

INSPECTION REPORT

**LONG BENNINGTON CHURCH OF ENGLAND PRIMARY
SCHOOL**

Long Bennington, Newark

LEA area: Lincolnshire

Unique reference number: 120529

Headteacher: Mrs S Eveleigh

Lead inspector: Mr A Portlock

Dates of inspection: 17 - 20 May 2004

Inspection number: 264368

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary controlled
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll; 252

School address: Main Road
Long Bennington
Newark
Nottinghamshire

Postcode: NG23 5EH

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Appropriate authority: Governing Body

Name of chair of governors: Mr J Bauer

Date of previous inspection: 2 -5 November, 1998

CHARACTERISTICS OF THE SCHOOL

Long Bennington Church of England (Controlled) Primary is an average sized school of 252 pupils in the village of Long Bennington, situated to the north of Grantham. The pupils come from the village and from surrounding villages.

The children's attainment on entry varies from year to year but is above average overall. Seven per cent of pupils have been identified as having special educational needs, which is below average. The number of pupils with statements of special educational need has remained at below one per cent (below average). None of the small number of minority ethnic pupils is at an early stage of learning English. No pupils receive free school meals.

In 2003, the school was awarded a School Achievement Award. The school is part of a Creative Arts Partnership and a Technology Partnership with some local primary and secondary schools.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21411	Adrian Portlock	Lead inspector	Mathematics, design and technology and physical education.
9446	Helen Griffiths	Lay inspector	
29703	Ray Barton	Team inspector	Science, information and communication technology, geography, history, religious education and special educational needs.
21190	Keith Edwards	Team inspector	Foundation Stage, English, art and design, music.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very effective** school in which pupils achieve very well, largely because of the good teaching and very good leadership and management. The school has improved significantly in the last few years and provides very good value for money.

The school's main strengths and weaknesses are:

- Standards in the core subjects of English, mathematics and science are well above average and the pupils' achievement is very good.
- The headteacher's leadership is very good, and she is well supported by the senior staff and governors.
- Teaching and learning are consistently good and the pupils' understanding of what they need to do to improve their work is very well developed through the school's very thorough assessment procedures.
- The school meets the needs of all pupils very well and provides a very broad and relevant curriculum.
- The pupils' attitudes to learning and behaviour are very good.
- Standards in design and technology are satisfactory but not as high as in other foundation subjects.
- The enrichment of the curriculum through a very wide range of activities is very good.

Since the last inspection in 1998, the school has made very good improvement, particularly in the last two years. This is seen in rise in standards and very good pupil achievement. The innovations in teaching and the very good assessment procedures are examples of the progress being made. The governing body is now much more involved in the management of the school as are the subject leaders. The issues raised at the last inspection have been dealt with very effectively.

STANDARDS ACHIEVED

Standards in Years 2 and 6 are well above average and the pupils, including those with special educational needs, achieve **very well**. By the end of the Foundation Stage, standards are above average; very nearly all children are expected to reach the required goals and many should exceed them.

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

The results in the 2003 (last year's Year 6) national tests shows continuing improvement over previous years with well above average standards. The pupils have achieved well above average improvement when compared to similar schools. The effective teaching and the very good leadership are having a positive effect on the achievements of all pupils. Standards are rising faster than in most schools. Inspection findings show that in Year 2 and Year 6, standards in English, mathematics and science are well above average.

Standards are well above average in art and design and music. Standards in information and communication technology (ICT) are average but are improving rapidly. Standards in most other foundation subjects are above average, except in design and technology, where standards are satisfactory but lower than in other foundation subjects.

The pupils have very good attitudes to work and school and behave very well in lessons and at break times. Their **social, moral, spiritual and cultural development is very good overall**. The pupils' rates of attendance are well above average.

QUALITY OF EDUCATION

The quality of education and of teaching and learning are good overall. Teaching and learning are good throughout the school with some very good teaching seen. The assessment of the pupils' progress is very good and the pupils know what they need to do to improve through, for example, marking, which is very effective and having individual targets for improvement. The teaching of English, mathematics and science is good. The teachers have high expectations and the pupils respond very well to this. Very good relationships develop between staff and pupils.

The curriculum provision is very broad and interesting and supports the needs of all pupils very well. The enhancement of pupils' learning through a wide variety of activities, particularly in arts and sports, is very good. The provision for pupils' personal, social and health education is good. The school takes good care of their welfare, health and safety. The school promotes a very good partnership with parents and carers. Its links with the community are good, and it has good educational links with other schools.

LEADERSHIP AND MANAGEMENT

The quality of the leadership and management is very good overall. The leadership of the headteacher is very good: she is very strongly committed to raising standards and developing a very effective curriculum. The senior staff work as a very effective team. The headteacher, senior staff and governors have a very good understanding of the strengths and areas of development of the school. The subject leaders are knowledgeable and effective and have improved their ability to develop their subjects further. All statutory requirements are met by the governing body. The financial management and planning are also very good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school successfully works hard at developing very effective links with the parents. Those parents spoken with were mostly very supportive and recognise the very good improvements being made. The pupils enjoy school and feel that they are valued and very well supported.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- To raise the standards in design and technology to match the standards in other foundation subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are well above average throughout the school in English, mathematics and science and the pupils' achievement is very good.

Main strengths and weaknesses

- Pupils are achieving very well in English and mathematics and well in science and in nearly all foundation subjects.
- Standards in the 2003 National Curriculum tests were very high in Year 2 and in Year 6 in English and well above average in Year 6 in mathematics and science.
- The children in the Foundation Stage and the pupils with special educational needs make good progress and they achieve well against their prior attainment.
- Standards in ICT are improving rapidly since the establishment of the ICT suite.
- Standards in design and technology are satisfactory but lower than in other foundation subjects.

Commentary

1. The school and parents are rightly proud of the high standards achieved by the pupils. The standards in English, mathematics and science, as indicated by national tests, have risen faster than in most schools in recent years even though they were at a well above average level at the time of the last inspection. Standards in English are now very high compared to all schools nationally. The comparison with similar schools nationally shows that the Year 6 pupils are now making well above average progress against their prior attainment in Year 2. This has improved significantly in the last two years.

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

Standards in:	School results	National results
Reading	18.5 (18.4)	15.7 (15.8)
Writing	18.0 (16.9)	14.6 (14.4)
Mathematics	19.1 (19.4)	16.3 (16.5)

There were 34 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	30.1 (30.3)	26.8 (27.0)
Mathematics	29.9 (28.5)	26.8 (26.7)
Science	30.5 (30.1)	28.6 (28.3)

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

2. The inspection findings confirm these results. In English, the standards are well above average in both Years 2 and 6. The pupils are achieving very well in developing speaking and listening skills and in reading. There are plenty of opportunities to practise and extend these skills. Standards in writing have improved and are now above average. The improvements are largely the result of the very good teaching. The teachers' high expectations ensure that standards in handwriting and presentation are very good. In mathematics, Year 2 and 6 pupils achieve well above average standards. In the last few years, Year 2 pupils have attained very high standards (the top five per cent of schools nationally) in national tests. This is largely owing to the consistently good and often very good teaching that the pupils receive. In science, Year 6 pupils

attain well above average standards, largely due to the well-planned curriculum and the quality of teaching. The very good assessment procedures are a significant factor in maintaining and raising standards. In all these subjects the school sets challenging targets and works hard to achieve them.

3. Standards are well above average in art and design and music. The provision for both is very good. Standards in information and communication technology (ICT) are average but are improving rapidly. The teaching is good and the pupils achieve well, and they have good opportunities to use ICT as a tool for other subjects. Standards in most other foundation subjects are above average, except in design and technology, where standards are satisfactory. Standards in religious and physical education are above average. Although insufficient lessons were seen in history and geography, the evidence from pupils' work and discussions with pupils indicates that standards are at least above average.
4. In the Foundation Stage, the children are making good gains in their learning. In the children's personal, social and emotional and physical education many are likely to exceed the Early Learning Goals by the end of the reception year. This is because the curriculum has significantly improved since the last inspection. The children's achievements are good in all areas of learning. Most children start school with good speaking skills.
5. The school strives hard to support pupils of differing abilities. Pupils with special educational needs make good progress and achieve as well as other pupils because work is well matched to their needs and support for them is of a good quality.
6. Contributory factors to the raising of achievement include: very strong leadership and management and very good planning and assessment procedures, which are used to identify those pupils who need extra help and are still improving. The subjects are well managed and this has had a positive impact on ensuring that pupils are achieving well.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour, attendance and punctuality are very good. Pupils' moral, social, spiritual and cultural development is very good.

Main strengths and weaknesses

- Pupils show very good interest in lessons: they concentrate very well and are keen to learn.
- Their behaviour is very good in lessons and around the school.
- Relationships between pupils and among pupils and adults are very good.
- Pupils are very willing to take responsibility: they are confident, highly articulate and supportive of one another.
- Pupils show very good respect for one another's feelings and beliefs.
- Attendance is well above average.

Commentary

7. In response to their questionnaire, most pupils showed that they liked school and enjoyed lessons and in discussion, pupils said that they enjoyed school. They found lessons challenging, and teachers were always helpful.
8. Pupils have very good attitudes to learning and want to do well. For example, in a Year 4/5 mathematics lesson on multiples of 10, pupils listened very well and were keen to take part. Pupils are very articulate and listen very well to the views of others. They take pride in their work and are pleased with success. They co-operate very well and are very trustworthy. All pupils respond very well to teachers' high expectations of them: for example in a physical education lesson in Reception, pupils were very responsive to the teacher's suggestions and watched

carefully when others gave demonstrations of their ideas. Pupils are confident, friendly and polite.

9. Behaviour is very good throughout the school in lessons, assemblies and playtimes. This reflects the views of the parents who responded to the questionnaire or attended the meeting. The school has effective systems for promoting good behaviour. Parents felt that there were no bullying issues and pupils in their questionnaire felt that other pupils generally behaved well. No bullying or harassment was observed during the inspection and pupils knew what they should do if it should occur. The school has in place very effective procedures to deal with bullying if it occurs. Pupils know and understand the school rules very well. Older pupils act as good role models for younger ones. All pupils are well aware of how they should behave and fully understand the difference between right and wrong.
10. Pupils are enterprising and respond very well to the many opportunities for taking responsibility. Relationships between pupils and adults and among the pupils themselves are very good and this makes an important contribution to pupils' learning: pupils respond to their teachers' high expectations and show a good level of maturity, thoughtfulness and independence. They are very keen to take part in school activities.
11. The family ethos and the social and moral development of the pupils are very good. Pupils behave with consideration for others and have a well-developed sense of how their behaviour might affect others. Older pupils support younger ones very well. Pupils are keen to volunteer for positions of responsibility, such as the School Council and looking after the office at lunchtime. In discussion, pupils particularly liked the friendly atmosphere of the school and felt confident that they could ask for help at any time from any adult in the school. Staff are good role models, presenting a calm and thoughtful approach to life and the school and discussing issues with pupils during the school day. Pupils are encouraged to think of others and regularly raise money for charities. In the Foundation Stage, children achieve the goals underpinning their personal development well. The personal, health and social educational programme makes a very good contribution to pupils' social development and their emerging understanding of citizenship.
12. Provision for pupils' spiritual development is very good. Pupils have good opportunities to reflect on their own beliefs through religious education and during collective worship, where teachers are careful to create a thoughtful atmosphere and give pupils real opportunities for meditation. A memorial garden (constructed in memory of a former pupil) offers pupils a place to think quietly. Pupils show very good self-knowledge in discussions and are encouraged to think for themselves by their teachers. Visitors of different faiths regularly visit the school and work with the pupils. The school is well supported by the local church.
13. The school provides very well for pupils' cultural development. Pupils have the opportunity to study their own community through the many visits and activities provided for them. Very good numbers of pupils learn musical instruments and take part in music festivals and other local musical events. The choir and orchestra regularly perform in local concerts and recently played for the local RAF station ball. The Arts Week provides very good opportunities for pupils to participate in different kinds of performance. The school is setting up links with a multi-ethnic school to enable pupils to learn about different ways of life in modern multicultural Britain.

Attendance

14. Attendance is well above average and punctuality is very good. Staff monitor attendance very carefully.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.2
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Exclusions

15. There have been no exclusions for many years.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good overall.

Teaching and learning

Teaching and learning are good in all parts of the school. The quality of the assessment of the pupils' work is very good.

Main strengths and weaknesses

- There is effective literacy, numeracy and science teaching and learning throughout the school.
- The teaching is good overall.
- The needs of pupils with special educational needs are met very well and this has a positive effect on their learning.
- Assessment procedures very effectively identify what pupils can do and what they need to do to improve: marking is very good overall.

Commentary

16. Throughout the school, the quality of teaching is consistently good in English, mathematics and science. The analysis of the pupils' work shows that the consistency of effective and often very effective teaching and learning supports well above average achievement, particularly in English and mathematics. The teaching of speaking, listening and reading are significant strengths in English. The improvements to the leadership of subjects ensure that there is a consistency in teaching throughout the school. More able pupils are taught in a challenging and effective way. The pupils respond very well to the teaching, persevering with tasks and taking a pride in their finished work. Good opportunities are provided to apply literacy, numeracy skills and ICT in other subjects.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7 (20%)	22 (63%)	6 (17%)	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.

17. In the Foundation Stage, the teaching is good overall and, in some instances, very good. The teaching promotes the children's independent learning through enquiry, exploration and discovery very well. The assessment procedures are good and the day-to-day observations of the children's progress successfully inform the next steps in learning.

18. In English, mathematics and science, the consistency of the quality of teaching promotes the high standards. In English, the pupils make very good progress, particularly in developing speaking, listening and reading. This is because the teachers provide many exciting opportunities for the pupils to learn from first-hand experiences and to extend their vocabulary. Grammar and spelling are very well taught and pupils are eager to improve their spellings. In mathematics, the teachers have good subject knowledge and use this to develop their work in very challenging and interesting ways. In science, the quality of teaching is good overall, but with some very good teaching also being seen. The pupils respond very well and show enthusiasm and a motivation to learn. In these subjects, the lessons are very well planned. The teachers have high expectations and provide very good feedback to pupils. Very good relationships have been developed between the staff and pupils and this ensures that the pupils learn well and develop very positive attitudes to working.
19. The needs of all pupils are very well met. The school assesses the pupils' needs very carefully and takes effective action based upon the information collected. Marking is very thorough and very clearly helps pupils to know what they need to do to improve their work. Pupils with special educational needs are included in all activities and achieve as well as other pupils. Support staff, working under the direction of the class teacher, understand their role in supporting pupils in each lesson. Teachers and support staff work well together to plan activities that enable pupils to succeed and achieve their targets.
20. Very good assessment and tracking systems ensure that the pupils achieve very well; these are particularly well developed in English and mathematics and have improved in science and ICT. There are good arrangements to check what the Foundation Stage children know, understand and can do and the information is used well to plan the next steps children need to take in their learning. Throughout the school, teachers use questions very effectively to assess and extend the pupils' understanding. Marking is a strength of the school and provides pupils with very clear guidance on how they might improve their work.
21. In other subjects, the quality of teaching in ICT, religious education and physical education is good. The new ICT suite is being used effectively and is helping pupils to make good progress. The teachers have a good knowledge of the subjects and have high expectations. Insufficient lessons were seen in other subjects to make an overall judgement.

The curriculum

The quality of the curriculum is very good.

Main strengths and weaknesses

- The curriculum is very well planned to meet the needs of all pupils.
- There is very good provision for pupils with special educational needs.
- The school promotes involvement in sport and creative activities very well.

Commentary

22. All subjects of the National Curriculum and religious education are taught and the curriculum is very relevant to the needs of all pupils. The curriculum includes good provision to promote pupils' understanding of citizenship through its programme of personal, social and health education. This programme includes work concerning sex and relationships and the use and misuse of drugs.
23. The school has been very careful in its planning of the curriculum to ensure that the work of all the pupils is well matched to their ages and abilities. Particular care and thought has been given to the needs of the newly established split age classes in Years 3 to 6. This planning is being very successful in allowing pupils of the same age and ability to achieve well no matter which split class they are in.

24. The school very successfully includes those pupils with special educational needs in the curriculum. Support assistants, whether they are working in the classroom or withdrawing pupils into other areas, give the pupils good support that helps them to make good progress in their learning. The pupils have individual education plans with clear learning targets. The teachers know these targets and the work that is asked of the pupils is well matched to their abilities. The pupils' progress towards their individual targets is closely monitored and is regularly assessed.
25. The use of collaborative work is developing well in a number of classes and is beneficial in giving the pupils more opportunities to reinforce their knowledge of different subjects through talking to others. It is also helping to foster the pupils speaking and listening skills, and their personal and social development. The pupils respond positively to this type of work by talking sensibly and coming up with good ideas.
26. The range and frequency of additional school activities is very good, particularly in sports and the arts. Activities range from sports, such as football and netball, to art, dance, board games and the orchestra. The school competes in a very good number of sports, both in leagues and tournaments. A substantial number of the pupils take part in these teams and the school is successful in many of these events.
27. The curriculum and the personal and social development of the pupils are significantly enriched through the school's involvement, both during and after school, in the creative arts. The pupils have very good opportunities to visit a wide range of places, including art galleries and many visitors extend their interest and understanding, such as the influence of artists in school. These provide a valuable learning resource that is recognised by the pupils. Art makes an excellent contribution to pupils' spiritual, moral, social and cultural development including multicultural development. Year 6 pupils commented enthusiastically that they thought that their visits out of school, and visitors coming into school, helped them learn more about the topics they were studying. They recalled with enthusiasm a visit to Gainsborough Old Hall when they were much younger. It was clear from the way that they spoke that they had enjoyed this experience and gained considerable knowledge about the Tudor period. They had dressed up on this visit and said that this helped them to understand more. They said, "You were actually the people, you were actually taking part". Year 2 pupils also talked enthusiastically and excitedly about their visits and visitors and remembered some interesting details. A very successful annual "Arts Week" enables the pupils to work with a range of media in different styles with experts in the field.
28. The school has a suitable number of teaching and support staff and its accommodation is very good and resources are good. The school provides a well-maintained and stimulating environment in which the pupils can learn. The schools' staffing, accommodation and resources contribute well to the quality of the pupils' education.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is good. The provision of support, advice and guidance based on the monitoring of pupils' achievement is very good. The involvement of pupils through seeking and acting on their views is good.

Main strengths and weaknesses

- The induction arrangements for pupils in reception are good.
- All adults know pupils very well and provide good levels of care.
- Systems for monitoring pupils' academic standards and progress are very good.
- The involvement of pupils in the school's work is good.

Commentary

29. There are good arrangements for children when they start at the school in Reception. The arrangements include preliminary visits to the school by both children and parents. These enable teachers to gather information about the children and, as a result, children settle in quickly and make good progress.
30. The individual work and needs of the pupils with special educational needs are monitored continuously, regularly assessed and well supported. Parents are kept informed of their child's progress and are given a copy of their individual education plan so that they can support their targets at home. The school has recently initiated the informal discussion of targets with pupils prior to the school's review of their education plan. The pupils also benefit from the good range of external agencies to which the school has access, including the special needs support service, psychologist and speech and language therapists.
31. The school has good health and safety procedures. The headteacher is the designated person for child protection and for pupils in public care: procedures are effective and the headteacher has been recently trained. However, neither the deputy headteacher nor other staff have received training, although staff are very aware of child protection issues and the school records any concerns. Links with social services are satisfactory and improving.
32. Arrangements for the administration of first aid and for monitoring pupils' medical conditions are very good and all staff have been trained in first aid. Security is very good. Regular risk assessments are undertaken and the conscientious administrative officer is well involved, with the governors, in health and safety procedures.
33. There is a strong bond of trust between pupils and all adults who work in the school. Nearly all pupils who responded to the inspection questionnaire felt there was at least one adult to whom they could turn for advice. Adults know the pupils very well and monitor their personal development effectively, recording information in class files and reports. Assessment is used very well to respond to pupils' needs: all pupils have targets in nearly all subjects and are clear about how well they are learning. Marking is used very well to help pupils know how they can improve.
34. Pupils' views are sought consistently through the School Council, circle time, assemblies and personal, health and social education: for example, class and playground rules are agreed with pupils at the beginning of each year. When the memorial garden had to be disturbed during building work, pupils were involved in redesigning it with the help of the architect. Pupils in their questionnaire felt confident that their views would be heard and acted upon.

Partnership with parents, other schools and the community

The school's links with parents are very good. Links with other schools and the community are good.

Main strengths and weaknesses

- Parents have very positive views of the school.
- There are very good links with parents.
- The school provides parents with good information.
- Some good links with local secondary schools have been developed.
- The school has good links with its local community.

Commentary

35. In response to the questionnaire, parents and carers expressed very positive views on all aspects of the work of the school. Information provided for parents is good. The prospectus is attractively presented, informative and easy to read. The governors' annual report to parents is clearly written and informative. Details about the work pupils are to cover are provided each term and home/school books are used well as a means of dialogue between school and home. Regular, lively newsletters keep parents well informed of events and teachers are always available for informal consultation at the end of the day. At review meetings in the autumn and spring terms, targets and concerns are shared with parents. Attendance at these meetings is very high. The school also holds meetings and workshops for parents on, for example, the reorganisation of classes. The school runs a questionnaire each year for parents to ascertain their degree of satisfaction with the school. Written annual reports are good: they give helpful information on the levels gained in core subjects against national levels, together with information on what children need to do to improve. Targets are shared with parents and children at meetings. Links with parents of children with special educational needs are good.
36. Parents support the school very well through attendance at assemblies and performances. A good number of parents help in school on a regular basis, in class, on trips and with extracurricular activities. The Parent Teacher Association supports the school well through a variety of social and fundraising events.
37. There are good links with the local playgroup. The headteacher is beginning to build links with other local primary schools. There are also good links with local secondary schools, especially through sport, ICT, religious education and music. Links with the local church are good: the Bishop's visitor and the vicar are regular visitors and pupils regularly attend services. The school has good links with the local community: for example, pupils' enter the Village Produce Artwork event and local residents visit the school to talk to pupils about life in the village in the past.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is very good overall. The leaders and managers work as a very effective team to promote the raising of standards. Over the past two years, strong leadership has made significant improvements in standards and other aspects.

Main strengths and weaknesses

- The leadership of the headteacher is very good.
- The headteacher, governors and senior staff have a very good understanding of the strengths and weaknesses of the school.
- The rigorous monitoring and evaluation of the school's performance are having a positive influence on standards in all areas of its work.
- The subject leaders are knowledgeable and have increased their effectiveness.
- The financial planning is very good.

Commentary

38. The headteacher provides a very clear vision for the school and has led the school forward very successfully through a number of changes and innovations. The headteacher has built very well on the work of the previous headteacher. She maintains a very visible role in the daily life of the school and has established a very good management team. This has resulted in improving standards and much more consistent, good teaching and learning throughout the school. It has also ensured that the effectiveness of the school has not been disrupted owing to the need for temporary teachers to take the classes of senior staff due to their absence or promotion.

39. The deputy headteacher plays a significant leadership and management role in the school. The role of subject leaders has improved in all subjects: they now have greater responsibility for developing their subjects and the resources to carry this out: this is raising standards. Their monitoring of the teachers' planning and teaching and their scrutiny of the pupils' work are well established in some subjects and developing in all subjects. They mostly have a very clear understanding of the strengths and weaknesses in their subjects and are able to ensure there is a consistency of approach throughout the school. In some subjects, the leaders are new to the role but all have effective knowledge of the work in their subjects. The teacher in charge of the Foundation Stage works well with other staff to promote the provision and development of the curriculum for the youngest children. The leadership and management of special educational needs are good. The co-ordinator, who has had this responsibility for only a short time, is very committed to the well being and provision available to special needs pupils.
40. The governing body supports the school's development well. The chair of governors leads the work of the governing body effectively, and he is supported well by the other governors, all of whom are very committed to the school. All governors are actively involved in the work of the school and all work with one of the classes. Through their commitment to visiting the school and working with subject leaders, they have a good knowledge of how well the school is working and what it needs to do to improve. They are supportive but also ready to challenge the school. The governing body has very high expectations for the school. Governors play a positive role in financial management and work hard to achieve best value for the school.
41. The school's self-evaluation is based on very thorough monitoring and analysis of the information it collects on how well the pupils are achieving. This allows the governors and senior staff to identify the effectiveness of its work and the resources that are needed to ensure that the needs of all pupils are met. All staff with management responsibilities and governors are fully involved in the process of reviewing the work of the school and taking decisions about what needs to be done.
42. The school development plan provides a good evaluation of developments over the previous year and outlines proposed developments for the current year and future years. The school links its spending to its development plan well in providing financial support for its key priorities. There are clear budgeting procedures and careful forward planning. The plan promotes a shared approach to decision making and shows high expectations of all those involved in the life of the school. It encourages senior staff and co-ordinators to take a lead in their areas of responsibility and recognises the need for subject leaders to be given the time to undertake observations of teaching and use the results of evaluations to improve standards still further.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	532,910	Balance from previous year	43,000
Total expenditure	483,270	Balance carried forward to the next	49,000
Expenditure per pupil	2,080		

43. Very good financial records are kept and all the recommendations made in the last audit report from the local authority have been implemented. The headteacher and governors have a very clear strategic view of the financial implications of their educational decisions and evaluate these fully. The procedures for obtaining value for money are good.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

44. The children enter the Reception Year in the September before they are five. Most of the children are taught in a class with their own age group and a smaller number of the older children are taught in a shared class with some Year 1 pupils. Most of the children have pre-school experience in either a playgroup or nursery and attainment on entry is above average. However, there is a broad range of ability within each class.
45. The provision for the children in the Foundation Stage is very good overall. Standards have improved since the last inspection and the children are very well prepared for transfer to Year 1. The children achieve well because of the good quality teaching, well-planned curriculum and clear assessment procedures. They benefit from good support from the classroom assistant and volunteer helpers. The curriculum is well planned to provide a wide range of interesting, challenging and relevant activities. It is enhanced further by a very imaginative and relevant range of visits and visitors that excite the children and make their learning very interesting. The adults are very good role models for children and establish very good relationships with them. The staff work as a cohesive team, carefully noting all aspects of the children's learning and personal development. The children have access to hard and soft play surfaces. The external and internal accommodation is good overall and is used effectively to enhance the children's learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in this area of learning is **very good**.

Main strengths and weaknesses

- The children achieve well and develop very positive attitudes towards learning because of the good teaching and the high expectations of the staff.
- Very supportive relationships enable the children to become confident learners.

Commentary

46. Most of the children are well placed to exceed the early learning goals in this area of the curriculum. The good teaching and the effective contributions of support staff and volunteers create a very caring atmosphere where children feel special and valued from the time they arrive in class to the end of the day. The children understand what is fair and acceptable behaviour because of the consistency of routine and caring attitudes. For example, the children learn about care of the environment when they discuss the issues raised in "Dinosaurs and all that rubbish" by Michael Foreman. The children listen attentively and the majority speak clearly and confidently. They participate enthusiastically in the many interesting activities that are prepared for them. They learn to share, think for themselves and to be independent. Consequently, groups of children work well together with minimal adult intervention. They are continually encouraged to feel proud of their achievements. They behave very well, share resources and readily take turns.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for this area of learning is **very good**.

Main strengths and weaknesses

- Teaching is very good and the staff provide good opportunities to develop the children's speaking and listening skills.
- Achievement in literacy skills is very good.

Commentary

47. Most of the children are well placed to exceed the expected levels in this area of learning. The children achieve very well in speaking and listening because the teachers plan many varied opportunities for group discussions in all areas of learning. For example, the children use a range of wild animal costumes to discuss the benefits of living in the zoo. The teachers plan further opportunities to develop the children's vocabulary through probing questions. The strong links between the school and the parents support the children's progress in reading. In writing, teachers provide a good range of writing opportunities that enable children to acquire early writing skills. For example, the children write zoo signs to help visitors to find their way round. They use computers to word process their party invitations. The children are taught to write from the outset and their attempts are valued. As a result, by the end of the Reception Year, most children write simple words and sentences independently. Standards show a high level of improvement compared to their attainment on entry to the school.

MATHEMATICAL DEVELOPMENT

Provision for this area of learning is **very good**.

Main strengths and weaknesses

- The teachers plan a wide range of activities to ensure that children understand number and apply their skills to other areas of learning.
- There is a good emphasis on developing the children's mathematical vocabulary.

Commentary

48. The children achieve well in this area of learning because of good teaching and the careful use of assessment. The teachers have good subject knowledge and are successful in enabling the children to become confident in this area of learning. The teachers plan a broad range of interesting mathematical activities to help the children to learn and develop their understanding. The children's knowledge and understanding are very good in all aspects of number, shape and space, and problem solving. Most children add and subtract using numbers to 10. Higher-attaining children add and subtract numbers up to 20 and order numbers accurately up to 50. Nearly all children recognise a wide range of two-dimensional and some three-dimensional shapes. They have a good understanding of the language of position and use terms such as "under" and "through" with confidence and accuracy. ICT is successfully incorporated into this area of learning to develop children's spatial awareness. The children recognise days of the week and activities that take place during specific times each day.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for this area of learning is **very good**.

Main strengths and weaknesses

- A very enriching range of interesting activities is planned.
- Teachers use the school environment effectively in order to develop children's knowledge and understanding of the world around them.

Commentary

49. All aspects of learning and teaching are very good in this area of learning as are the standards achieved. Achievement is good; most of the children already exceed the expected goals for this area of learning. The quality of teaching is very good. Teachers use the school environment, local places of interest and visitors to the school well to develop children's knowledge and understanding about the world around them. For example, the children have a good knowledge of their own village through their work on preparing a brochure for visitors. The concept of how things grow and change over time is suitably developed as children tend and watch plants grow in the school garden. They develop a good understanding of wild animals and habitats through their practical work in class. Furthermore, they find out more through their use of information programs on the computer. Their attainment in ICT is above average for their age as they use computers confidently with skilful use of the mouse to manipulate screen icons.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- The quality of teaching is good.
- The staff make good use of the available accommodation.

Commentary

50. By the end of the Foundation Stage most of the children are likely to exceed the early learning goals because the teaching is good and the curriculum is well planned. Achievement is good. The children benefit from an imaginatively designed play area and use the wide range of good quality equipment well. For example, when they use the wheeled toys, they are aware of others and show good control of action by changing speed and direction. Indoors, they use tools carefully and confidently, for example when cutting and gluing. Their hand-eye co-ordination is good, particularly when using computers. Most of the children can successfully undress and dress themselves for physical education lessons. In a dance lesson, the children's control of their body and sense of rhythm enabled them to follow the beat of the tambourine to stamp and march like "Nellie the Elephant". The higher attaining children successfully refined their movements and used their hands and facial expressions well. They changed directions swiftly, accurately and with awareness of others.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- The quality of teaching is good.
- Areas of learning are very well linked.
- Imaginative tasks offer opportunities for the development of curiosity, imagination and sensory perception.

Commentary

51. By the end of the Reception Year, most of the children are likely to exceed the early learning goals because the teaching is good and the curriculum is well planned. Achievement is good. The teachers change activities regularly and sensitively to engage the different talents of individuals. There are many opportunities to explore colour, shape and texture. They develop an

awareness of different artistic techniques. For example, they produce black and white studies of wild animals in the style of Vasasely. The children enjoy many opportunities for imaginative role-play and are provided with a wide range of costumes and equipment. Outdoor equipment is organised well and all areas of learning are reinforced. Pupils make good progress by expressing their feelings in activities such role-play, drawing, painting and singing.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are well above average in Years 2 and 6.
- The pupils' achievement is very good in Years 1 to 6.
- The school provides very good support for pupils who find learning difficult.
- Literacy is developed very well across the curriculum.

Commentary

52. Pupils of all abilities achieve very well and there are no significant differences in the attainment of boys and girls. The pupils make very good progress in speaking and listening and standards are well above average. This is because the teachers provide many exciting opportunities for the pupils to learn from first-hand experiences and to extend their vocabulary. The very good classroom relationships between teachers and pupils support and develop pupils' confidence in speaking and listening. The pupils listen well to their teachers and this enables them all to contribute to class discussions. The school provides good opportunities for pupils to develop their skills and confidence in public speaking, both in class and to a wider audience.
53. Standards in Years 2 and 6 are well above average in reading. The pupils make very good progress in reading because of very effective teaching based on a strong and well-planned curriculum. The pupils benefit from regular reading sessions when they are encouraged to read and understand a wide variety of stimulating texts that are appropriate to their level. Older pupils benefit from the opportunity to read and discuss a range of texts from a wide variety of authors and different genres. Lower-attaining pupils benefit from a very structured approach to the teaching of reading where the early skills are very well taught. Those children who find learning difficult are very well supported. Most parents reinforce the school's efforts by providing support and encouragement at home within the context of a carefully structured homework system, particularly for the younger pupils. The school library provides a good range of modern and attractive books.
54. The teaching of writing is very good. Standards have risen and pupils' achievement is good. The quality of teaching is very good because staff have high expectations and provide very good feedback to pupils. Standards of handwriting and spelling are well above average. Teachers plan work very well to take account of the wide range of abilities. Information and communication technology is very well used to support work on developing research skills. In every classroom and in different subjects, there is a very good range of attractive, well-presented written work. Lessons are very well planned, with a good balance of teacher input and pupil activities, although some teachers are more skilled in this than others. In every lesson an appropriate learning objective is set. Grammar and spelling are very well taught and pupils are eager to improve their spellings.
55. The experienced co-ordinator has developed her role well. There are very clear and well-understood assessment systems and these support the pupils' achievements.

Language and literacy across the curriculum

56. Subjects such as history, science and religious education are used very effectively to develop and consolidate writing skills. For example in Years 1 and 2, there are very good accounts of Jesus calming the Sea of Galilee. Pupils in Year 3 write letters to, or on behalf of, various historical figures such as Alexander the Great. The presentation of this is often enhanced by using the pupils' developing word processing skills.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Year 2 and 6 pupils well above average standards overall.
- Pupils of all abilities achieve very well by the time that they leave the school.
- The teaching and learning are good overall; teachers set high expectations.
- Very good use of assessment information is made to identify what the pupils need to do to improve.
- The use of numeracy is developed well in other subjects.

Commentary

57. By the time that they leave the school, the Year 6 pupils achieve well above average standards overall. Pupils of all abilities achieve very well and there are no significant differences in the attainment of boys and girls. This has been the case for the last few years. Year 2 pupils have attained very high standards (the top five per cent of schools nationally) in national tests for the last three years. This is largely due to the consistently good and often very good teaching that the pupils receive. The needs of all pupils are very well met. The school assesses the pupils' needs very carefully and takes effective action based upon the information collected. Marking is very thorough and very clearly helps pupils to know what they need to do to improve their work.

58. The pupils are taught to think when carrying out investigations and other work. The pupils' skills in using number are well above average and they use their knowledge well in. In one class, the pupils are using these skills to produce 'What number am I?' cards. This challenges them to solve number problems mentally at speed and to produce a sequence of cards to practise this. The pupils made these as difficult as possible. In the other class, the pupils are developing hypotheses that helps them solve a number problem by representing and interpreting data in tables and charts. This proved very challenging but the more able pupils quickly identified what data was needed to be used in order to organise their information and use it to construct a bar graph, which they could then interpret.

59. The consistency in the quality of teaching is particularly seen in the pupils' work. The work is very well planned and the pupils respond to it very well. A very good range of work is covered. In the work and in lessons, the teachers have good subject knowledge and use this to develop their work in very challenging and interesting ways. Very good relationships have been developed between the teachers and pupils and this ensures that the pupils learn well and develop very positive attitudes to working. This was seen in a Year 1/2 class shared by two temporary teachers. In the first part of the week, the teacher developed the pupils' understanding and use of money well. The second teacher, later in the week, worked in the ICT suite to develop the pupils' skills in giving instructions to move along a route. This arrangement to overcome a teacher leaving, worked smoothly and very effectively, largely because of the relationships developed by the teachers and the overall school ethos and expectations that both these teachers had quickly taken on. In all lessons, the pupils persevere with their work and work very well with other pupils.

60. The pupils with special educational needs make good progress and achieve standards that reflect their individual targets. There is a range of strategies to meet their needs: whole class teaching, small group work and individual work when appropriate.
61. The subject co-ordinator provides strong leadership and the staff work as an effective team. There are good opportunities to monitor the teaching and learning and this plays an important part in ensuring the consistency of teaching throughout the school. Computers are increasingly used effectively in supporting and enriching the pupils' learning and the pupils, from the youngest upwards, are confident users of these resources.

Mathematics across the curriculum

62. Both literacy and ICT are linked well to the teaching of mathematics. There are many good examples of numeracy being used in other subjects, particularly in science, design and technology and geography, although these are not often planned for. The pupils have opportunities for measuring, handling data and using number.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- The standard of teaching is good.
- The standard of pupils' work across the school is very good.
- Good emphasis is given to experiments and investigations.
- Assessment arrangements are very good, which is an improvement.

Commentary

63. The 2003 National Curriculum test results at the end of Year 6 were well above average; inspection evidence shows that this is still the case. The school has set challenging targets and it is committed to a continuing rise in standards.
64. The quality of teaching is good overall, but with some very good teaching also being seen. The teachers generally have very high expectations of how pupils achieve and encourage them to work hard. The pupils respond very well and show enthusiasm and a motivation to learn.
65. In one very good Year 5/6 lesson on micro-organisms, the teacher had clear expectations of behaviour and standards of work required. These, together with very good classroom relationships, allowed her to motivate the pupils within a friendly yet productive atmosphere. The teacher gave clear explanations of what was required and showed a very good level of subject knowledge and expertise. As in other good lessons, she emphasised the use of scientific language and the pupils were then more able to accurately describe what they were doing and what was happening.
66. Pupils across the school achieve very good standards of work. The presentation of their work and the amount that they complete are good and consistent across the school. The science curriculum is planned thoroughly to enable all pupils to have access to work that is appropriate to their age and to enable all areas of the science curriculum to be studied in sufficient depth. Pupils of all abilities achieve well and there are no significant differences in the attainment of boys and girls. The school is placing an increasing emphasis on practical activities and collaborative learning. These two aspects of work, which are developing well, are together helping the pupils to understand what skills are needed to solve scientific problems. Year 2 pupils talked well and knowledgeably about how they had worked together to form a fair test investigation that helped them to find out which types of balls bounced the highest.

67. Assessment arrangements are now very good and continuing to improve. There are clear procedures for the regular assessment of pupils' scientific abilities and this information is used well by the teachers to plan future work. Teachers' marking is also very good overall and helps to inform the pupils of how they can improve. Some Year 6 pupils commented on how their teachers marking not only encouraged them but also gave them advice on how to improve.
68. The co-ordinator for science has only had this responsibility for a very short time. She is committed to raising standards still further and to continuing the development of practical work, pupils' thinking skills and the use of information and communication technology.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards in ICT are improving well.
- Teaching is of a good standard.
- Assessment procedures are very good.
- The school makes good use of ICT to support learning across the curriculum.

Commentary

69. The attainment of pupils in ICT is average and the progress that they are now making is good. The new computer suite facility that has recently opened is enabling the teachers to use their developing expertise to teach specific ICT skills to the pupils. The quality of teaching is good and this new facility is being used to good effect.
70. The school has planned effectively the use of the suite and classes have opportunities to benefit from good direct teaching of computer skills. The pupils are also taught how these skills can be used in other subjects.
71. In one good Year 5/6 lesson, the pupils were able to use their Internet skills to find and use information about Kenya as part of their geography topic. Text and graphics were downloaded, edited and added to, to form a poster of information advertising the country. In another lesson, the pupils not only benefited from the good teaching of their teacher but from the expertise of a technical assistant from Grantham Central Technology College. The class were thoroughly engaged in and enjoying the computer programming and controlling of a moving vehicle that they had constructed. Their programming included controlling a number of different variables such as direction, time, turns, lights and object sensors.
72. The new link with Central College is not only giving added expertise in some lessons but also providing valuable expertise when problems arise. This link is set to develop further as pupils have the opportunity to benefit from the use of scientific monitoring and computer linked music facilities at the College.
73. Assessment procedures regularly provide teachers with attainment information that can be used to help plan the future work of the pupils. The subject leader has only had this responsibility for a short time but she is clear in her desire to continue the developments that had already started. The need for more computers in classrooms has already been identified and many new laptop computers have been ordered. Although the use of ICT in other subjects is being firmly established the school realises that this is still an important area for development.

Information and communication technology across the curriculum

74. The school is making good use of ICT to support learning across the curriculum. These range from PowerPoint story presentations for younger pupils by Year 5/6 pupils, to graphic results of a Bouncy Ball investigation carried out by Year 2 pupils.

HUMANITIES

75. In humanities, work was sampled in geography and history. No lessons were seen in history and only two lessons were seen in geography. It is therefore not possible to form an overall judgement about provision in these subjects. There is a clear indication from pupils' work, teachers' planning and talking to pupils and teachers that standards in both subjects are better than might be expected. In both subjects, from the sample of work seen and the teachers' planning, there is an appropriate range of topics covered and there are good links with the use of literacy skills. From an early age the pupils are encouraged to write in their own words using the knowledge that they have gained.
76. When discussing their **geography** work pupils in Year 6 talked confidently and showed a good knowledge of mapping and physical features. They could explain what grid references were and were able to describe some of the physical features associated with contour lines. The pupils' mapping skills develop well from an early age and pupils soon learn about map keys. Year 2 pupils talked confidently and enthusiastically about map work and their studies of Long Bennington and explained how they had used the computer to draw graphs of how they travelled to school. The teaching in the one lesson seen in geography was very good. The pupils were thoroughly engaged in their work on interpreting survey data and made good progress in their learning. The work was very well matched to the pupils' abilities and they were given opportunities to discuss and to work collaboratively.
77. In **history**, Year 2 pupils learn about different events and famous people. They know about the Fire of London and about Guy Fawkes. The visit of Florence Nightingale, (the children confirmed this was not the real one), clearly made an impression on the pupils. This could not only be seen in the work of the pupils but also when they talked of their visitor, remembering many of the details of her hospital experiences. Older pupils are given the opportunity to write about historical events as if they were there. This work shows their good understanding of the knowledge they have gained. Year 6 pupils remembered a Greek day in school where they dressed up, some had slaves and they made Greek pots. They said that these learning experiences helped them to understand what it was like in past times.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- The quality of teaching is good.
- The standard of the pupils' work is good.

Commentary

78. Throughout the school the quality of teaching is good overall. The teachers have a good knowledge of the subject and this can be seen in the knowledge and understanding that the pupils show in their work. The high expectations of the work produced by the pupils together with the teachers' good management and discipline ensure that the quality and quantity of the pupils' work are good.
79. The school has been very careful in planning the religious education curriculum. This is ensuring that work on Christianity and a number of other major world religions, as well as other religious themes, are well covered throughout a pupil's time at the school.

80. A significant feature of the way the subject is taught is that the pupils have very good opportunities to write in their own words. This can be seen across the school. For example, in Year 2 where the pupils wrote in pairs about Jesus' experiences crossing a stormy lake and in Year 5 where the pupils give their own thoughts in writing about the crucifixion. Some Year 6 pupils commented that there were lots of opportunities to express their own opinions, through talking, writing and through drawing. They felt this was important because different people liked to express their thoughts in different ways. They were also very complimentary about the way teachers did not try to impose their own sets of beliefs. This work links very well with personal, social and health education and contributes well to pupils' spiritual, moral, social and cultural development.
81. There are good opportunities for pupils to develop their literacy skills in this subject. For example, using speech bubbles in Year 2 when writing about the Last Supper and in Year 6 when the pupils wrote out a 'charge sheet' for Jesus as if they were Pontius Pilate.
82. The co-ordinator is committed to the continuing improvement of standards in this subject. She leads and manages the subject well. The subject has improved well since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. No lessons were seen in design and technology and only one in music. It is, therefore, not possible to judge the overall provision for these subjects. Inspectors discussed the work with teachers, subject co-ordinators and pupils. The pupils' work was analysed, including work on display.
84. In **design and technology**, lessons are well planned. All classes carry out a planned programme of study linked to national guidelines. From the completed work seen in some classes, the teachers have set high expectations and pupils take a pride in their work. For example in Year 1/2, the pupils researched, designed and constructed model trolleys for carrying food. The quality of the work was very good. The completed models show the care and thought that the pupils took in making them: they talked proudly about what they had accomplished. However in Years 3 to 6, some of the planning recorded in books and examples of work on display are not of the same standard. The pupils are not challenged sufficiently and aspects of the work, for example the pupils' evaluation of their work, lacks depth. When discussing their work the pupils are interested, enthusiastic and Year 2 pupils are knowledgeable. The Year 2 pupils are keen to explain how they produced their products and what they needed to take into consideration when designing and making. They talk about the processes involved and take a pride in their work. The Year 6 pupils, while equally keen and very articulate, lacked knowledge and understanding of the subject. There are good opportunities to develop work using ICT, although the school is aware that they are not yet equipped to develop control aspects of the subject as fully as they would like. This is being addressed with the links with a secondary school. The subject co-ordinator is well informed of what is being taught, but needs to develop a clearer view of standards being achieved.
85. In **music**, the pupils in Year 2 and in Year 6 achieve above average standards. High quality music, particularly singing, plays a significant part in school life. The pupils listen to specially chosen music as they gather for collective worship. This helps to set a quiet and reflective tone and makes a good contribution to pupils' spiritual development. They sing joyful hymns in two and three parts with very good attention to pitch and tempo. The school choir, which is well attended, attains very high standards of performance. The school orchestra is outstanding. Specialist teachers provide large numbers of individual pupils with tuition in a range of instruments. The co-ordinator has skilfully harnessed the talents of the pupils to enable them to play together on special occasions and for a broad range of audience. From the wide range of pupils' work displayed and discussions with pupils, standards throughout the school are well above average in Year 2 and above average in Year 6. The challenges for gifted and talented pupils and the support for those with special educational needs are good; consequently, they achieve well compared to their previous attainment.

Art and design

The provision for art and design is **very good**.

Strengths and weaknesses

- Standards are well above average in Year 2.
- A very rich curriculum gives pupils opportunities to use a wide range of media and work in the style of many artists.
- There are excellent displays of pupils' work.

Commentary

86. Pupils in Years 1 and 2 use a wide range of techniques and media including pencils, crayons, paint, clay and fabric. Their observational skills develop very well over the two years. Their drawings are very detailed and show very effective use of shade, texture and proportion. Pupils in Years 3 to 6 develop their skills well. ICT is very well used to support the pupils' work. For example, younger pupils select from a broad palette to draw and colour Joseph's coat. Pupils in Years 5 and 6 manipulate shapes to form snails in the style of Matisse.
87. The very good leadership and management of the subject contribute to the very high profile of art and design in the school. Pupils are surrounded by very high quality art and are influenced by art from many styles and cultures. Pupils benefit from visiting art galleries and the influence of artists in schools. A very successful annual "Arts Week" enables the pupils to work with a range of media in different styles with experts in the field. Consequently, the subject makes an excellent contribution to pupils' spiritual, moral, social and cultural development including multicultural development.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- The pupils achieve well throughout the school.
- There is a well-developed curriculum that is enriched significantly by additional activities.

Commentary

88. Pupils, standards are above average and they achieve well throughout the school. The well-planned curriculum meets all aspects of the National Curriculum and there is a very good range of activities provided outside lessons to enhance this. Year 3-5 pupils have swimming lessons at a local swimming pool. Very nearly all pupils attain the expected level of competence by the time that they leave the school, and there are opportunities for Year 6 pupils not achieving the expected level to attend further lessons.
89. Year 5/6 pupils achieve well at a range of activities. In an outdoor activity, pupils are developing their throwing and catching skills. This is a well-developed activity in which they extend their skills and many demonstrate the very good level of competence. Pupils work enthusiastically in their groups. In a Year 5/6 dance lesson, the pupils work very well in their groups and develop their ideas further for performing a dance sequence on City Life. They have good ideas of different and interesting ways of moving, for example, when waiting in a bus queue and the quality of their performances improves well during the lesson.
90. The quality of teaching and learning is good overall. The teachers have good subject knowledge, plan thoroughly and have high expectations of the quality of the work and make very clear to the pupils what they are doing. This allows the pupils to feel comfortable to explore

and develop their own skills. In a Year R/1 class, the pupils develop movements to 'We are going on a bear hunt' and extend their movement skills of climbing, moving along and over and under. The teachers' skill is very good in managing this mixed-age class, emphasising safety and challenging the pupils. Few opportunities were seen of pupils evaluating their own work or that of others. This meant that, in lessons, opportunities were missed to help pupils to improve their performance and extend their skills. Overall, the pupils enjoy their work and get involved well in the wide range of activities. The subject is managed well and there are appropriate and useful plans. The very good out-of-lesson activities enhance the pupils' learning. The school takes part in a variety of sporting events and matches.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

91. Only one lesson was seen in personal, social and health education and therefore it is not possible to make an overall judgement. All classes have regular lessons in **personal, social and health education**. The pupils are confident and very interested in the work they do. They are given very good opportunities to explore and think about issues that affect their personal, social and health development and they respond very well to the opportunities provided. The pupils are helped to understand the importance of respecting other people's feelings and values. This is developed through specific personal, social and health lessons and assemblies but most of all through the way all staff relate to the pupils and are effective role models. The school gives the pupils opportunities to develop their awareness of the responsibilities of living in a community. Through this, the pupils are helped to develop a clear sense of fairness and to support each other.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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