as finance permits. They were used well in various subjects during the inspection, despite teachers being discovered at 6 p.m. trying to sort out problems with them for their lessons next day.

Information and communication technology across the curriculum

63. The use of ICT in other subjects is very good, and the school plans very carefully for its inclusion across the curriculum. The school's very good philosophy, that ICT is an important resource in almost all areas of learning, is reflected by the pupils' confidence in treating the subject in the same way that they treat books or pictures by famous artists – interesting, and useful in providing answers to assuage their curiosity and make life easier in general. The school recognises that the use of ICT should be extended further in mathematical investigation. Although examples were found of this, there is room for expansion in this area.

HUMANITIES

64. Religious education was inspected in full and is reported below. History and geography were sampled. An analysis of pupils' previous work and teachers' planning for both these subjects, together with discussions with teachers and pupils, shows that provision meets the requirements of the National Curriculum.
65. In a Year 4 **geography** lesson, the teacher demonstrated the effect of water meeting the sand. This provided a good illustration of the effect of erosion by the sea. This followed from a visit the pupils had recently made to observe coastal erosion. Pupils then viewed photographs to identify the effects of water on the coastline identifying instances of erosion and deposition. Pupils began to understand the effect groynes had in trying to slow down the process of erosion on a beach. During this lesson pupils worked very effectively together demonstrating very good social skills. During the demonstration by the teacher pupils made sure that the smaller members of the class had a good view of the action. The subject of erosion was also used as the week's theme in Year 4 English, a good example of the school's very good curricular planning.
66. In the Year 6 **history** lesson pupils investigated evidence, which was collected locally, about the effect the German bombing on the area during World War Two. From the available evidence pupils began to distinguish fact from opinion in order to evaluate the usefulness or otherwise of the evidence. Pupils are confident in their learning and able to work very well together in small groups. Teachers' planning and management of pupils are very good and this ensures effective learning.

Religious education

Provision for religious education is **good**.

Main strengths and weaknesses

- Assemblies are used effectively to develop spiritual and social understanding.
- Pupils learn effectively to show respect and understanding of others.
- Very good use of made of spoken language skills.
- Pupils are reflective in what they do and considerate of others in their dealings throughout the school.
- Pupils do not keep a record of their reflective thoughts; this makes it difficult for pupils to understand the changes in their thoughts and ideas.

Commentary

67. Standards are in line with the requirements of the locally agreed syllabus. Pupils learn effectively about features of Christianity and other world religions. They learn very effectively about social and moral dealing with others. This, coupled with a strong sense of responsibility and support for others, contributes significantly to the very effective climate for learning in the school. Assemblies are well arranged to contribute to the developing self-reliance of the pupils. Consequently, pupils achieve well and improvement since the last inspection has been good.
68. Only two lessons were observed during the inspection. In Year 2 pupils listened to the Bible story of "The Prodigal Son". They listened intently and with interest because of the effective storytelling style of the teacher. Every so often the teacher stopped the story and asked the pupils what they would have done in a similar situation. Thus pupils were encouraged to take part in the story and reflect upon their own ideas and behaviour. In Year 3, pupils had studied the stories of Abraham across three religions. Pupils were beginning to understand the Biblical meaning of "idols". They were very well behaved and attentive. Pupils in Year 6 explore Islam by studying events in the life of Mohammed.
69. Pupils are encouraged to make good use of their language skills, especially speaking in groups. Although the links with the local church are frequent, those with other places of worship are not. Pupils have too few opportunities to record their ideas and feelings in writing and so evaluate how their own ideas change.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. No subject in this area of the curriculum was a focus for the inspection. As such, insufficient work was seen to make secure judgements on overall standards or the quality of teaching. An analysis of previous pupils' work and teachers' planning for all subjects, together with discussions with teachers and pupils, shows that provision meets the requirements of the National Curriculum.
71. No lessons were seen in **art and design**. Discussions with pupils elicited that the subject is very popular. An analysis of pupils' sketch books shows that techniques in drawing, painting and three-dimensional work are taught systematically throughout the school, and this is confirmed by a scrutiny of their finished work in folders or on display. Some of this work is of very high quality, although there are fewer large collective works than can be seen in some other primary schools. The school uses the work of famous artists well to inspire pupils and suggest new ways of expression, and not only the fairly common Picasso, Monet, etc., but also some less-well-know artists (or, at least, artists rarely used in primary schools). For example, some very good pointillist painting has been done in Year 2, based on the work of Seurat. Three-dimensional work is not neglected, with good work seen in papier mache and self-drying clay, but no clay models or pots are fired, so an opportunity for early exploration of glazing is missed. The school kiln is out of commission and needs refurbishing.
72. No lessons were seen in **design and technology**, and pupils take their finished products home, so there was little available evidence on which to judge standards. However, an examination of school documents shows that the subject is given a prominent place in the curriculum, and pupils spoke enthusiastically about it. By the time they reach Year 6, they have a very good understanding of the 'plan-do-review' cycle so essential to the nature of the subject. Even in Year 2, pupils have a very good knowledge and understanding of the planning process. This is helped by provision in reception for 'plan and make' lessons, and sessions in Year 1 officially labelled "Plan, Do, Review", which are very popular with infant pupils, as shown in the pupil questionnaire and reinforced in discussions. These lessons are not specifically about design and technology, and the good Year 1 session seen in the

inspection was mathematically based. However, they instil an idea that is useful in every subject but essential in design and technology. In the 'making' part of the subject, there was enough evidence to indicate that the National Curriculum is covered well, including the ubiquitous slipper-making project in Year 6. However, pupils could be given more opportunities to use woodworking tools. The school recognises this, and plans to increase tuition in this area.

73. Provision for **music** is enhanced by the school's effective use of a teacher from the local education authority music advisory service, who delivers some lessons alongside class teachers, and supports planning and staff training. In a very good lesson taken by this teacher, pupils in Year 6 successfully followed and performed complex rhythms. They worked well in groups to compose their own rhythms and devise ways in which they could be notated. Having been introduced to 'scat' singing¹, pupils showed good control of phrasing, rhythm and dynamics as they enjoyed performing their own such songs. Throughout the lesson, pupils showed very good attitudes and responded well to adults' encouragement and praise. In a lesson involving Year 2, pupils demonstrated satisfactory ability to follow a conductor to maintain a range of tempos and to sing up and down scales at different speeds and volume. The overall quality of singing in assemblies was satisfactory. Although the school has no choir, pupils sing to raise funds for national charities and have appropriate opportunities to perform in front of parents and peers. Instrumental tuition is currently limited to recorders and guitar. Whilst music is used for pupils' arrival and departure at assemblies, no mention is made of pieces played in terms of reference to the composer, style or instruments used. As such, this is a missed opportunity for pupils' further learning about music.
74. Lessons observed in **physical education** confirmed Year 1 pupils' ability to control a ball with a bat, make appropriate use of space available, and follow instructions. Pupils in Year 5 demonstrated satisfactory ability to throw and catch balls and use different bats to strike a ball. Both lessons confirmed that pupils have a clear understanding of the possible need for warming up before physical activities and of cooling down afterwards. Good provision is made for outdoor adventurous activities when pupils attend residential centres. School records show that swimming sessions at a nearby pool enable nearly all pupils to swim the required 25metres by the time they leave at the end of Year 6. Pupils enjoy a good range of out-of-class sporting clubs and events. Good links are maintained with the local secondary school whose students currently visit weekly to work with pupils after school on dance routines for a forthcoming festival. The school's extensive grounds are used well for the promotion of physical education.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

75. The school makes effective arrangements in lessons, extra-curricular activities and visits to contribute to the development of pupils' attitudes and values. Through social, moral and spiritual teaching pupils become aware of themselves and develop the knowledge to take responsibility and the confidence to enable them to develop into good citizens. Personal, social and health education lessons are timetabled regularly, but it was possible to see only two.

¹ This is a form of jazz singing where instead of singing words, the performer improvises and uses vocal sounds.

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	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
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).