

# INSPECTION REPORT

## **NAWTON COMMUNITY PRIMARY SCHOOL**

Nawton, York

LEA area: North Yorkshire

Unique reference number: 121306

Headteacher: Carol Edleston

Lead inspector: Tony Painter

Dates of inspection: 26 – 29 April 2004

Inspection number: 264273

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:	4-11
Gender of pupils:	Mixed
Number on roll:	103
School address:	School Lane Nawton York North Yorkshire
Postcode:	YO62 7SF
Telephone number:	01439 771245
Fax number:	01439 771927
Appropriate authority:	Governing body
Name of chair of governors:	Jon Gentry
Date of previous inspection:	3 November 1998

## CHARACTERISTICS OF THE SCHOOL

This community school is smaller than average with 103 pupils. Almost all are from white backgrounds, although three have home languages other than English. Most pupils live in the village or the rural area around the school. Although only around 2 per cent of pupils are eligible for free school meals, the local area is average in other respects. Children joining the school have consistently had below average overall attainment for their age. Currently, 19 pupils, that is, 18.4 per cent, have identified special educational needs, in line with the national average. These stem primarily from speech and communication difficulties. Four pupils have Statements of Special Educational Need, which at 3.9 per cent is above average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21512	Tony Painter	Lead inspector	Mathematics, science, information and communication technology (ICT), art and design, design and technology, physical education, music, special educational needs
8943	Margaret Manning	Lay inspector	
15015	Mike Wehrmeyer	Team inspector	The Foundation Stage, English, history, geography, religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This school is **very effective** and provides very good value for money. Its extremely well established ethos of very good relationships and high quality education ensures pupils' success.

The school's main strengths and weaknesses are:

- Consistently good teaching ensures that pupils achieve very well over time and reach well above average standards.
- Pupils' very good personal development leads to excellent attitudes that enhance their learning.
- Very good leadership and management give a clear focus on continuing development and improvement.
- Pupils have a very good range of effectively planned experiences to help them learn.
- Children get a good start to their schooling in the Foundation Stage.
- Pupils with special educational needs are supported and achieve very well.
- Good assessment systems could be used more effectively to set targets for pupils' development.
- Pupils' planning and note-taking skills could be developed further to aid their writing.

The school has made very good progress since the last inspection in maintaining high standards. In addition the new headteacher has led substantial improvements in its management structure. These are identifying further developments to contribute to improved curriculum planning and assessment.

### STANDARDS ACHIEVED

#### Year 6 results

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

Pupils' achievement is **very good**, considering their lower than average attainment on entering the school. National Curriculum test results in Years 2 and 6 have varied from year to year, reflecting the small cohorts of pupils taking the tests. Children in the reception class make good progress, particularly in personal and social development. Most reach the goals children are expected to reach by the time they start Year 1 and they continue to make good progress in Years 1 and 2. Pupils' attainment by Year 2 is in line with that found nationally and reflected in the school's National Curriculum test results at that age. There are signs of further improvements, particularly in science and mathematics. The 2003 Year 6 National Curriculum test results were very strong in science and mathematics, where results were in the top 5 per cent nationally. The present group of pupils are achieving standards well above average in all three subjects, with science standards remaining very high. These standards reflect pupils' very good achievement, resulting from a high proportion of very effective teaching. Pupils' English standards are depressed because they lack the good range of planning and note-taking skills needed to structure their writing. Pupils with special educational needs make very good progress throughout the school and many achieve the nationally expected levels.

Pupils' behaviour and attitudes to school are excellent and the school gives them **very good** spiritual, moral, social and cultural development. They show excellent levels of interest in all school activities. Attendance is very good.

## **QUALITY OF EDUCATION**

The school provides **very good** education, with consistently **good** teaching and learning. Much teaching is very good. Throughout the school, teachers set very high standards and use their very good relationships to engage and encourage pupils. They make very good use of resources to help pupils to learn. Well trained and effective teaching assistants give good support, ensuring that all pupils achieve very well.

The recently improved very good curriculum provides clearer guidance for teachers. It gives pupils a very wide range of experiences, enhanced by very good activities outside lessons. Teachers make overall good use of information from the school's assessment systems to match tasks to pupils' different abilities and set targets. However, they could make more use of these targets to help parents and pupils know how well they are doing and what they need to do next. Very good links with parents and the local community contribute much to pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **very good**.

Leadership is very good. The headteacher's outstanding drive, clarity of vision and high aspirations have led to improvements in subject leaders' roles, including better assessment and monitoring.

Very effective management uses rigorous self-evaluation in very good development planning, which closely links finances, staff's professional growth and high standards.

Governors are very closely involved with the school, know its strengths and weaknesses very well and help to shape the vision for the school's future.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Most parents are very positive about the school's work. A few express reservations about leadership but the inspection finds no justification in their concerns. Pupils recognise many strengths, particularly the very strong relationships at all levels. They particularly enjoy the very wide range of activities available to them, despite the small size of the school.

## **IMPROVEMENTS NEEDED**

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

- make greater use of the assessment system to identify targets that help teachers to improve pupils' learning further;
- improve pupils' planning and note-taking skills to aid the pace and structure of their writing.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Pupils achieve very well and reach well above average standards by the time they leave the school. The achievement of pupils in Years 3-6 and of those pupils with special educational needs is particularly strong.

#### Main strengths and weaknesses

- Consistently good teaching ensures pupils' overall very good achievement through the school.
- Standards achieved in science by the end of Year 6 are particularly high.
- Pupils with special educational needs have good support and make very good progress.

#### Commentary

1. Children in the reception class do well from a lower than average starting point. By the time they begin Year 1, most reach the expected standards in all areas of learning. They make particularly good progress in their personal and social development. Children's achievement is good because staff work effectively as a team and know the children very well. Activities are imaginative and effectively planned to support and challenge pupils very well.
2. In Years 1 and 2, pupils continue to achieve well, due to consistently good teaching. They reach average standards in reading, writing and mathematics, reflecting the school's results in last year's national tests for seven year-olds. These results have varied from year to year and the 2003 results were below those of similar schools. However, in these very small groups of pupils, small changes in general ability have a considerable impact on percentage results. Pupils' results over the last three years have been above average. There are also indications of rising attainment, resulting from a more systematic approach to the curriculum and national guidance. Standards in science are above average. This reflects the good emphasis on investigative approaches and practical work through the school.

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

Standards in:	School results	National results
Reading	16.3 (16.9)	15.7 (15.8)
Writing	14.8 (16.1)	14.6 (14.4)
Mathematics	16.5 (18.1)	16.3 (16.5)

*There were 11 pupils in the year group. Figures in brackets are for the previous year*

3. The good progress made earlier is built upon very effectively and pupils achieve very well in Years 3-6. The school's overall test results in Year 6 have been consistently very good over recent years. Indeed, the 2003 results in mathematics and science were in the top 5 per cent when compared with all schools nationally and with similar schools. Large proportions of pupils reach the higher levels of attainment. Analysis of pupils' individual results shows that, overall, they made exceptional progress from their standards at the end of Year 2. The English results were good but, unusually, weaker than normal. Effective measures have been taken to address this, with a consequent return to higher attainment. The standards in English and mathematics seen during the inspection were maintaining well above average levels and science standards are exceptionally high.

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

Standards in:	School results	National results
English	28.1 (29.7)	26.8 (27.0)
Mathematics	31.9 (29.3)	26.8 (26.7)
Science	33.0 (31.0)	28.6 (28.3)

*There were 16 pupils in the year group. Figures in brackets are for the previous year*

- Overall standards in ICT are average but rising, with pupils having good skills in some aspects such as word processing. Current moves to replace and improve equipment are having a positive impact. However, some aspects of the subject receive only limited attention at present, reducing overall standards. Standards in most other subjects are above average and pupils achieve well.
- Lower attaining pupils and those with special educational needs make very good progress. They are supported effectively by teachers and teaching assistants. Pupils take a full part in all lessons and their very good achievement is clear in the high proportion that go on to get average and above levels in National Curriculum tests.

### Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **excellent**. Their spiritual, moral, social and cultural development is **very good**. Punctuality and attendance are **very good**.

### Main strengths and weaknesses

- Very good working relationships enable pupils to achieve well and attain high standards.
- The school develops pupils' moral and social awareness exceptionally well, so that their confidence, self-esteem and interest in school life is outstanding.
- Teachers set very high standards for pupils' behaviour that promote pupils' excellent conduct and attitudes to learning.
- Arrangements for pupils' cultural development, while good, lack sufficient attention to awareness of issues in a multi-cultural society.
- Reception children achieve particularly well in their personal and social learning goals.

### Commentary

- The school sets the highest standards for pupils' work and behaviour. Children's social development starts in the reception class, where pupils make good progress, growing rapidly in maturity. Strong features such as the school council, residential holidays and a consistent approach to discipline by all adults ensure that older pupils gain strong ownership of the responsibilities of living in a community. The school has maintained the outstanding quality of behaviour observed during the previous inspection and there have been no exclusions. Relationships are very good throughout the school, enabling pupils to work and play in a pleasant manner, without fear of harassment or bullying. This creates very calm, ordered conditions in lessons, where pupils can concentrate and make good progress. This is particularly valuable for pupils who have special educational needs, enabling them to grow in confidence and self-esteem. Pupils have an excellent attitude to school life and learning.
- The school's moral framework is of very high quality, encouraging pupils to uphold the code of 'right from wrong' to the very best of their ability. Consequently, Nawton School pupils are renowned in the area for their fair play and effort on the sports field. The school rightly prides itself on its strong, spiritual ethic and adults are splendid role models for the pupils. This manifests itself in pupils who are thoughtful and considerate of the values and beliefs others. The good programme of cultural education widens pupils' horizons in art, literature, music and

dance. It does not, however, include as sharp a focus on pupils' awareness of the richness and variety, as well as the issues, of our multi-cultural society.

## Attendance

- Parents make sure that their children attend very regularly and that they arrive at school in good time.

### Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.1	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 school provides very good education. Teaching and learning are consistently good and the curriculum is very good. A rich programme of extra-curricular activities and very good links with parents and the community promote pupils' learning. The school provides very good levels of care.

### Teaching and learning

The quality of teaching and learning is consistently good. Much is very good, particularly in Years 5 and 6. The use of assessment is good overall.

### Main strengths and weaknesses

- Very good relationships and clear expectations of behaviour create a good atmosphere for learning.
- Good routines and organisation in lessons result in a good rate of learning.
- Good resources and teaching methods encourage pupils, while stimulating their enjoyment of lessons.
- Very good support enables pupils with special educational needs to make very good progress.
- Teachers could make more use of assessments and targets to help pupils to judge how well they are doing and how to improve.

## Commentary

### Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	10	17	2	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.

- Teaching is consistently good throughout the school and this enables pupils to achieve very well overall. Much teaching is very good and leads to very effective learning. In the Year 5 and 6 class, for example, pupils of all abilities are challenged strongly to perform and they enthusiastically rise to these demands. As a result, pupils' performance in many subjects is extremely high. This is particularly evident in science, where incisive questioning challenges pupils to draw scientific conclusions from their observations. Parents and pupils are appreciative of the high standard of teaching.

10. The teaching of Foundation Stage children is consistently good, and many lessons are very good. Personal, social and emotional development is promoted very well and children settle very well, because of the sensitive way that the staff help the parents and children through the starting stages. Staff provide a well organised, stimulating and creative learning environment. There is a very good balance of formal work in basic skills and free choice activities, where children explore and investigate the world around them. Staff assess the children's progress continuously in all areas of learning and tasks are particularly well matched to the attainment of the children. All staff are constantly on the watch for opportunities to move children to the next step in their learning. Support assistants work very effectively with individuals or small groups, promoting good learning by children of all abilities
11. Throughout the school, staff provide a caring environment that fosters very positive relationships. Teachers organise classrooms and lessons very well, making their high expectations of both work and behaviour very clear. As a result, pupils' behaviour is exemplary and they confidently engage in all activities. These very positive attitudes have a significant impact on pupils' learning and achievement.
12. Teachers make very good use of well-prepared resources to give lively presentations and good explanations. These capture pupils' interest, engage them in their learning and help them to understand. The teachers promote plenty of discussion within lessons and question pupils very effectively. Questions are supportive, but appropriately challenging, encouraging pupils to think hard about their work and to apply their earlier learning well. This contributes well to the pace of many lessons and effectively takes pupils' thinking and learning further.
13. Lower attaining pupils and those with special educational needs are taught very well. Teaching assistants play a particularly strong role in supporting these pupils and ensuring that they play a full part in all activities. Staff work well with pupils individually and in groups, leading to very effective learning. Pupils' individual learning plans are clear, precise and closely linked to lesson plans.
14. Teachers have very thorough personal knowledge of pupils. They use this well in lessons to ensure that tasks and questions are matched closely with the needs of pupils of different abilities. They are currently supplementing this with increasingly rigorous assessment systems. Secure, thorough procedures have been established, representing good improvement from the time of the last inspection. Teachers record detailed assessments and use these effectively, both to match tasks to pupils' different abilities and to set individual and school targets. Pupils in Years 5 and 6, in particular, know their targets and can refer to them to consider how they can improve their work. However, teachers could make more use of these targets to help parents and pupils know how well they are doing and what they need to do next.

## The curriculum

Curricular provision overall is **very good** with a **very good** range of extra-curricular activities, visits and visitors. Accommodation and resources are **good**.

### Main strengths and weaknesses

- A very good curriculum provides pupils with a rich variety of learning opportunities.
- The Foundation Stage curriculum is very well designed to meet individual needs of children and give them a very good start in learning.
- Very good arrangements for pupils who have special educational needs enable them to make particularly good progress.
- Planning for groups of pupils does not consistently contain precise enough targets.
- Teachers plan the sequence of learning very well, so that each stage of learning sets a strong foundation for the next.

## Commentary

15. Teachers construct a wide ranging and effective curriculum that gives pupils a wealth of relevant learning experiences, both in and out of the classroom. Acting on the recommendations of the previous inspection, the staff now base the long term planning for all subjects on recognised national or local guidelines. This is a considerable improvement and gives the planning a secure foundation for progression. Planning within each stage of learning enables teachers to give pupils skills, knowledge and understanding that they use to maximum advantage in the next. Teachers are adept at linking elements from different subjects to strengthen their planning and harness the interests of the pupils. For instance, they ensure that plans include good, systematic opportunities for pupils in all year groups to use English, mathematics and computer skills in a wide range of subjects. Mathematics, for example, features well in design technology and science, and English forms the backbone for recording in religious education and history.
16. Occasionally, individual lesson planning does not provide targets that are sufficiently precise to move groups of pupils forward at a fast enough pace. In these lessons progress is good, but not very good. The planning for pupils who have special educational needs, however, is very good throughout the school. Teachers match work very closely to individual pupils' needs. They brief teaching assistants very well before the lessons, which enables them to work very effectively with these pupils. This strong provision contributes significantly to the very good progress pupils make.
17. The curriculum for the children in the reception year is very well designed and promotes good progress through the stepping stones in each area of learning. It provides a good basis for the children's further learning and a smooth transfer to the next stage of education. Teachers take particular care to ensure good communication in difficult circumstances. The many classroom assistants in reception start the week with up to date planning that enables the organisation of activities to operate smoothly and productively.
18. The staff are single-minded in their determination to give pupils the widest possible range of exciting and practical learning experiences. These make good use of the school's good resources. A wide range of relevant visits or visitors backs up virtually all subjects. These bring learning to life and make a lasting impression in pupils' minds. In geography and science, for example, field trips and the wildlife club give pupils vital observations, which they use in their classroom learning. The school site is a valuable resource for these and many more practical experiences. Most pupils participate in at least one of the school clubs. The school's sporting provision is second to none. These enhancements enliven the curriculum and the class work deriving from them contributes well to raising standards.

## Care, guidance and support

The school pays **very good** attention to the care, welfare, health and safety of its pupils. It gives them **good** support, advice and guidance and involves them **well** through seeking, valuing and acting on their views.

## Main strengths and weaknesses

- The school is very thorough in making sure that pupils are well cared for, regarding their health and safety.
- There are very good arrangements to make sure that children settle into school well.
- Very good and trusting relationships within school mean staff know and support pupils well.
- New assessment and target setting systems are effective but their use can be extended.

## Commentary

19. Health and safety is a regular item on the agenda of the governing body's meetings and the minutes show the importance they place on it. The school makes sure that staff are very well trained in areas such as first aid and in procedures for the protection of children, including

those in public care. Fire exit procedures are carried out regularly, and very conscientiously, including one organised very recently to test out the systems in the new building

20. Parents are pleased with the arrangements the school makes for children starting school. These include home visits and consultation with parents about the best timetable for each child to start on before they come full time. Parents and children alike have plenty of chances to become familiar with the school and its staff before they start. The school maintains strong links with foster carers, so that pupils arriving during term time can settle in more easily.
21. The very good relationships seen between pupils and teachers in lessons and throughout the school day showed that pupils feel well supported. Those pupils spoken to before the inspection were confident that, in the rare event of any incident such as bullying, all teachers would deal with the issue well. Pupils' opinions are thoughtfully listened to through the school council and they have been thereby enabled to purchase playground equipment, for example, which many pupils wanted.
22. The school's assessment systems give good information on how well pupils are doing and teachers know their pupils very well. As a result, pupils have good support and guidance to help them improve. Recently, the school has introduced a system of personal targets which contribute well to pupils' own understanding of their progress. However, elements of this system are still being introduced and it has not reached its full potential to help pupils and parents understand what they need to do next.

### **Partnership with parents, other schools and the community**

The school has **good** links with parents and also with the community. Its links with other schools and other educational establishments are **very good**.

### **Main strengths and weaknesses**

- The school works very hard to involve parents, keeping them informed well and listening to their views.
- Most information parents receive is of very high quality, but they could have more information on how to support their children.
- The strong links the school makes with other schools are very beneficial to pupils' learning.
- Parents are very keen to support the education of their children.

### **Commentary**

23. Although some parents do not have great confidence that the school seeks their views, it is clear from school records that their views are taken seriously. Care was taken to answer the questions that arose from the last full parents' questionnaire and all parents received a thoughtful letter on these matters. Suggestions from parents, such as having a weekly newsletter, have been taken up successfully and this has resulted in an increased level of information to parents. The school actively encourages parents to come in. Those with young children are particularly encouraged to join in social events and also to find out how their children are taught, through the SHARE project.
24. The formal information parents receive is of very high quality and they have plenty of opportunities to talk to staff about their children's progress. Annual pupils' reports are well written and clearly indicate what the individual pupil can do. As a result, they have a good picture of how well their children are doing. Topic lists are set out each term so parents know in advance what their children will be doing. In spite of this, a few parents still feel they are not sufficiently well informed. For example, reports do not have precise information of what National Curriculum levels their children are working at. The newly introduced target system is not yet reflected in the information to parents and would give a clearer picture of how to support their children.

25. The school works very co-operatively with the local secondary school. For example, pupils undertake bridging projects which they continue there when they move on. They also share facilities such as the swimming pool and gym. Secondary school pupils have worked with reception children, making books for them. They are shortly to do some orienteering with Year 5 and 6 pupils. The close link with an outdoor pursuits centre, where Years 5 and 6 go on residential visits, has resulted in an interesting outreach project involving all pupils in physical education activities.
26. Parents are very well represented on the governing body, which shows their commitment to both the school and to their own children's education. They support their children well at home, judging by the very good homework which pupils are keen to bring in. Some parents also make a positive contribution to supporting pupils' education by running various clubs, such as those for football, French and the practical wild life club which takes place in the school grounds.

## **LEADERSHIP AND MANAGEMENT**

The leadership, management and governance of the school are **very good**.

### **Main strengths and weaknesses**

- The headteacher's outstanding drive, clarity of vision and high aspirations are creating strong teamwork and steering further improvements.
- Subject leaders have very clear understanding of developments.
- Governors' close involvement with the school helps shape the school's future.
- Rigorous self-evaluation ensures very effective management of the school.
- Very good development planning closely links finances, staff professional growth and high standards.

### **Commentary**

27. The headteacher has a particularly clear vision for the future of the school. All staff and governors share this vision, which is ensuring very high standards while promoting very good developments. Under this very good leadership, staff have put in place very effective systems for assessing pupils' work and monitoring both teaching and subject provision. These underpin the strong teaching that has helped to maintain the school's high standards since the previous inspection. They set a firm agenda that enables the school to evaluate its own performance and take quick action on developing trends. The information feeds into the thorough and comprehensive school development planning. This planning is under regular scrutiny by the governing body, as they carry out their vital role of concerned critical friends of the school. Regular and rigorous analysis ensures that governors know the school's strengths and weaknesses very well and ensure that statutory requirements are fully met.
28. The school has as its ambition the pursuit of excellence. All staff contribute very effectively to the whole-school improvement plan, which drives a strong cycle of continuous improvement. The teachers set challenging targets, not only in their action plans but also in their own performance management system. A key improvement since the previous inspection lies in the organisation of subject management. The teachers have evolved from being co-ordinators to subject leaders. Under the guidance of the headteacher, the new leaders feel empowered to have strong ownership of their subjects. They take a pride in monitoring pupils' work and standards, teaching and resources. The management of special educational needs and of the Foundation Stage, for instance, is very good, contributing to very good provision that enables the children to achieve well and make very good progress.
29. Parents and pupils alike value the family feel of the school. Inclusion and care of pupils are embedded in the heart of the school's work. The headteacher listens well to parents and pupils, and their views are taken into account in planning. The headteacher and governing body maintain full oversight of the well-run financial systems, with the help of the local education

authority. They ensure that money is spent wisely, in keeping with the principles of best value. For instance, careful consideration was given to the planning of the new computer suite, to ensure that the budget surplus was used to the maximum benefit of pupils. The school's next planned step is to undertake the debate about staff workload, as it prepares for the national initiative on workforce re-modelling.

## Financial information

### Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	301,112	Balance from previous year	54,088
Total expenditure	305,005	Balance carried forward to the next	50,195
Expenditure per pupil	2,788		

30. Past years' underspending resulted in the relatively large accumulated balances. Effective use of funds to expand and modernise the school's ICT provision has substantially reduced this sum during 2003/4.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

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

31. The staff share a common vision of providing a stimulating and creative learning environment, while retaining the rigour to raise standards. The adults' care and concern for the progress of the children is one of many reasons why they achieve so well. Teaching is consistently good, and many lessons are very good. The curriculum is imaginative and planned in such a way that all children are supported and challenged very well. Fourteen children under five make up the reception half of a classed shared with Year 1 pupils. The reception children settle very well, because of the sensitive way that the staff help the parents and children through the initial stages.
32. Staff assess the children's progress continuously and are always on the watch for opportunities to move children to the next step in learning. The activities are well organised to make the most flexible use of the facilities and to separate the work of reception children from that done in Year 1. The support assistants work very effectively one to one, or with small groups, and the tasks are particularly well matched to the attainment of the children. The unusually large number of adults ensures that all of the wide range of learning centres are used effectively. The children thrive amidst the vast array of fascinating new resources, their eyes aglow with wonder and curiosity. During the day they experience a very good balance of formal work in basic skills and free choice activities, where they can explore and investigate the world around them.

### **Personal, social and emotional development**

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

#### **Main strengths and weaknesses**

- Very good relationships between children and adults create stimulating atmosphere and very effective learning.
- Very good planning makes the most of opportunities for children to interact and mature.

#### **Commentary**

33. This area of learning receives a high profile and the children achieve very well. They make rapid progress and, by the time they start in Year 1, most children have reached the early learning goals. This is due to very good teaching, very good relationships and a well-planned, ordered environment in which children quickly settle and feel secure. They adapt well to the consistent routines, and this shows in the way they listen attentively to the adults. Children are encouraged to take responsibility. They are becoming confident in working independently on their tasks, in preparation for the more formal routines in Year 1. They take turns being monitors, for instance, helping to give out milk and taking the register to the office. All learn to see the importance of keeping the environment neat and safe, and children tidy up enthusiastically. Behaviour is very good. The Year 1 pupils are good role models for the younger children. Because staff are skilled in knowing how young children learn, they plan an effective range of activities, which develop confidence and social skills. These lead to good sharing and growing interest and concentration, as well as a strong desire to learn.

## Communication, language and literacy

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

### Main strengths and weaknesses

- Reading and writing are taught well, to enhance children's communication skills.
- Occasionally opportunities are missed to extend the children's speaking skills.

### Commentary

34. Teachers plan carefully to provide a structured range of activities specifically to develop the children's language skills, which are below average when they start school. All children achieve well, and make good progress, so that most reach the levels expected for their age as they start Year 1. This is because of good teaching of reading and writing. Children learn to relish new words in exciting or humorous stories like 'Commotion in the Ocean'. With very good assistance from the nursery nurses and other adults the teachers encourage the children to learn the shapes of letters and how the sounds make words. By the end of the nursery year the children have learned that the words they see in books have a meaning and that they can read many of them. They also learn that the marks they make on paper can become real writing, and their spelling is improving all the time.
35. Teachers take children in stages through the planned stepping stones, and assess their progress well. No time is wasted and staff provide challenging activities that are well matched to the needs of the children, particularly those with special educational needs. The learning is fun and highly effective. While the adults engage children in speaking throughout the day, there are occasional opportunities missed. For instance, during lesson introductions children do not get enough chance to contribute their ideas in full.

## Mathematical development

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

### Main strengths and weaknesses

- Very good teaching enables children to learn well through practical activities.
- The large number of support assistants enables tasks to be matched closely to the needs of children working in small groups.

### Commentary

36. The high quality teaching uses practical activities to help children's understanding of number and related mathematical ideas. Consequently children achieve well. Most move from a lower than average starting point to attain the early learning goals by the time they start Year 1. The teachers use a wide range of mathematical and play equipment to allow children to explore number, pattern and shape. Children learn to count in small groups, where adults can give continuous close attention. This enables children to consolidate their learning well, and apply it in their exploration around the classroom. Teachers create good learning conditions, for instance assembling a range of unusual materials for children to trace their numbers from, so as to get the feel of the shape. They encourage children to use correct mathematical terms. Skilled questioning helps children to develop their own thinking, curiosity and confidence in risking answers. The teachers use precise assessment well. This means they can move the children on at just the right moment to ensure good pace to learning. By the end of reception, most children are recording simple addition and subtraction sums to ten and using their knowledge to fill in missing numbers on a number line showing, for example, that six is one more than five.

## Knowledge and understanding of the world

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

### Main strengths and weaknesses

- Good teaching provides children with numerous opportunities to learn about the world around them.
- The staff provide a great variety of resources, visits and visitors to enrich children's learning.
- The children's computer skills are above average for their age.

### Commentary

37. Good teaching and learning enables children to make good progress. Children enter the reception with below average standards in this area, but they achieve well and reach the early learning goals by the end of the year. In computer skills children do even better. They start school with only limited knowledge but by using the computers in the new ICT suite, they gain skills rapidly and make very good progress. Teachers use the 'big book' resources well to help children to understand growth and the passage of time. They take the children around the school, outside the premises and to places further afield. In this way children acquire the language of geography, such as moving and turning, left and right, near and far. At present they are closely observing the growth of a wide range of plants in the classroom.
38. By careful questioning the teachers help children to learn simple religious ideas about special places and people. The children learn that special events are celebrated in the same kind of ways in many cultures. For instance, in a rapidly paced lesson, children made party cakes, sandwiches and hats to represent the British way of celebrating birthdays, which helped them understand the contrast with the Hindu style. The teachers assess the children's progress well, compiling precise records to hand on to the Year 1 teachers.

## Physical development

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

### Main strengths and weaknesses

- Very good teaching provides children with many opportunities to develop co-ordination and experience outdoor play.
- The children's skills in adventurous play are above average.
- The outdoor play area is not yet used to its full potential.

### Commentary

39. Many children start the reception class with underdeveloped skills in running, jumping and climbing. Many are unused to play on large equipment such as tricycles and wheeled vehicles. Very good teaching develops these skills so that they can be measured on the Foundation Stage profile. The children achieve well and by the end of the Reception Year most have reached the early learning goals. Their fine finger control of small items, such as when holding pencils, brushes and other small objects, is also limited at the beginning of the year. Consequently, the teachers provide a very large number of opportunities for children to handle a wide range of items that improve finger and grip control. This leads naturally to the care in accurate formation of letters and numbers. By the end of reception, the children's grip control skills are brought up to the level expected for their age.
40. Teachers use the colourful new outdoor play area well enabling the children to explore vigorous movement, and to enjoy climbing and balancing on the large equipment. This aids considerably their confidence and physical development. Teachers track children's progress carefully through the stepping stones to learning and adapt the activities accordingly. Teachers bring in outside expertise to give children experience of unusual physical activity. For instance, the children enjoyed the recent outdoor adventurous pursuits enormously. Children with special

educational needs benefited particularly well. The planned events brought them right into the heart of the team games. The outdoor area is still being developed so there is not the full range of activities outside, needed to promote children's further development.

### **Creative development**

Provision in creative development is **good**.

#### **Main strengths and weaknesses**

- Good direct teaching of skills, combined with good opportunities to learn through play, lead to above average standards.
- Children are provided with an exciting range of activities that enriches their learning.

#### **Commentary**

41. Most children start the reception year with an average level of creativity. Staff have given children a wide range of stimulating and fun activities to build further on these talents. The art corner is a busy studio, where children explore colour mixing with bare hands, learn close observation skills and a variety of techniques. The adult helpers give much valuable support. They encourage the children particularly well, having established such good relationships with them. There is a wealth of opportunities for imaginative play in the 'home corners' and other role play situations. These are particularly valuable for pupils who have special educational needs, as they thereby identify more closely with the imaginative world. Teachers provide lively music and dance sessions that extend the children's vocabulary, as well as their skills. Their play extends their creative ideas and enhances their spoken language well. Since this input is carefully planned and assessed, the children make good progress and achieve well to reach beyond the early learning goals at the end of reception. Children display a lively imagination and a well-developed, confident approach to creative situations.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **very good**.

#### Main strengths and weaknesses

- Consistently good teaching enables pupils to achieve very well and reach well above average standards by the end of Year 6.
- The data from a very good range of assessment procedures is insufficiently used for setting precise targets for group tasks within lessons.
- Very good support by classroom assistants helps raise standards well, particularly for lower attainers.
- The range of pupils' learning skills is not extensive enough.

#### Commentary

42. The school has maintained its high standards since the previous inspection. Pupils achieve particularly well because they are coming from a lower than average starting point on entry to the school. Standards by the end of Year 2 are average. Pupils make good progress in lessons and achieve very well. The teaching in Years 1 and 2 rightly focuses on embedding key basic skills that the pupils can capitalise on later in their learning. Standards by the end of Year 6 are well above average. Very good teaching enables pupils to make progress that is, likewise, very good.
43. Staff support pupils who have special educational needs particularly well, setting tasks that are very closely matched to their needs. As a result, these pupils try really hard, achieving very well and maintaining a very positive self-image. The work of the many support assistants is most valuable in bringing these lower attaining pupils very close to the standards of their peers.
44. Teaching is consistently good through the school. Teachers engage pupils well, because they establish very good relationships with them and value their ideas. A great strength is that teachers give pupils ample opportunities to speak, and are careful to include all abilities during a lesson. Therefore standards are improving in speaking, and in listening too. All pupils respond to the teachers' high level of challenge in a very positive way. Behaviour and pupils' attitudes to learning are outstanding. Pupils listen well in lessons, are prepared to think carefully and wrestle persistently with ideas. The pace of learning accelerates for the older pupils, which is why there are more very good lessons in the older year groups. Staff identify teaching very closely with learning, and promote learning skills effectively. Pupils use reading well for research. They learn the rules of spelling and the structure of writing, to include them permanently in their work.
45. Teachers plan work on several levels, to match the ability range, although at times the targets for group tasks are not sharp enough. As a result, although pupils achieve well, they are working at less than their best pace. Teachers have introduced a valuable strategy for encouraging pupils to set their own targets. These are effective in prompting pupils to re-evaluate their work and make changes to improve it. However, pupils lack the clear knowledge of attainment criteria, such as speaking levels, needed to help them advance their own learning still further. Some pupils in Years 5 and 6 did not have confident note-taking or fast planning skills when needed, which restricted the range, structure and pace of their writing.
46. The headteacher has established much stronger subject leadership than seen in the previous inspection. The English leader has a firm grip on standards, trends and how to secure further improvements. For example, analysis indicated that writing was an area that needed attention, so the leader established a programme of measures that have strengthened the provision significantly. These measures have been observed in action from as early as the reception year, and are contributing to an even more regular pattern of progress.

## Language and literacy across the curriculum

47. Teachers' planning includes specific reference to a good range of activities that enable pupils to practice and use their language skills to enhance standards in other subjects. Year 5 and 6 pupils, for instance, produce comprehensive topic books of research into their history work on Vikings. Year 4 and 5 pupils used formal speaking well in their geography debate about the best place for leisure tables on the school site. Good writing occurs in design and technology, where pupils record their design briefs and evaluate their work carefully at the end of a project. Literacy links are monitored in a systematic way by the subject leader.

## MATHEMATICS

Provision in mathematics is **very good**.

### Main strengths and weaknesses

- Pupils reach well above average standards by Year 6.
- Teaching is consistently good, leading to very good achievement throughout the school.
- Pupils with special educational needs are supported very effectively and achieve very well.

### Commentary

48. Pupils achieve very well overall, starting with below average attainment and reaching well above average standards by the end of Year 6. This is reflected in the school's past National Curriculum test results at this age. There have been variations in the Year 2 results from year to year, primarily reflecting the ability of the different groups of pupils involved. However, Year 6 standards have been consistently very good and in some years, such as 2003, have been in the top 5 per cent in the country. These results have been well above those of schools with similar backgrounds. Current Year 2 pupils are reaching average standards overall. However, there are indications of higher attainment in the high proportion of lower-attaining pupils who are achieving very well and reaching average levels.
49. A key strength of lessons lies in the very high expectations teachers have of pupils. Lessons are structured and organised very well and delivered at a swift pace. There is good emphasis on mental calculation and getting pupils to explain how they work calculations out, which is leading to the development of good mental skills. Presentations and explanations are clear and precise, often making good use of resources to ensure pupils understand. Teachers quickly intervene to ensure that pupils are making good progress, if any become confused during the lessons. Teachers pitch questions at well-judged levels, to challenge and extend pupils effectively. This informal assessment helps pupils to think hard and learn well.
50. Throughout the school, very good relationships between staff and pupils form the foundation of effective learning. Pupils are treated with respect and so feel confident enough to explain their mathematical thinking. For example, Year 5 and 6 pupils were keen to share their strategies for rounding decimal numbers. Teachers encourage pupils strongly and this ensures that they develop positive attitudes toward their work and that their behaviour is very good. Pupils' enthusiastic responses contribute significantly to good pace and learning in all lessons. Pupils work hard and productively, which ensures they make good progress.
51. Lower attaining pupils and those with special educational needs have good support that allows them to play a full part in lessons. They are supported well in groups or individually by well trained and very effective teaching assistants. Tasks are tailored effectively to address their needs, making good use of guidance in their individual education plans. As a result, these pupils achieve very well, sometimes exceeding the national averages.
52. Leadership is good and the co-ordinator has a very good understanding of the challenges facing the school to maintain high standards. A clear monitoring and evaluation cycle has been established, with strong links to training and professional development. This has ensured good

improvement since the last inspection. Strong systems for assessing and analysing pupils' achievements and progress provide teachers with good information. This is used with increasing effectiveness for identifying strengths and weaknesses in provision. Although its use in setting pupils' targets has begun, teachers could develop this further, for example by sharing levels of attainment more with pupils and parents.

### **Mathematics across the curriculum**

53. Pupils make very good use of their mathematical skills in other subjects. Pupils collect data in a wide range of lessons, including science, and use different forms of graphs to display their findings. Pupils also show confidence when using ICT to carry out these tasks. Measurements are made with increasing awareness of scale in design and technology; their accuracy is apparent in the good fit of the pieces made.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Very good teaching throughout the school helps pupils to achieve very well and reach very high standards.
- A strong emphasis on practical and experimental work captures pupils' interest and attention.
- Very good leadership maintains and develops the subject very well.

### **Commentary**

54. Pupils achieve very well throughout the school and reach high standards, further improving on the strong position described in the last report. In the 2003 national teacher assessments, Year 2 pupils achieved average standards. However, current Year 2 pupils are doing better than this. Year 6 pupils' results in the 2003 tests were in the top 5 per cent in the country, with all pupils, including those with special educational needs, reaching the higher Level 5. This was performance at an impressive level and the current year group is likely to get close to this level, well above the national average.
55. Pupils achieve these standards as a result of very good quality teaching, particularly in Years 4-6. In particular, there is a rigorous approach to developing pupils' skills in investigation, discussion and decision-making. No significant differences were observed between the achievements of boys and girls. All pupils achieve very well and those with special educational needs make particularly strong progress, often exceeding the national average attainment. Pupils' work in science contributes well to their learning in literacy, numeracy and ICT, as they discuss and set out their findings. Maintenance of high standards and continuing improvement are the result of very good leadership and management. The subject leader has very good knowledge of the subject and involves herself in many developments beyond the school. She uses assessments and teaching observations very effectively to identify developments to maintain the school's very high standards. This leads to well-targeted and challenging work that gives pupils a strong foundation in the subject and prepares them very well for future stages of learning.
56. Throughout the school, teachers plan and organise lessons very well, making effective use of good resources. Due to a strong emphasis on thorough practical investigations, pupils gain and correctly use scientific vocabulary and information. Teachers encourage pupils to think like scientists. This approach is successful and pupils increasingly draw on earlier learning to ask their own questions and make suggestions about the subject matter. They are determined to test their own hypotheses and quickly develop good understanding of fair testing. For example, Year 2 pupils described their investigations into forces in terms of what they thought, what they did and what happened. Year 4 pupils had many good ideas of how to test for a woodlouse's preferred habitat in a homework task. In a challenging lesson on microbiology in Years 5 and 6, the teacher used incisive questions, based on previous learning, and required pupils to think

independently. Pupils responded with great enthusiasm within an atmosphere of excellent relationships and very high expectations, leading to very good learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- New equipment and facilities are giving pupils good experiences and raising standards.
- Teachers plan pupils' work well, effectively linking it with other subjects.

### **Commentary**

57. Standards of attainment are average by Year 6, lower than those described in the last report. However, pupils' ICT development has been restricted recently, as the school has extended the building and introduced a new computer suite. This provision represents substantial improvement over the range of equipment previously available. First signs indicate that standards are now rising rapidly, as greater use can be made of the new equipment and facilities. Pupils are eagerly taking new opportunities, such as computer clubs, and these are also contributing to higher standards. However, at present pupils' skills in some aspects of the subject, such as control and sensing, are less secure than others such as word processing.
58. Pupils achieve well because teachers plan and give good opportunities to learn skills systematically through the school. Pupils are confident when logging on and off the network and they correctly use a good range of specialist terms to describe equipment and processes. Pupils use a good range of programs, including presentation software, which gives them skills in most aspects of the subject. Pupils' increasing confidence with the subject is improving their work and helping them to apply their skills effectively.
59. Teachers' increasing confidence in their own skills has led to good teaching overall. Good planning promotes methodical teaching of skills, which in turn gives pupils good opportunities to practise and apply them in other subjects. One of the most effective features of the new suite is the way teachers use it to teach other subjects with the support of ICT. Teachers have very good relationships with pupils and their effective organisation ensures that lessons have good pace. The positive atmosphere in lessons encourages pupils to work hard, showing consistently good attitudes when they work together.
60. Good leadership has focused attention on the correct areas to be improved. For example, good analysis of weaknesses in staff's personal skills and knowledge has been used to introduce good training and support for teachers and support staff. Improved assessment and monitoring of the standards of pupils' work is giving teachers and pupils a better idea of how well they are doing.

### **Information and communication technology across the curriculum**

61. Pupils make good use of their developing ICT skills to aid their learning in several parts of the curriculum. Teachers create good links between ICT tasks and learning in other subjects, particularly when using the ICT suite. This is having a big impact on pupils' understanding of how to apply ICT skills in their work. For example, Year 2 pupils identify parts of a Viking longship using interactive software. Year 4 and 5 pupils use their good word processing skills, when editing their writing to address the needs of specific audiences. This work supports pupils well in their learning, contributing to good achievement and improving standards.

## **HUMANITIES**

62. Work was sampled in geography and history but only one lesson was observed in each subject. It is therefore not possible to form an overall judgement about provision in these subjects. Analysis of pupils' work in Years 2 and 6 indicates that the curriculum is sufficiently

broad in each subject and that the skills related to them are developed year by year in a smooth sequence of steps. The short term planning sets a reasonable expectation of pupils' use of study skills, particularly reading, writing and numeracy. Teachers assess pupils' geography and history work three times during the year, to check that they are making sufficient progress.

63. In **geography**, teaching was seen with Year 4 and 5 pupils. The strength in the teaching lay in setting the geography in a problem-solving context as a challenge to pupils' thinking and research. Pupils were given ample opportunities for discussion, and learned by bouncing ideas off each other. Teachers use the school site creatively for field studies. These make the subject more interesting, and give pupils relevant experience to refer to in their work.
64. In **history**, the teaching in Years 2 and 3 indicated that good use is made of computers to guide pupils in research, developing skills in history and ICT. The work in Year 5 and 6 books indicates that pupils develop these research skills to an above average level. Their understanding of the Viking period is wide-ranging. The visit to a 'Viking centre' had clearly made a strong impact and gave depth to their studies.

### **Religious education**

Provision in the subject is **very good**.

#### **Main strengths and weaknesses**

- Very good teaching promotes very good achievement and above average standards.
- Good assessment enables teachers to track pupils' progress.
- Too often, lesson objectives are not checked in the closing plenary sessions.

#### **Commentary**

65. The school has maintained its higher than average standards since the previous inspection. Very good teaching promotes very good achievement. Pupils' standards by the end of Years 2 and 6 are above those expected for their age. Two lessons were observed, and the work in pupils' books substantiates the judgement. The teaching is very good, largely because the teachers challenge the pupils. Lessons are well prepared, with good quality resources that focus the pupils' attention. Teachers make detailed plans, using the curriculum taken from the Locally Agreed Syllabus, in which learning steps are clearly laid out. Teachers use a powerful question and answer technique that probes and extends pupils thinking. Pupils respond particularly well, by listening intently and behaving well.
66. Good leadership has encouraged teachers to use assessment effectively. Teachers therefore know the levels that pupils are working at and can adjust the planning to the pace of the learning. Religious education lessons contribute effectively to the spiritual ethos of the school, by promoting a habit of reflection in pupils. Pupils have a very positive attitude to these lessons and are developing their curiosity about matters that puzzle them. Teachers set suitable objectives at the beginning of lessons, but do not always check that they have been achieved at the end.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

#### **Design and technology and physical education**

67. These subjects were sampled during the inspection, including an examination of school records, curriculum planning and pupils' work in design and technology. One lesson was seen in design and technology, but none were observed in physical education. Leadership and management of these subjects are good. Subject leaders have a clear, accurate understanding of development in the subjects and of the standards pupils achieve.

68. Teachers' planning and pupils' work in **design and technology** shows that the school provides methodically for the subject, an improvement on findings in the last report. This helps pupils to develop good designing and making skills. Tasks are often linked carefully and effectively to pupils' work in other subjects. Pupils achieve well, reaching average standards by Year 2 but going on to reach above average standards by Year 6. Pupils generate and record their ideas for products using a wide range of materials, working with increasing independence. Some teaching is of high quality. For example, Year 5 and 6 pupils carefully design and construct working toys, using cams that are well made and finished. The teacher observed traded on excellent relationships and high expectations to encourage high quality evaluations based on a range of success criteria, to raise pupils' attainment significantly.
69. Despite limited direct observation of **physical education**, it was clear from teachers' planning and records that pupils enjoy a wide range of activities in lessons. These are augmented by very good extra-curricular activities, notably team games and residential opportunities. There are good links with outside specialists and very effective links with the local secondary school. These ensure, for example, that swimming provision is good, so that almost all pupils exceed the national expectation by the age of 11. In addition, pupils gain skills in activities such as outdoor pursuits and a very wide range of games. The school takes an active part in many sporting competitions and has an enviable record of success for a small school.

## Art and design

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

### Main strengths and weaknesses

- Effective activities and a wide range of media engage pupils' attention and encourage creativity.
- Strong links with other subjects enhance pupils' learning.

### Commentary

70. Standards are good by the end of Year 6, as was also seen in the last inspection. Achievement throughout the school is good, with pupils gaining skills and understanding from the time they enter. By Year 2, standards are average.
71. The wide range of art activities provided contributes to pupils' learning in many other subjects. Pupils in Years 4 and 5, for example, use their close scientific examination of small pond creatures to enhance their sculptural forms. Throughout the school, pupils apply their developing understanding of ICT drawing programs effectively. Pupils improve their work by drawing on their good knowledge and understanding of some famous artists. For example, Year 2 pupils develop colour mixing skills while looking at the work of Paul Klee, while Years 5 and 6 pupils refine their brushwork when recreating Beryl Cook paintings
72. Pupils achieve well, because teaching is good. Teachers make very good use of strong relationships and good resources to interest pupils and encourage them to express themselves. Teachers' organisation is very effective and they set very high standards for both work and behaviour. These processes and high expectations are very effective in encouraging pupils to try their best and improve their work. Good support by teaching assistants helps learning, particularly that of lower attaining pupils.
73. The subject is effectively led and managed and the subject leader has good understanding of how the subject can be developed. There is increasing attention to ensuring that the programme of activities fits well with pupils' learning in other subjects.

## Music

Provision in music is **good**

### Main strengths and weaknesses

- Pupils achieve well, particularly in Years 3-6.
- Learning is aided by very good additional activities, including instrumental tuition.

### Commentary

74. Pupils achieve well through the school and reach above average standards by Year 6. This maintains the strengths identified in the last inspection. The range of music-making activities is good, including opportunities to perform and to learn to play musical instruments. The school's strong commitment to inclusion means that a very high proportion of pupils take these opportunities and many develop above average skills. Pupils listen to music from different times and locations and articulate their thoughts about these pieces with increasing clarity. Pupils take all these opportunities with excited enthusiasm and this contributes further to their good learning.
75. Good teaching ensures that pupils achieve well through the school. Teachers make effective use of the good curriculum materials to plan carefully the development of all aspects of pupils' musical awareness. They organise their lessons carefully, making sure that necessary resources are at hand. As a result, lessons have good pace, which aids learning further. Their very positive relationships give pupils the confidence to try their best and leads to many successes. In Years 4-6, good use is made of specialist teaching to give pupils a good grounding in music. This leads to good standards, as was evident in pupils' sweet and accurate singing. Those pupils learning instruments show increasing confidence and control in a wide range of music, applying their developing knowledge and understanding well in class lessons.
76. Leadership and management of the subject are good. There is increasing attention to analysing and evaluating the curriculum and ways of ensuring pupils' good progress.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

77. No lessons could be observed in this area of the school's work, although inspectors saw some elements in other lessons. Lessons promote pupils' discussion skills well, giving them greater confidence and ability to express their feelings and beliefs. The school places great emphasis on pupils' personal development as an important part of its work and this policy is successful.
78. Personal, social and emotional development is promoted very well in the reception class and this good attention is maintained through the school. Teachers create very good relationships with pupils to form a very secure foundation for their personal development. The good personal, social and health education programme allows pupils to achieve well, reflected in their extremely good attitudes and values. Pupils are encouraged to take on responsibilities and to represent other pupils through the well-organised school council. This plays an important role in representing pupils' opinions and contributes effectively to pupils' citizenship education.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
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	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
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).*