

# INSPECTION REPORT

## **ASHOVER PRIMARY SCHOOL**

Ashover

LEA area: Derbyshire

Unique reference number: 112501

Headteacher: Mr I Ridgway

Lead inspector: Mr T Elston

Dates of inspection: September 13<sup>th</sup> – 15<sup>th</sup> 2004

Inspection number: 266329

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	201
School address:	Narrowleys Lane Ashover Chesterfield Derbyshire
Postcode:	S45 0AU
Telephone number:	01246 590207
Fax number:	01246 591454
Appropriate authority:	The governing body
Name of chair of governors:	Mr Paul Mason
Date of previous inspection:	April 1999

## CHARACTERISTICS OF THE SCHOOL

Ashover Primary is an average sized rural school on the edge of the Derbyshire Dales for pupils aged four to 11. Almost all children are white and of British heritage. No pupils are learning English as an additional language. This is an advantaged area in social and economic terms and very few pupils are eligible for free school meals. Only around five per cent of pupils have special educational needs, mostly with dyslexia or social, emotional and behavioural difficulties. Two pupils have Statements of Special Educational Need, which is about average. Children's knowledge and skills are generally above average when they join the school in all areas of their development. In 2003, the school gained the Basic Skills Quality Mark and Schools' Achievement Award for sustained high standards.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20704	Terry Elston	Lead inspector	Mathematics, information and communication technology (ICT), design and technology, physical education.
19693	Sally Hall	Lay inspector	
23733	Averil Anderson	Team inspector	Science, history, geography, religious education, provision for pupils with special educational needs.
30814	Liz Coley	Team inspector	Provision for children in the Foundation Stage, English, art and design, music.

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very good school** where the very good leadership, management and teaching account for pupils' excellent achievements. By Year 6, standards are very high in English and mathematics and well above average in science. The very good support and guidance make this a very happy school where pupils behave very well and find learning fun. There are very good links with parents who speak highly of the quality of education. The funds are managed very efficiently and the school provides excellent value for money.

The school's main strengths and weaknesses are

- Pupils' achievements are outstanding by Year 6
- The headteacher's leadership is excellent and an important reason for the school's success
- Pupils love school; they behave very well and attendance rates are very high
- The very good teaching means that pupils learn quickly
- The partnership with parents is very good
- Pupils are in danger from parents who park cars too close to the school

**The school has done very well since the last inspection** because of its commitment to continual improvement. The high standards reported in the last inspection have been improved upon in English and mathematics and have remained high in science. Shortcomings in the achievements of more able pupils have been rectified and they now achieve very well. The teaching is better and the leadership and management are more effective.

### 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*	A	C
Mathematics	A*	A*	A*	A
Science	A	A*	A	A

*Key: A\* - very high and in the top five per cent nationally; A - well above average; B - above average; C - average; D - below average; E - well below average; E\* - very low.*

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

In the 2003 national tests, pupils did very well overall, and their excellent results in mathematics put them in the top five per cent of schools nationally. The relatively weak performance by boys brought the English scores down. This year, although national results are not yet available for comparison, the school looks to have improved significantly on last year's performance, especially in terms of boys' achievements. This inspection finds that standards are very high, overall, and **pupils' achievements are excellent**. Children make a very good start in the Reception and, as a result of very good teaching, are already making very good progress. By Year 2, pupils do very well and their standards are well above average in speaking and listening, reading, writing, mathematics and science. Standards are above average in religious education and ICT, where the very good use of the computer suite is having a big impact on pupils' achievements.

They maintain this very good progress and, by Year 6, standards are very high in English and mathematics and well above average in science. Standards are above average in ICT and

religious education. Pupils with special educational needs make very good progress and benefit from very good support and individual attention. The development of pupils' personal qualities is very good. **Their spiritual, moral, social and cultural development is good** and is illustrated by their concern for the feelings of others and their very good behaviour and attitudes to work. Attendance is outstanding and pupils are very punctual to school.

## **QUALITY OF EDUCATION**

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

**The very good teaching and learning** is the result of excellent planning of lessons that identifies clearly the learning expected of all groups of pupils. In all classes, teachers manage pupils' behaviour very well and lessons move at a fast pace. Children get off to a very good start in the Reception because adults have high expectations of pupils' work and behaviour. They settle into school quickly, enjoy learning and make rapid progress. Pupils in Years 1 and 2 benefit from very good teaching, particularly of reading, writing and number skills, and they make very good progress. The teaching of the older pupils is just as good and challenges all groups of pupils to do their best. Teachers have a very clear awareness of how to build on pupils' strengths and rectify their weaknesses, which is why pupils do so well. They use the very good assessment systems to show how well pupils are learning and what they need to do to improve. The teaching of pupils with special educational needs is very good and pupils make very good progress towards their targets. The curriculum is planned very well to provide teachers with a very good basis for their lessons. A very good range of activities after school and at lunchtime enriches the curriculum. The school is well staffed, and teaching assistants provide skilled support to pupils who need help. Accommodation is satisfactory, but some classrooms are too small and the headteacher's office is poor. Very good guidance and support help pupils feel secure, but the chaotic parking outside the school by some parents presents a hazard for pupils as they enter and leave. Otherwise, there is a very good partnership with parents and good links with the community.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management are very good.** The headteacher's role is outstanding in the way he sets such high standards and inspires pupils and teachers to achieve the school's goals. He is supported very well by the deputy headteacher and senior staff who play important roles in improving the provision through rigorous self-evaluation and effective action to rectify weaknesses. This has helped create a school with a high reputation in the community. The management is very good and the school runs very smoothly. The governance is very good. Governors are very knowledgeable and work very closely with the staff to raise standards.

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

Parents' views are very positive. They are particularly pleased with their children's progress, the quality of teaching and the headteacher's leadership. The pupils speak highly of their school, and see their teachers as its main strength.

## **IMPROVEMENTS NEEDED**

The most important thing the school should do to safeguard its pupils is to

- Stop parents parking dangerously outside school

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Overall standards and pupils' achievements are very high. Pupils' excellent attendance, very good attitudes and behaviour and good spiritual, moral, social and cultural developments contribute much to their successes.

#### **Main strengths**

- Pupils' achievements by Year 6 in English and mathematics are excellent
- Children in the Foundation Stage make very good progress
- The achievements of more able pupils are much improved since the last inspection
- Pupils with special educational needs do very well

#### **Commentary**

1. Overall, standards have risen significantly since the last inspection because the teaching is better and achievements of more able pupils have improved sharply. Children get off to a very good start in the Reception where the teaching and learning are very good. At the time of the inspection, children had been in school for a very short time but they had settled quickly and were learning at a fast pace. They were making particularly good progress in their reading and number work and a few were already reading common words and writing numbers correctly.

#### **Key Stage 1**

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

Standards in:	School results	National results
reading	16.7 (17.5)	15.7 (15.8)
writing	16.6 (17.0)	14.6 (14.4)
mathematics	16.5 (18.1)	16.3 (16.5)

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

2. The results for Year 2 pupils were well above the national average in writing, above in reading and average in mathematics. This cohort achieved well, even though results were generally lower than the high standards over the last four years. They entered the school with average skills and made good progress, overall, and very good progress in writing which had been a focus for improvement. In the 2004 national tests, while national figures are not yet available, it looks likely that pupils did very well. All attained at least the national standard in reading, writing and mathematics and the proportion attaining the higher levels was much higher than previous years. This year's pupils look to be continuing this pattern with well above average standards in speaking and listening, reading, writing and mathematics. The school looked carefully at last year's test results and put in place very effective measures to raise standards, particularly by:
  - making reading resources more interesting;
  - providing more stimulating extended writing tasks; and
  - focusing on developing pupils' basic number skills.

Standards are well above average in science, where pupils' experimental skills are a strength, and above average in ICT and religious education. These standards represent very good achievement and show that pupils have made significant progress since they entered school. In other subjects, there is some good use of colour in art and design, good making skills in design and technology and evidence of pupils' extensive knowledge of the local area in geography.

## Key Stage 2

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

Standards in:	School results	National results
English	28.6 (30.6)	26.8 (27.0)
mathematics	30.7 (31.4)	26.8 (26.7)
science	31.2 (31.4)	28.6 (28.3)

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

- The 2003 results for Year 6 pupils were very high in mathematics (and in the top five per cent nationally) and well above average in English and science. These achievements were very good and showed that, since their tests in Year 2 pupils' progress was excellent in mathematics, very good in science and good in English. The 2004 results look to be even better, with all pupils attaining at least the national standard in all three subjects, and far more attaining the higher levels than ever before. These standards have been maintained in the current Year 6 and improved upon in English. Standards are now very high in English and mathematics and well above average in science. This represents excellent achievement. Other notable strengths include the excellent use of the ancient stones discovered in the school grounds to give pupils a very good awareness of local history, the good singing and instrumental music playing and the school's considerable success in competitive sport.
- Pupils with special educational needs achieve very well. The school makes very good provision to support them both academically and emotionally. Very good progress is made towards meeting their individual targets. A measure of the effectiveness of the provision is that, in the latest national tests, all pupils with special educational needs achieved national expectations in English, mathematics and science.
- The most able pupils achieve highly. They are set very challenging work that they relish because it gives them the scope to make the best of their talents in subjects such as writing, mathematics, music, physical education and art and design.

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

Pupils' attitudes and behaviour are very good. Attendance is excellent and punctuality is very good. The provision for pupils' spiritual, moral social and cultural development is good.

### Main strengths and weaknesses

- Pupils love coming to school and absence rates are very low
- Teachers are skilled at giving pupils confidence in tackling challenging work and pupils are very enthusiastic learners
- The school's strong moral code helps pupils to behave very well
- The school's very good provision of social development makes pupils feel very much part of the school community
- There are not enough opportunities for pupils to learn about living in a multi-cultural society

### Attendance

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

Authorised absence	
School data:	1.5
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.*

6. Attendance rates are very high when compared to similar schools and there are no unauthorised absences. This is because the pupils really want to come to school and are usually only absent if they are ill. The school's very positive ethos has a beneficial impact on attendance rates. Not all teachers, however, are marking the reasons for absence in the registers.
7. All adults who work in school are skilled at developing the pupils' self esteem. They create an atmosphere where pupils are willing to contribute their ideas and persevere with challenging tasks without fear of failure or ridicule. This was seen to good effect in the Reception where the teacher reassured children who had just started school to 'try again' if they gave an incorrect answer, and in a Year 5 mathematics lesson where the teacher encouraged pupils to 'have a go' at answering a question even if they were unsure. Pupils listen very carefully and work with sustained concentration. Their very good attitudes have a positive effect on their achievements. Pupils value the very good range of extracurricular activities, and the after school clubs are very well attended.
8. The school's strong moral code works well because of the consistent and high expectation of good behaviour by adults working in the school. Pupils respond very well to the system of rewards, and sanctions are rarely needed. Successes are celebrated enthusiastically through displays, in lessons and through assemblies. Pupils and parents say that isolated incidents of anti-social behaviour are dealt with very well. The school has a very good system where pupils tell their teachers about their concerns through a note in the 'worry box', and issues are debated sensitively in whole class discussions. There have been no exclusions.
9. The school's provision for social development is very good and pupils are developing into mature and confident citizens. The school has developed a very strong sense of community among staff, parents, governors and pupils who rightly hold the school in very high regard. Relationships are very good because the school successfully promotes mutual respect for others. Boys and girls work very well together in pairs and groups and they play very well together in the playground. There are some good opportunities for pupils to take responsibility. Pupils are keen to organise fundraising events for charity and the 'playground pals' are learning to support others in the playground. School productions and residential visits enable pupils to develop their social skills very well through teamwork. The pupils show great respect for property and the environment.
10. The school has addressed the issue of lack of opportunities for reflection raised in the last inspection report well, and there are now many times in collective worship for pupils to think about life and its meaning. Pupils' knowledge of their own culture is developed successfully through the curriculum. They also gain valuable insights into other's beliefs through studying world faiths. However, there are not enough opportunities for pupils to consider issues that face young people living in a multi-cultural society.
11. The pupils have maintained their very good attitudes and behaviour found at the time of the last inspection.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The overall quality of education is very good. The teaching is very good and pupils learn very quickly. The very good curriculum, assessment, support, guidance and partnership with parents contribute much to pupils' high standards.

### **Teaching and learning**

The very good teaching means that pupils learn at a fast pace. Assessment is very good and shows pupils clearly how to improve.

## Main strengths

- The quality of teachers' planning is outstanding
- Teachers are very good at getting the best of pupils of all abilities
- Teachers manage behaviour very effectively
- The very good assessment provides a clear picture of pupils' attainment and progress

## Commentary

### Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	17	8	0	0	0	0

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

12. The quality of teaching and learning is very good throughout the school. The school has worked hard to improve the teaching since the last inspection, particularly focusing on the challenges set for more able pupils, and the benefits are clear in the high standards these pupils now attain. The planning of lessons is excellent and ensures that pupils learn the required skills quickly and effectively.
13. The teaching and learning for children in the Foundation Stage are very good. Adults have a very good knowledge of the needs of very young children who respond enthusiastically to the interesting work set for them. The staff are very good at getting children to settle quickly and learn the routines. This is helped by the welcome given to parents to stay with their children at the start of the day. This ensures that children are happy to start work and that parents have a good awareness of the expectations of staff. Activities are planned very carefully so that children of all abilities are able to work at their own pace. There are very good relationships between the adults and children that create a busy working atmosphere. The very effective literacy and numeracy lessons give children a good early grasp of reading and number skills and prepare them well for Year 1. Adults' high expectations of children's work and behaviour mean that they learn quickly and make the most of their time in class.
14. In Years 1 and 2, teachers build well on the work that pupils have done earlier. The teachers make learning fun by using exciting resources that stimulate pupils' interest. The lessons move at a fast pace, particularly in literacy and numeracy sessions, and the teacher uses the summing up session very well to assess pupils' learning and plan the next steps. Relationships are so good that all pupils have the confidence to take risks by answering hard questions. For example, in a very good numeracy lesson when a pupil was struggling to explain about place value, the teacher coaxed him sensitively to tease out his knowledge. He eventually gave an answer that was nearly right and was then helped by another pupil who came out to the front and said, "I think what he meant was....". This satisfied everyone.
15. In Years 3 to 6, the teachers always make a point of sharing the lesson's aims with pupils at the start, and this works well. It helps pupils to focus on the task, gives them a secure knowledge of their own learning and helps teachers assess their progress at the end. Teachers are very good at asking the right questions to make pupils think, and all are careful to pitch their questions so that each pupil can contribute to these sessions. As a result, pupils with special educational needs are fully included in lessons and more able pupils contribute at their own level. Teachers have very good ways of managing pupils' behaviour, whether it is in class, the ICT suite or outside in the yard. This means that they make full use of time in lessons and all pupils have every opportunity to learn.
16. The very good teaching of pupils with special educational needs accounts for their very good achievement. Teachers' very detailed planning always includes very good provision for pupils with additional needs. Pupils' individual targets are very well thought-out and play a big part in

helping both staff and pupils focus on the 'next step' in their learning. All staff are very skilled at varying their methods of teaching and questioning to suit the needs of individual pupils; consequently they learn quickly.

17. The school's assessment systems are very good. Regular tests give teachers accurate information on pupils' attainment and progress and provide clear targets for improvement. Teachers give pupils individual targets and these work well. They show clearly the next steps in pupils' learning and are reviewed regularly to challenge them further.

### **The curriculum**

The school provides a very good curriculum that is relevant to pupils of all abilities so that all achieve very well. Resources are good. Many visits, visitors and high-quality activities outside lessons enrich the curriculum. The accommodation is satisfactory, but some classrooms are cramped.

## **Main strengths and weaknesses**

- All pupils benefit from the interesting and very well planned curriculum, which fully meets statutory requirements
- The curricular planning for pupils with special educational needs is very effective
- Personal, social and health education is promoted very well and permeates all the work of the school
- The curriculum meets the needs of gifted and talented pupils very well
- Accommodation is used to best advantage but classrooms are very small

## **Commentary**

18. The level of planning is very good and ensures that there is no unnecessary repetition of work, which is a good improvement since the last inspection. There is a broad range of subjects taught, supported by very good opportunities for enrichment through visits and special events. The school makes very good use of opportunities that arise to make the curriculum come to life. For example, the discovery of Neolithic art found on large rocks when the field was levelled resulted in a wonderful programme of experiences for all age groups in the school. These crossed all areas of the curriculum and ranged from growing wheat, making bread, weaving with different materials, comparing life and homes across the world and at different times in history to actually building a full sized 'Round House'.
19. The school has worked hard over recent years to improve the curriculum for children in the Foundation Stage. Useful visits to other schools and good staff training have paid dividends and the curriculum is very good. The planning is very thorough, and children have many good opportunities to learn through 'hands on' experiences and to enable them to become independent learners.
20. The school is very good at providing opportunities for every one of its pupils to succeed to the best of their ability. This is evident in the curriculum offered to pupils with special educational needs. Their individual needs are met very well in all lessons ensuring that they make very good progress towards their targets. Similarly, gifted and talented pupils are given every opportunity to make the most of their abilities, whether they are in academic areas, sport or music.
21. Provision for pupils' personal, social and health education is very good. Pupils understand why and how they should live healthily and in harmony with each other; the very happy atmosphere across the whole school is evidence of the success of this work.
22. The staff, both teaching and non-teaching, are knowledgeable and enthusiastic about their work. Resources are plentiful and of good quality, they are used very well to enhance lessons. Members of the school staff and visiting teachers provide a very good range of extracurricular activities that take place before, during and after the school day. Accommodation is satisfactory, and used as well as possible, but classrooms are very small for the numbers of pupils working in them. The computer suite is very well equipped and used to good advantage. The headteacher's office is poor, and totally unsuitable to hold confidential meetings.

## **Care, guidance and support**

Care, welfare, health and safety are good. Support and guidance for pupils are very good. Pupils' involvement in the school's work is good.

## **Main strengths and weaknesses**

- Parents put pupils at risk by the way they park both outside and within the school grounds
- Staff show high levels of care and concern for pupils
- Teachers give pupils very good advice about how to improve their work

- Induction procedures for new pupils are very good

### **Commentary**

23. Despite the efforts of staff and governors and the concerns of pupils and some parents about safety in and around the school grounds, many parents blatantly disregard the parking regulations. They park directly in front of the school on the yellow zigzags and haphazardly enter, reverse or park in the school car park which also acts as a school bus lay-by. Pupils, often unsupervised, have to negotiate their way through the moving traffic and are at serious risk of being injured.
24. This is a school that is very successful in providing equal opportunities for all groups of pupils. All members of the school community show good levels of care and concern for each other. Parents particularly value the way in which the headteacher takes time to support pupils and their families when particular difficulties arise. Staff and governors work hard to ensure that pupils work in a healthy and safe environment. Arrangements for child protection are satisfactory and staff know to report any concerns to the headteacher. The school recognises the need to train another member of staff in child protection to ensure coverage in the absence of the co-ordinator. First aid procedures are good. Good records are kept when pupils are ill or injured and parents are kept well informed. The school offers parents and carers valuable 'out of hours' care for pupils through the after school club.
25. Parents value highly the way staff settle new children into school routines. Through visits and part-time attendance, the children quickly become familiar with school life. Teachers know the pupils very well. They track the progress of pupils' personal development rigorously, celebrate their achievements and make valuable comments in the pupils' annual reports. Teachers are very skilled at encouraging pupils in their lessons and they give pupils very valuable advice on what they need to do to improve their work. This has a very positive impact on their achievement.
26. The support for pupils with special educational needs is very good. Individual plans for each pupil are drawn up with great care and are of a high standard. They are reviewed at least termly and more often if necessary. The targets are realistic and relevant to the needs of the pupils.
27. Teachers listen to pupils carefully and value their comments highly. A recent survey of pupils' views proved very useful and, in response to their requests, more equipment has now been provided for use in the playground.
28. At the time of the last inspection, care was judged to be very good. It is now good, and has declined because of the dangerous parking by parents.

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

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

### **Main strengths**

- Parents hold the school in high regard and support its work enthusiastically
- The school welcomes parents and helps them to support their children's learning
- The school has established close links with the village and valuable partnerships with the world of work
- Links with other schools do much to improve teachers' knowledge and contribute to pupils' achievements

### **Commentary**

29. The school is very popular in the local area and parents are generally very supportive of it. The parental responses to the pre-inspection questionnaire were very positive and few had significant concerns. The main issue raised at the pre-inspection meeting was the dangerous parking at the start and end of the school day. Families are keen to support events such as school productions. The active Friends Association works hard to raise funds and organise social events. Parents also provide valuable support in the classrooms and on visits.
30. The school works hard to reach out to parents and to encourage them to become involved in the life of the school. Parents of children in the Reception are given much encouragement to work with their children at the start of the day, and they find this a valuable way to see how they learn. Nearly all parents feel that teachers are very approachable and are able to discuss any concerns with them at the end of the school day. Staff are good at inviting parents into school as soon as any academic or personal difficulties arise and this helps sort out problems quickly.
31. Parents receive good information from the school. Pupils' annual reports are satisfactory and contain useful information about how well the pupils are doing. Not all reports, however, do enough to inform parents of how their children can improve their work. Twice yearly consultations give parents good opportunities to discuss their children's progress with staff. New parents are provided with useful information about the school and how to help their children at home. The school gives parents relevant and timely information about future events and also send them helpful information each term about the topics their children will be studying. The prospectus and governors' annual report to parents paint a detailed picture of school life.
32. The school's good links with the community enrich the curriculum and have a positive impact on pupils' personal development and academic achievement. Links with the village are particularly strong. For example, pupils exhibit work in the local church, and the Rock Art area is well supported by the community. There are good links with the local industry. Pupils gained much from their visit to a local housing development as part of their study of the local area, and had great fun when local engineers worked with them on a technology competition.
33. The school is an active member of the local group of primary schools. This enables staff to meet with colleagues to share expertise and offer mutual support. The arrangements for the transfer of both pre-school children and Year 6 pupils to the next stages of their education are good.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are very good. The excellent leadership of the headteacher has enabled a very effective staff team to be built. Senior staff lead very well. The management is very good. The governors are very knowledgeable about the school and support the headteacher very well in his commitment to maintaining very high standards.

### **Main strengths**

- The headteacher has a very clear direction and is successfully sharing his vision of excellence
- The headteacher and deputy head work very well together and have built a highly effective staff team
- Excellent systems are in place to identify areas for improvement in order to maintain very high levels of achievement
- The governors know the school very well and actively support all areas of school life

### **Commentary**

34. Overall, leadership is very good. The headteacher's vision for the school is inspirational and he is fully committed to maintaining very high standards. This vision and commitment are very well expressed in a comprehensive action plan for improvement. This is produced following a rigorous process of self-evaluation and analysis of assessment results to show where the school can do better. In this way, for example, the school saw that boys' writing was not good enough and responded by changing the way writing was taught. By focusing more on providing greater opportunities for pupils to write at length in all subjects rather than just teaching the technical skills, all pupils improved their writing and boys now do as well as girls.
35. The management of the school is very effective. The headteacher and deputy work very well together and have built a very effective team of staff who are all committed to achieving high standards. Induction procedures for those staff who are new to the school are good. Good plans for reforming the workload of staff are already in place. The systems for the evaluation of the staff's performance are very good and closely linked to the priorities identified in the school improvement plan; their continuing professional development is a high priority for the school and help to explain the consistently high quality of teaching and learning. Subjects are led very effectively, and staff are well aware of the constant need to monitor and assess the learning of their pupils. Very good systems are in place for tracking pupils' progress and these ensure that teachers know what pupils need to do next.
36. Leadership and management of the provision for pupils with special educational needs are very good. The co-ordinator has a very clear picture of the role and provides clear leadership for staff who are very well supported in their work with pupils. The special educational needs policy has been rewritten to enable the school to implement fully the new Code of Practice.
37. Governance of the school is very good. Governors fulfil their statutory duties except for the annual report to parents that does not include all the required information. They play a big part in shaping the direction of the school. They have instigated the setting up of a private nursery on the school site in recent years, which now provides most of the school's pupils, and were also instrumental in providing after school care for children whose families expressed a need for such provision. By being regular visitors in school and conscientiously attending meetings and committees, they have forged very good relationships with the headteacher and staff. They have a very good awareness of the school's strengths and weaknesses and are not afraid to challenge judgements and initiatives as and when necessary.

**Financial information for the year April 2003 to March 2004**

Income and expenditure (£)	
Total income	398611
Total expenditure	361214
Expenditure per pupil	1720

Balances (£)	
Balance from previous year	5958
Balance carried forward to the next	43355

38. Governors have a very deep knowledge of the school's finances and are fully involved in budgetary matters, always looking to see where they can achieve best value for the school, for example in the financing of the ICT suite. In these matters, the highly efficient school secretary supports them very well. Plans are ready for major improvements to the available accommodation, and governors have put in place very detailed and realistic proposals. Governors are keen for standards to remain very high and to guard against complacency.
39. The reputation of the school is justifiably very high because of the very good quality of education. The ability of the headteacher and his staff to maintain that reputation is a major factor in sustaining very high levels of achievement. A barrier to achievement is the cramped accommodation in some areas. The pupils complained, with justification, that some

classrooms are too small, and the provision made for the headteacher is poor. He has nowhere in which to hold confidential meetings with pupils, parents or staff.

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

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

The provision for children in the Foundation Stage is very good.

#### **Commentary**

40. Overall, children enter Reception with skills that are above average in all areas except knowledge and understanding of the world, where they are in line with those expected for their age. By the time they enter Year 1, records show that nearly all children achieve the levels expected in all areas of their development, and a significant number exceed them. No overall judgements of achievement can be made for the current group of children as the inspection took place when they had only been attending the school for five days.
41. The organisation of the curriculum is in the process of change. In previous years, the curriculum was very formal and gave few opportunities for developing skills in a practical way thereby encouraging independent learning. The new curriculum is very good. During the inspection, the children enjoyed choosing a wide range of activities and were already seen to be making good progress. Teaching is very good in all areas of learning and caters for the needs of all children, including those with special educational needs. Adults make children very welcome and are quick to help them when they are anxious. This is why they enjoy school so much. The new, purpose-built accommodation is very good, giving plenty of space for all activities including role-play areas. Resources are good and help to make learning fun. Good provision is made for outdoor play apparatus.
42. The leadership and management are good. The staff work together as a very effective team, being well informed and enthusiastic. The school has identified key areas for improvement and the resulting action plan is already improving the curriculum. There are very comprehensive assessment procedures that measure each small step in children's learning. Staff make very good arrangements for children as they start school and establish supportive links with parents, some of whom, along with grandparents, come into school to support children's learning. Good arrangements enable children to make a smooth transition into Year 1. Improvement since the last inspection has been good, with improved accommodation and resources and more adult support for the children within the classroom.

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

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

#### **Main strengths**

- Very good induction procedures help children settle quickly
- Clear routines are established and these give the children security and trust
- Children are given lots of opportunities to develop their independence

#### **Commentary**

43. Before the children start in the Reception, they have very good opportunities to visit the school and the staff make sure they are welcomed warmly. This means that when they begin school children settle happily into school routines. The beginning of every session follows a familiar pattern, and children respond well to finding out how many are attending, what the date is and what the weather is like. Staff are happy for parents to help their children with the first task of the day for a few minutes and this allows for good partnerships between home and school to be built. Very good relationships exist between staff and children and the children feel secure in school. They are happy to take turns and respect the needs of others. The children are

making very good progress in becoming more independent through choosing their own activities, and they work well with others. Behaviour is very good because the rules are made very clear.

## **Communication, language and literacy**

Provision in communication, language and literacy is very good.

### **Main strengths**

- Teachers develop children's listening and speaking skills very well
- Children become confident readers and writers

### **Commentary**

44. The very well structured teaching of language skills mean that children learn to speak clearly and listen attentively to each other. They respond enthusiastically during group discussions and talk sensibly to each other during play activities. There are many opportunities for children to act out their own experiences and make up stories during role-play activities, and children particularly enjoy dressing up for the magical activity of reading. From examining workbooks, by the time they enter Year 1 all the children know the names and sounds of the letters of the alphabet and are beginning to read simple words confidently. Many structure their 'news' in whole sentences and write independently, spelling common words correctly. During the inspection, children were observed choosing items for their picnic which began with 'c'. They recognised the initial sound and letter of crackers, carrot, coconut and coffee and rejected milkshake and orange. Children made very good progress in the lessons seen in this area of learning.

## **Mathematical development**

Provision in mathematical development is very good.

### **Main strengths**

- Children learn to count correctly
- Many opportunities are given for using mathematical language

### **Commentary**

45. Using very well planned activities, the children explore mathematical ideas, such as bigger and smaller, and become confident using mathematical language. Adults use interesting resources to help children learn, such as computer programs to help them understand direction, and matching games such as lotto and cards to help their counting and recognition of numbers. Children are making very good progress and a few already count beyond ten and write numbers legibly. From the examination of workbooks, nearly all children last year achieved the expected levels for their age and many exceeded them. They worked confidently with numbers up to ten, and some counted in tens up to 100, recognising even and odd numbers and using simple addition and subtraction up to 20.

## **Knowledge and understanding of the world**

Provision in knowledge and understanding of the world is good.

### **Main strengths**

- Children's understanding of their growing world is enriched by visitors who come into school
- Many opportunities are given to develop ICT skills

### **Commentary**

46. Many activities are planned so that children develop a good understanding of the world around them. Visitors into school, such as the nurse from the local hospital and the officer from the RSPCA, help children to understand more about themselves and their bodies and how they

should treat animals. They have also learned more about their local environment by visiting a ploughing match, studying the local village and visiting a shop. Apart from numerous daily opportunities to learn through computer programs within their own classroom, the Reception class benefit much from using the ICT suite twice a week. This works well for them; they were observed during the inspection making good progress as they controlled the mouse competently to match articles such as tomato, cat, motorbike and strawberry to the correct initial letter of the word.

## **Physical development**

Provision in physical development is good.

### **Main strengths**

- Children learn to use a variety of tools safely
- The outside area is used well to encourage large muscle development

### **Commentary**

47. Adults plan a good range of activities to help the children learn to use scissors and sewing needles safely and with control. They are supervised very carefully and it is for these activities that parents and grandparents were observed during the inspection lending their valuable support. Children make good progress as they sew with cross-stitch and running stitch with help and they clearly enjoy these activities. They learn quickly how to hold pens, pencils and paintbrushes correctly. The outside area is very well used for running, climbing and balancing activities that develop their co-ordination skills well.

## **Creative development**

Provision in creative development is good.

### **Main strengths**

- Activities are well planned and cover all aspects of creative development
- Many opportunities are given to foster the children's imagination

### **Commentary**

48. The children enjoy all of the creative activities that are offered for exploring colour and shape with a wide range of techniques and materials. They were absorbed with their creations of Clever Cat faces that turned out very well. They play together happily in the role-play area, although, at this early stage of the year, they are still playing alongside each other rather than with each other. They sing enthusiastically and enjoy discovering how different instruments make sounds. They describe accurately whether the sounds are long or short and loud or soft. The majority of children respond rhythmically when accompanying their own singing.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision for English is very good.

### **Main strengths**

- The quality of teaching is very good and results in pupils achieving very highly by Year 6
- The school analyses national test results rigorously and quickly remedies any weaknesses
- Leadership and management of the subject are very effective
- The staff have high expectations and continually challenge pupils to do their best

### **Commentary**

49. Standards in English have remained consistently high over recent years, although there was a dip in the results of national tests in 2003. However, the results in 2004 at Year 2 and Year 6 suggest an improvement back to their previous levels. Current standards by Year 2 in all aspects of English are high and very high by Year 6. The main reasons for the improvement lie in the rigorous analysis of test results and swift, effective action to rectify weaknesses. The analysis of the 2003 results, for example, revealed that, in the Year 2 tests, standards in

reading overall and in writing by boys were not high enough. These issues have been tackled by:

- whole school approaches to developing reading and writing skills using new and imaginative resources;
- introducing a 'buddy' system in reading which involves Year 6 pupils listening to and encouraging younger pupils;
- providing effective support for pupils who are struggling with these basic skills; and
- making more opportunities for pupils to write at length.

50. The evidence of this inspection shows that these strategies worked very well, and standards in reading have improved significantly while boys' writing is now just as good as that of girls. Standards are now well above average in all aspects of English by Year 2, and very high by Year 6.
51. Pupils with special educational needs make very rapid progress because they are supported very well by skilled teachers and teaching assistants.
52. Listening and speaking skills are a particular strength and many opportunities are given throughout the day, in all subjects, for pupils to develop these skills. By Year 2, pupils speak very clearly and confidently because they know their efforts will be valued. Teachers make very good use of pupils talking in pairs so that they get used to taking it in turns to speak and listen. By Year 6, teachers give pupils lots of encouragement to speak to the whole class and they do so easily.
53. In reading, pupils by Year 2 read simple books with fluency, expression and very good understanding. Teachers are very encouraging and pupils feel confident about reading to the class or as a class. They are starting to make accurate predictions about what may happen next and give good opinions of the author's style. Year 6 pupils are given challenging texts to read and they do so quickly and very accurately. Many are skilled at scanning articles for information.
54. In writing by Year 2, pupils achieve very well. Teachers give them interesting work that captures their imagination. Their handwriting is fluent and neat and pupils obviously take a pride in their work. By Year 6, pupils' writing is excellent. It is full of life and exciting to read. For example, one pupil, in a piece of extended writing, 'The river had burst its banks. Racing into the village, it sucked into its grey mouth everything it could.'
55. The presentation of work is very good. Spelling is well above average; pupils have regular tests and most use correct spelling in their extended writing.
56. Teaching and learning are very good overall. Strengths in teaching include:
- very good questioning which draws out ideas from the pupils about what they are reading;
  - very good pace to lessons;
  - a wide variety of exciting activities that make pupils want to read and write; and
  - teachers' very good subject knowledge that enables them to make the best of pupils' talents.
57. Teachers are very good at giving clear explanations as to why certain words would be better than others to make a point. They continually challenge the pupils to do as well as they can and reward pupils with praise when they are successful. The point of lessons is made very clear, and the summing-up session at the end is not only an opportunity for the teacher to assess how much the pupils have learnt but also a chance to extend their learning still further, ready for the next lesson. At the end of a Year 6 lesson, pupils were asked to prove that they had understood the difference between a simile and a metaphor by giving examples of their own writing in

relation to a volcano. Two pupils had written, 'The fire blazed like an angry dragon,' and 'Spitting fire out of its mouth, its red eyes roared with fire,' revealing a very good understanding of a difficult subject.

58. Leadership and management are very good. Last year, the school produced a very detailed action plan with initiatives that have already proved successful in raising standards. Assessment procedures are very good and teachers have a thorough knowledge of what pupils are achieving in order to plan further work. Through the very careful monitoring of pupils' progress, teachers set challenging targets so that pupils know clearly what they have to do to improve. Teaching and planning have been carefully evaluated and this has contributed to the rise in standards. Improvement since the last inspection has been good, particularly in terms of the resources and the teaching and learning of writing.

### **Language and literacy across the curriculum**

59. Pupils' competence in language and literacy is well above average for their age in Years 1 and 2 and far above expected standards in Years 3 to 6. Teachers provide many opportunities for pupils to develop these skills in all subjects. For example, in science, experiments are written up very effectively, sometimes as brief notes and at other times as descriptive pieces of writing with the amount of writing increasing as pupils move through the school. In a Year 1 dance lesson observed, pupils were encouraged to extend their range of vocabulary when discussing how various toys move, and in a Year 3 religious education lesson, having written harvest prayers, pupils demonstrated very good listening and speaking skills when reading their prayers to the class. Pupils in history wrote extensively on the Ancient Egyptians, having undertaken detailed research on the Internet.

### **MATHEMATICS**

Provision in mathematics is very good.

#### **Main strengths**

- Pupils' achievements are outstanding
- The high quality of the teaching ensures that pupils learn very quickly
- Pupils enjoy the subject
- The leadership and management are very good
- Assessment is very good

#### **Commentary**

60. Standards by Year 2 are well above average, and by Year 6 they are very high. National test results have generally remained consistently high over recent years. Pupils' achievements are excellent and show a significant improvement since the previous inspection as the result of better planning and more rigorous assessment.
61. The teaching and learning are very good throughout the school. In Years 1 and 2, the teaching is lively and challenging so that pupils enjoy working and cover a lot of work in lessons. The teacher places great emphasis on developing pupils' basic number skills, and this is why nearly all pupils respond quickly and accurately to questions involving addition and subtraction facts to ten and beyond. The teachers are very good at asking the right questions to make pupils think, and this challenges all groups of ability. They use very interesting methods to capture pupils' interest, such as when a Year 2 teacher showed pupils how many tens and units there were in a number by using beads on a string. Pupils quickly saw how the number was constructed and used their knowledge very well to work out others.
62. In Years 3 to 6, teachers' planning is excellent. It identifies very challenging tasks for all groups of pupils in the class so that all learn quickly. Pupils with special educational needs make very

good progress because they are taught skilfully how to approach a problem and supported very effectively in their individual work. Teachers make the mental starter lesson fun, and pupils enjoy responding with quick-fire answers. Their mental mathematical skills develop very well as a result and, by Year 6, pupils are very quick to work out complex sums in their head. The school has done lots of work to improve pupils' problem solving skills, and they are now very confident finding sequences of numbers and looking for number patterns in investigations. Teachers use ICT very well to improve pupils' skills in mathematics. This was illustrated to great effect when Year 6 pupils investigated factors of numbers on computers, and achieved excellent results learning rapidly how to find factors of numbers as high as 243.

63. The leadership and management are very good. The school uses the results of regular assessments of pupils' work very well to plan further work, and makes detailed analyses of national test results to see where teaching and learning can be improved. This was particularly effective following a dip in the national test results by Year 2 pupils in 2003. The school put in place improved planning to develop pupils' basic numeracy skills and they look to have fared much better this year as a result.

### **Mathematics across the curriculum**

64. Teachers make very good use of mathematics across the curriculum. In ICT, pupils consolidate their mathematical skills very well when making calculations using spreadsheets and producing a wide range of different graphs of their investigations. In science, they make careful measurements of the weight of different materials when water is added. In design and technology, pupils measure accurately when making models of rockets and slippers.

## **SCIENCE**

Provision in science is very good.

### **Main strengths**

- Pupils achieve well
- The teaching and learning are very good
- Pupils enjoy science and work very hard
- Leadership and management are very good

### **Commentary**

65. Standards in science are well above average by Year 2 and Year 6. All pupils, including the most able and those with special educational needs, achieve very well because of the very good teaching throughout the school and the high quality of the curriculum planning. This was illustrated very well in the 2004 national tests at Year 6, when all pupils attained at least the national standard and three quarters of them exceeded this level.
66. In Years 1 and 2, the teachers lay very good foundations for experimental work, giving pupils lots of opportunities to discover about forces and materials. Consequently, by Year 2, pupils are very skilled at conducting investigations. They have a very good knowledge of electricity and its potential dangers, and write accurate accounts of how a torch works. They are very good at testing materials to show their different properties, and know how heat and cold cause the melting or freezing of liquids. In an excellent Year 1 lesson, pupils were exploring their senses and were about to discover what was inside a range of 'feely bags' and to describe what they could feel. This excellent investigative work, linked with very good speaking and listening, was a very good example of why pupils achieve so well. Pupils record their investigations on simple but effective worksheets and are proud to tell each other the results they have obtained. They work with enthusiasm and interest and remember what they have previously learnt very well.
67. In Years 3 to 6, teachers' high expectations and very detailed planning extend all groups of pupils very effectively. By Year 6, pupils have a clear understanding of forces and, by carefully organised experimentation, show clearly how different types of footwear have different amounts of friction. Teachers are very good at making lessons fun and exciting. This stimulates pupils' eagerness to carry out investigations and then use the information they have discovered. In a lesson about evaporation, for example, pupils made very accurate predictions of what would happen when water evaporated from a solution and discussed how soluble materials could be recovered. They went on to work out detailed experiments using different materials to see which could be retrieved most quickly. The teacher adjusted his questioning and methods of teaching very skilfully to ensure all pupils successfully worked out the answers to the problem set without relying on being given the answers. This continuous assessment of pupils' needs and quick response to the information gained are important reasons for pupils' very good learning.
68. Leadership and management of the subject are very good. There has been much success in the past and the new subject co-ordinator has plans to build on this and move the subject even further forward. In the 2004 national tests a much higher percentage of boys reached the higher levels than did the girls (although the percentage was still higher than the national average). These results have already been analysed and useful plans put into operation to remedy this. Resources are good and used very well. The small classrooms hamper practical activities when whole-class demonstrations are needed to introduce topics.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils achieve well
- Teachers have good subject knowledge
- Good leadership and management are raising standards
- Teachers use the ICT suite very well

## Commentary

69. Standards are above average by Year 2 and Year 6 and pupils achieve well. Pupils with special educational needs make good progress, and use ICT well to improve their language and literacy skills.
70. The improved standards since the last inspection show the value of better curriculum planning and more effective teaching of computer skills. This has particularly improved pupils' use of word processors.
71. The quality of teaching and learning is good throughout the school. Teachers are confident in their own knowledge and pupils know their questions will be answered. Teachers give lots of opportunities for pupils to develop basic computer skills and, by Year 2, nearly all enter, retrieve and store their work competently and use their imagination well when using different fonts and colours to enhance their work. Pupils have produced good three-dimensional graphs of their favourite colours and used graphics programs well to 'paint' pictures of fish in an aquarium.
72. In Years 3 to 6, teachers work at a fast pace and pupils enjoy the challenges set for them. They do very well in Year 3 to build effectively on the basic skills taught earlier. For example, one teacher got pupils to achieve well when getting them to extend their knowledge of different fonts and sizes of letters by writing words in a style that reflected their meaning. This led to examples such as BANG! and thin and pupils had great fun while learning very quickly. Teachers introduce new work very well and make excellent use of the large screen in the computer suite to show the different stages of a process. For example, when one teacher showed Year 5 pupils very clearly how to build an animal by creating and 'dragging' geometric shapes across her big screen, they could hardly wait to try their own. Their results were stunning and illustrated clearly how effective the teaching had been.
73. The leadership and management are good. The school has improved the level of pupils' skills significantly over recent years with effective use of the computer room. This works well; it gives pupils good opportunities to put new learning into practice immediately, and they make good progress in a short time. There is a good scheme of work to help teachers with the planning, and good, easy to use, assessment systems to check on pupils' progress. There is a good ratio of pupils to modern computers and the rising standards are a clear indication of money well spent. The subject enhances pupils' personal and social development as they work well in pairs, sharing tasks, sensibly discuss which options they will choose and relate positively to peers and adults alike. They take a pride in their achievement.

## Information and communication technology across the curriculum

74. Teachers make good links between ICT and other subjects. In mathematics, for example, pupils have used spreadsheets well to make calculations and have sorted data systematically to produce accurate bar charts and pie graphs. In literacy, pupils used computers effectively to write poems and stories with interesting fonts and colours and created excellent 'newspaper articles' combining text with graphics. In history, they have written good accounts of the process of mummification as part of their Ancient Egypt topic and in science they skilfully recorded experiments with parachutes to show how different models worked.

## HUMANITIES

75. During the inspection, it was not possible to observe any lessons in history or geography and no judgements are made on the quality of the provision in these subjects. Evidence is from looking at samples of pupils' work, photographs, subject co-ordinators' files, displays and talking to pupils. In **geography**, Year 2 pupils have a good knowledge of their local area and the use of different buildings. They draw reasonably accurate maps of the village. By Year 5,

they have learned to read maps showing levels of rainfall in a country and have a sound grasp of how severe weather can cause damage. Year 6 pupils wrote knowledgeably about the development of rivers and how some types of rock were formed. In **history**, pupils throughout the school have gained much from their involvement in the exciting project following the discovery of ancient stones in the school grounds. Their in-depth work gave them a very good insight into how people in Neolithic times lived. They developed this further by building their own, full-size 'Round House' in the school grounds. These practical experiences did much to give pupils an excellent feel for local history.

### **Religious education**

Provision in religious education is good.

### **Main strengths**

- Standards are above average and higher than at the last inspection
- Pupils are good at transferring what they learn in lessons to their everyday life
- Lessons are very well planned to build on pupils' experiences

### **Commentary**

76. Standards throughout the school are above those of the locally agreed syllabus. The teaching and learning are good. Teachers' very good planning ensures that all pupils achieve well and make good progress. Teachers' good use of interesting resources help pupils to enjoy the subject.
77. By Year 2, pupils have a very good knowledge and understanding of the similarities and differences between Christian and Muslim naming ceremonies. Pupils recount their favourite part of the local church and their own special place. They have a good awareness of how both Christians and Jews believe the same story of the Creation, and can say what was created on which day.
78. By Year 6, pupils have a wide knowledge of the world faiths. The well-informed teaching ensures that they understand that, while the religions have many differences, they also have many similarities. Pupils discuss these variations with ease and clarity, which is a very good improvement since the last inspection. They know of the great work carried out by Florence Nightingale, Gandhi and Mother Teresa as well as the major stories of the different faiths and their holy books.
79. Leadership and management are good. The school has developed the subject well since the last inspection by improving the resources and providing more in-depth work on different religions. This is why standards are higher. Teachers make very good use of ICT to give pupils 'virtual tours' of different religious places of worship that are not readily available for them to visit and these work well.

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

80. Only one lesson was observed in music and physical education and none was seen in design and technology or art and design. Further evidence was gained from listening to audiotapes and videotapes made by the school, the singing in assembly, and looking at displays of pupils' work. In **music**, pupils achieved well in the lesson seen. They sang with great enjoyment and made good progress in discovering ways to make different sounds with their hands. They worked very well together to produce realistic sound effects to do with weather. Many pupils benefit from instrumental music tuition and attain high standards in their playing. There is much evidence of above average attainment in **art and design**. Year 2 pupils show a good awareness of colour and tone, and their lively pictures of Elmer the Elephant represented good achievement. Year 5 pupils have developed their skills well, and their vivid silhouettes of

buildings showed a very good understanding of how to use contrasting colours effectively. Pupils have a good knowledge of famous artists and have drawn some very good pictures in the style of Cézanne and Matisse. In **design and technology**, pupils make a good start in Years 1 and 2 and have made a good range of puppets. They were finished well with good attention to colour and detail. Pupils develop their skills well in Years 3 to 6, producing interesting string musical instruments, moving monsters, rocket ships and models using cam mechanisms. Their slippers in Year 6, made from an exciting range of materials, showed good creative skills. In **physical education**, many pupils demonstrate good games skills. In the lesson seen, Year 6 pupils learned quickly because of the teacher's very good focus on the basic skills of hockey. Although many started uncertainly, by the end of the lesson nearly all showed good control of the stick and played competitive games skilfully. The school does very well in competitions against other schools, particularly in football, athletics, netball, tennis and swimming.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

81. Not enough lessons were observed to make judgements on achievement or teaching. The evidence from those lessons seen, discussions with pupils and looking at their work shows that pupils gain a very good understanding of their place in society and of their responsibilities as citizens. They talk maturely about bullying and are quick to help those who are in trouble.

## 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	1
<b>Overall standards achieved</b>	<b>1</b>
Pupils' achievement	1
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	1
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
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
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	1
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).*