

INSPECTION REPORT

BILDESTON PRIMARY SCHOOL

Bildeston, Ipswich

LEA area: Suffolk

Unique reference number: 124531

Headteacher: Mr A Lindsley

Lead inspector: Mr R A Robinson

Dates of inspection: 6th – 8th December 2004

Inspection number: 266422

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:	112
School address:	Newberry Road Bildeston Ipswich Suffolk
Postcode:	IP7 7EU
Telephone number:	01449 740269
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs A Crust
Date of previous inspection:	January 1999

CHARACTERISTICS OF THE SCHOOL

This is a smaller than average-sized primary school. All pupils are of white ethnic backgrounds. No pupils are learning English as an additional language. The proportion of pupils known to be eligible for free school meals is just over 8 per cent, which is below average. The school serves a socially and economically average area. Children's attainment on entry is below average. 19 pupils (17 per cent) are on the list of special educational needs, which is about average. Two pupils have statements of special educational needs. Most of the pupils receiving additional help have moderate or specific learning difficulties, social, emotional and behavioural difficulties, speech or communication difficulties or autism. The number of pupils joining or leaving the school other than at the usual times is about average although the mobility of pupils in some age groups is high. The school gained a Healthy School Award and a School Improvement Award in 2003 and is involved in the Leadership Development Strategy in Primary Schools. During the academic year 2003/4, the school experienced some staff changes in the reception and in Years 1 and 2, and all teachers in the reception and Years 1 and 2 classes joined the school in September 2004. Classes are of mixed ages except for most of the teaching of English, mathematics and science in Years 3 to 6 when pupils are in smaller groups each consisting of one-year group.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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9327	Stuart Vincent	Lay inspector	
25376	Lynn Alvy	Team inspector	Science Geography History Foundation Stage
18344	David Earley	Team inspector	English Art and design Design and technology Music Physical education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Bildeston Primary School provides a good education for its pupils. A climate suitable for learning is established very well. Standards in Year 6 are above average, overall. Pupils' achievement is good because of good teaching. The leadership and management of the school are good. The school provides good value for money.

The school's main strengths and weaknesses are as follows:

- Standards by the end of Year 6 are on course to be well above average in mathematics and above average in English and science.
- The leadership of the headteacher, senior teachers and governors is good.
- Pupils' behaviour and attitudes to work, particularly as they progress through the school, are very good.
- By the end of the reception year, children are likely to be below standards expected in personal, social and emotional development, in communication language and literacy and in mathematical development.
- The curriculum for children of reception age meets statutory requirements but is too narrow, and unsatisfactory furnishings and resources, both indoors and outdoors, inhibit the creation of a stimulating learning environment to develop further children's learning.
- The provision for pupils with special educational needs is good.

Improvement since the last inspection in February 1999 is good, overall. Standards have risen and pupils are making better progress in their learning. The quality of teaching is now good. The issues identified at the last inspection have been addressed. The subject co-ordinators are now monitoring pupils' work. Teachers plan work for pupils according to their prior attainment. Resources for information and communication technology have been improved.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	A*	D	B
mathematics	C	B	A	A*
science	C	A	D	B

Key: A - very high; 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.

Achievement is good, overall, including that of pupils with special educational needs and gifted and talented pupils. Children in the reception age group achieve satisfactorily but are likely to be below expected levels at the end of the reception year in personal, social and emotional development, in communication language and literacy and in mathematical development. Pupils' achievement is good in Years 1 to 4 and very good in Years 5 and 6. Standards of the current group of pupils in Year 2 are average in reading, writing, mathematics and science. In Year 6, standards are above average in English and science and well above average in mathematics. In the 2004 national tests, standards compared to similar schools were, overall, well above average and in the highest five per cent nationally in mathematics. Caution must be taken when comparing year-on-year results because of differences in the composition of year groups in a small school.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Their attitudes and behaviour are very good. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good and leads to pupils' good achievement.

The quality of teaching and pupils' learning is good, overall. Most of the teaching is good or very good. Teaching and learning are satisfactory in the reception age group and they are good in English and science and very good in mathematics. No judgements were made on the quality of teaching in other subjects. Literacy skills are developed well in other subjects. Numeracy skills are used and applied soundly. Information and communication technology assists learning satisfactorily throughout the curriculum. The assessment and recording of pupils' progress are good. The curriculum in Years 1 to 6 is based soundly on the requirements of the National Curriculum and is enriched well by out of school activities, visits and visitors to the school. The curriculum for reception age children does not embrace sufficiently well the national guidance, and resources to assist children's learning are unsatisfactory. Arrangements for ensuring pupils' care, welfare, health and safety are good. The school provides pupils with good support, advice and guidance and involves them very well in its work and development. The partnership with parents is good and there are good links with the community and very good liaison with other local schools.

LEADERSHIP AND MANAGEMENT

The leadership and management are good. The headteacher provides good leadership and is assisted well by other senior staff and by an effective governing body. Management systems are good and effective. The school complies with statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are well satisfied with the education the school provides for their children. Pupils are positive about the school. Neither parents nor pupils have any significant concerns.

IMPROVEMENTS NEEDED

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

- Standards should be raised by the end of the reception year.
- The curricular guidance for children of reception age should be reviewed, and improvements should be made to the learning resources, both indoors and outdoors, in order to raise standards further.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement of pupils is good. It is good in Years 1 to 6 and satisfactory in the reception. Standards are above average, overall, in Year 6 and are average in Year 2.

Main strengths and weaknesses

- Many children in the reception are unlikely to reach expected standards in personal, social and emotional development, in communication, language and literacy and in mathematical development by the time they enter Year 1.
- Pupils' achievement is good in Years 1 and 2 and standards by the end of Year 2 are likely to be in line with the national average in English, mathematics and science.
- Pupils' achievement is good in Years 3 to 6 and standards by the end of Year 6 are on course to be well above the national average in mathematics and to be above average in English and science.
- Pupils with learning difficulties, and gifted and talented pupils, make good progress.
- The demanding targets set to be achieved by pupils by the end of Year 6 are likely to be reached in English and science and exceeded in mathematics.

Commentary

1. Children enter the reception class with below average levels of attainment and in this year and the previous year the proportion of children with special educational needs was above average. The children in the reception class make satisfactory progress though are on course to be below the expected standard by the end of the reception year in personal, social and emotional development, in communication, language and literacy and in mathematical development. Children's achievement is satisfactory; however, they could do better because the curriculum is too narrow and the learning resources to support independent learning both indoors and outdoors are unsatisfactory. These weaknesses were identified recently in an audit by the management. An additional factor, relevant to children's below average standards, is that children who attend the reception full time from September before their fifth birthday reach higher standards than those pupils who attend only full time from the beginning of the spring and summer terms. Analysis of the results of the 2004 national tests at the end of Year 2 showed that children who had three terms of full time education in the reception reached significantly higher standards in English, mathematics and science than other children who had only one or two terms of full time education in the reception.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	13.9 (16.5)	15.8 (15.7)
writing	13.2 (15.1)	14.6 (14.6)
mathematics	16.2 (16.5)	16.2 (16.3)

There were 18 pupils in the year group. Figures in brackets are for the previous year

2. Improvement since the last inspection is good. Standards by the end of Year 2 have varied, mainly because of differences in the composition of cohorts in a small school; however, results in the national tests over time are above the national trend. Standards of the present group of pupils in Year 2 are on course to be average in reading, writing and science. This is an improvement since the previous year when standards in reading and writing dipped to well below average. The reasons for the differences between the present group of pupils and those who took the national tests in

2004 can be attributed to differences in the proportion of pupils with special educational needs, as a high proportion of pupils in the 2004 Year 2 cohort was identified as having learning difficulties.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	26.0 (30.4)	26.9 (26.8)
mathematics	28.7 (28.1)	27.0 (26.8)
science	27.7 (30.0)	28.6 (28.6)

There were 19 pupils in the year group. Figures in brackets are for the previous year

3. Standards in the national tests at the end of Year 6 in 2004 were well above the national average of all schools in mathematics and below average in English and science. The reason for the better performance in mathematics can be attributed to the high proportion of pupils with language difficulties and the leadership's decision to change the system for the organisation of the teaching of mathematics. Compared with similar schools nationally based on prior attainment at the end of Year 2 in 2000, standards, in mathematics, were very high and were above average in English and science. Standards of the present group of pupils in Year 6 are well above the national average in mathematics and above average in science. Pupils' achievement is good: it is very good in mathematics because of the high quality teaching and it is good in English and science. Pupils' very good attitudes to work and their behaviour also have a positive impact on their achievement. Improvement in standards and pupils' progress since the last inspection is good.

4. Although the standards attained by most pupils with learning difficulties are below or well below average the good provision ensures that most pupils make good progress and achieve well. Some pupils attain in line with the national average by the end of Year 6 because of the effective help from staff. Gifted and talented pupils' achieve well and reach high standards because the teachers plan carefully to meet their needs.

5. No difference was seen between the achievement of boys and girls. The statutory targets set for the proportion of pupils to reach the level expected of their age and above are likely to be met in English and exceeded in mathematics because of the very good teaching of literacy and numeracy in Years 5 and 6. The school's targets in science are likely to be met because of good teaching.

Pupils' attitudes, values and other personal qualities (ethos)

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

Main strengths and weaknesses

- Pupils' very good attitudes and behaviour are a significant factor in their good learning achievements.
- The school provides a good curriculum for pupils' spiritual, moral, social and cultural education.

Commentary

6. Pupils' very good attitudes and behaviour continue to be a strength of the school, as reported at the last inspection, remaining a key factor in why pupils achieve as well as they do. Behaviour in the playground is good. Pupils play together in a friendly manner and the plentiful equipment organised by the older pupils is a help. During the inspection an older boy was overheard to say to a younger one, 'If you want to have friends you've got to be friends', encouraging him to share a game. In most lessons, pupils also behave very well. They know their class rules and what is expected of them and respond to their teachers politely and sensibly. Whilst the youngest children's behaviour starts satisfactorily, there is a steady improvement, clearly visible

as they move through each succeeding year, so that, progressively, behaviour becomes very good. This is due to the very effective way in which pupils' moral and social skills are developed. There have been no exclusions of any kind in recent years.

7. Pupils' attitudes to their work, their teachers and school life are very good. They confirm this themselves in the questionnaires completed before the inspection, but this is also seen in their demeanour around the school and in lessons: they are polite, raising their hands to answer questions; they listen well to their classmates and are confident to express their own point of view; they appreciate the fun and humour of lessons and are enjoying learning; they work well together in small groups. Relationships in the classroom, amongst pupils and with adults, are very good. Pupils want to learn and achieve well. The school has a very caring ethos and, because pupils with special educational needs are helped well by teachers and teaching assistants, they behave very well and have very positive attitudes to their learning. Pupils are presented with work which is suited to their abilities so that they are challenged to progress at their own levels of skill and understanding.

8. The curriculum for spiritual, moral, social and cultural education is good. Spiritual development is satisfactorily developed. Assemblies cause pupils to think about their feelings and beliefs, and 'circle time' (a time when a group of pupils discuss and reflect on matters of importance to them) gives them a chance to share their thoughts with others. In religious education lessons pupils think about the beliefs of other people in different places and times. The way the school develops pupils' moral and social skills is very good. The keys to this are the code of conduct promoted by the school and the way that adults are very effective role models in all of their dealings with pupils. As they grow older, pupils are expected to be more responsible for their own learning, working with their targets, but also by working in groups together in lessons, co-operating to achieve a common task. They are also given more responsibilities around the school, such as the many jobs associated with the 'Team Forum' (an elected group of older pupils who work to improve the school for the benefit of all pupils). Pupils also frequently represent their school in festivals of sport, music and drama and are proud to do so. Provision for cultural development is good, including an awareness of the multi-cultural nature of British society. The curriculum covers the beliefs, customs and lifestyles of the major religions, and the geography, music, art, poetry, literature and culture of Africa, India and the Caribbean are studied. This element of the curriculum has improved since the last inspection.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.2	School data	0.5
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The quality of teaching and learning is good, overall. The curriculum is satisfactory, on balance, and is enriched well. Standards of care, welfare and health and safety are good. Pupils' views are sought and acted upon very well. Partnership with parents and the community are good and links with other schools are very well established.

Teaching and learning

The quality of teaching and learning is good. The assessment of pupils' work is good.

Main strengths and weaknesses

- The quality of teaching and learning is good, and includes particular strengths in Years 5 and 6 in English and mathematics.
- The teaching in Years 1 to 6 is well suited to the needs of all pupils, including pupils with special educational needs and gifted and talented pupils.
- Literacy skills are developed well in other subjects.
- Resources are not sufficient to create a stimulating learning environment to develop independent and small group learning for children in the reception.
- The checking of pupils' progress is good.

Commentary

9. As can be seen from the following table, the quality of teaching was good and included a significantly high proportion of very good teaching. This is an improvement since the last inspection and has been brought about by good leadership. Most of the very good teaching and learning was in Years 5 and 6 though some very good teaching was also seen in Years 3 and 4. The quality of teaching and learning seen in Years 1 and 2 was good, and was satisfactory in the reception class.

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	11	4	0	0	0

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

10. The teaching and learning of English and mathematics was particularly strong when the subjects were taught skilfully in Years 5 and 6, in which pupils are taught in most lessons in smaller groups each consisting of only one year group; for example, in a Year 5 lesson in mathematics, the teacher had high expectations of pupils' work and behaviour and the pupils responded very well to the challenging nature of the work. The teacher's very good knowledge and understanding of the subject led to pupils achieving very well in the understanding of number sequences.

11. Teachers have good subject knowledge. The planning of lessons is good and it is matched well to pupils' needs. Challenging activities extend the learning of gifted and talented pupils. Pupils at all levels of attainment work hard and make good progress in their learning. Teachers have high expectations of pupils' work and behaviour, particularly in Years 4 to 6, and pupils respond very well, their very good attitudes to work assisting their learning. In Years 1 to 6, pupils work well together; however, opportunities for children to work independently are limited in the reception age group. Pupils with learning difficulties have clear and manageable targets in their individual education plans; teaching assistants are used well to assist these pupils to reach their targets and meet regularly with teachers to discuss and plan the learning of these pupils.

12. Literacy skills are developed well in other subjects; for example, the presentation of written work is of a good standard in religious education, and, in information and communication technology, the presentation of work is enhanced by the use of word processing and the incorporation of pictures in the text.

13. The quality of teaching and learning in the reception class is satisfactory. Often the teaching of individual lessons is good, such as in a creative development lesson when because of comprehensive planning and very good relationships between the staff and children, the children extended and developed their ability to use musical instruments as well as to respect the contributions of others. However, the quality and quantity of resources, both in the indoor and outdoor areas, to develop independent and small group learning, are unsatisfactory; this limits opportunities to give children sufficient time and space to develop their own learning and so speed up their progress. In addition, children have too few opportunities to work in the outdoor areas

adjacent to the classroom, and the organisation of the classroom lacks interest to stimulate and develop curiosity in learning, in order to help them make faster progress.

14. The procedures and use of assessment information are good. The planning of lessons takes account of pupils' previous learning. The systems in Years 3 to 6 are particularly strong in English and mathematics because notes of pupils' attainments made on lesson plans when the pupils are being taught in year groups are picked up well in future lessons. The marking of work is good and provides pupils with a clear understanding of how well they are doing and how they can improve. In Years 1 and 2, the teacher marks work satisfactorily and comments on pupils' attainments; however, the school's procedure of self-evaluation of learning whereby pupils use a 'traffic light' system is not followed. In the reception class, teachers and teaching assistants make and record useful notes of children's attainments. The progress of pupils with special educational needs is assessed and backed up well by thorough records.

The curriculum

The curriculum is satisfactory and is enriched well. Accommodation and resources are satisfactory, on balance; however, resources in the reception are unsatisfactory.

Main strengths and weaknesses

- Opportunities to enhance pupils' self esteem and confidence are good.
- Learning is extended by the provision for extra curricular activities and by the very wide range of educational visits out of school and visitors to the school.
- Provision for pupils with special educational needs is good so that these pupils achieve well.
- Resources for children in the Foundation Stage are unsatisfactory and this limits the breadth of the curriculum resulting in missed opportunities to raise standards.

Commentary

15. The school provides a wide range of opportunities to develop pupils' self esteem and confidence. In specific lessons, at times when the whole class gathers together and in assemblies, teachers provide many openings for pupils to discuss issues of importance to themselves and others. This is enhanced by the school's very caring ethos and high expectations which lead pupils to care for each other and to take the initiative and accept responsibility. As part of the school's involvement in the Healthy Schools' initiative, pupils made recommendations about playground facilities. Members of the 'Team Forum' organise and supervise lunchtime play activities, help to determine lunch rotas and run the healthy snack shop. Pupils have many opportunities to help with the smooth running of the school and to lead participation in fund raising activities for charities. On residential visits, they learn how to live together and work as part of a team. Education about sex and relationships and about the uses and misuses of drugs is taught as part of the personal, social health education programme and in subjects, such as science. This provision is extended effectively by the involvement of the school nurse, local police and by participation in activities provided by the emergency services.

16. The school offers a wide range of extra curricular activities which help to extend learning. These include a variety of sporting activities and clubs involving sewing, recorders, hand bells and choir. The curriculum is further enriched by a very wide range of visits to places of educational interest. These help to motivate pupils and give a relevance to their learning. Opportunities are included for pupils to perform at a concert hall in Suffolk and to go on field trips. They visit local churches and farms and learn first hand about the coast, supermarkets and newspaper offices. In a similar way, the school receives visitors from an equally diverse range. Clergy, theatre and dance groups, dental health experts, the school nurse, police and senior citizens help to deepen understanding of the subjects of the curriculum.

17. Pupils with special educational needs are well provided for and this helps them to make good progress as they move through the school. The school is careful to identify them at an early stage and all staff know their needs well so that individual education plans have clear manageable targets for improvement. Pupils are helped well in class by teachers and teaching assistants. Members of staff regularly review progress and the school maintains close links with external agencies in order to support its work. This helps pupils to achieve well.

18. In the reception class, the lack of suitable resources restrict teachers' opportunities to plan for the imaginative use of the accommodation to inspire children and encourage them to initiate their own learning in order to raise standards further. Provision for such activities as role-play, sand, water and outdoor play is insufficient and limits the breadth and depth of learning and the scope to improve pupils' achievement in each area of learning.

Care, guidance and support

Children are cared for well. Pupils' needs are understood well by teachers, who give them good support. Pupils have very good opportunities to express their own views and contribute to the way the school is organised.

Main strengths and weaknesses

- Good levels of care, welfare, health and safety ensure children play and work in a healthy environment.
- Effective support for pupils' learning and social development helps them achieve well.
- The school values pupils' ideas and responds to them very well.

Commentary

19. Levels of care and welfare, and of health and safety arrangements, are all good. This ensures that pupils have an environment in which they feel secure and are confident to learn. The headteacher personally deals with all matters of child protection, ensuring that staff are properly trained and remain vigilant. Health and safety practices are also well organised and involve the governors in periodic inspections of the site. Arrangements for first aid, medicines, fire safety and risk assessments are all well established. The Healthy School award has been achieved by the school and children are also taught to follow a healthy lifestyle. They are also taught about personal safety and the dangers of drugs and alcohol as part of their personal and social studies.

20. Pupils receive good support for their learning. Relationships, at all levels, are very good. Pupils say they enjoy being in school and helping their teachers and they know that adults are there to help them, at all times. Teachers and support staff know their pupils well, and parents are helped by the way that teachers make themselves available to talk to them at the end of the day. The procedures for recording the progress that pupils are making in their studies work well. They show any causes for general concern, but also shows where pupils need extra help. The school organises additional support in literacy and numeracy well, using group targets as well as ones for individual pupils. Children with special educational needs, as well as those who are in some way gifted or talented, receive a curriculum which is tailored to their needs and they, too, achieve well as a result. All children, whatever their ability, are given good help to get the most from their time at school.

21. The school works very well to give pupils a voice and respond to their ideas. The 'Team Forum' gives older pupils a venue to discuss issues that are important to them and opportunity to pursue them through to completion. So far, they have come up with ideas for the development of the gardens and grounds; they have suggested ideas, amongst many others, for fund-raising, improving toilets, football teams and tournaments. Where necessary, they write to parents to seek their views and support. A group of pupils are working with the governors towards the Eco-School Award. All pupils are encouraged to accept the responsibility for their learning by sharing their targets and ultimately by making a contribution to their own annual record of achievements.

Partnership with parents, other schools and the community

The school has good relationships with parents, works well within its local community and works very well with partner schools, enhancing the quality of education provided.

Main strengths and weaknesses

- The school's positive relationships with parents benefit the school and help pupils to achieve well.
- Good links with the community enhance both the curriculum and pupils' experiences.
- Very good links with other schools also enhance the curriculum.

Commentary

22. Parents enjoy a positive relationship with the school. They are pleased with the progress their children make, the quality of the teaching and the way they are made welcome in school. They are happy with the leadership and management and have very few concerns. The school keeps parents well informed by regular letters and by general newsletters about forthcoming events, class topics and themes and the school's and pupils' achievements. They are invited in to school assemblies to see and celebrate the work of their children. There are two consultations with parents during the year and their particular child's annual report gives a good picture of progress.

23. Because parents are kept well informed and involved they play an important role in the life of the school. They support all school events very well; a number help with reading and library books and others help with school trips. The parents and friends group is very active and organises social and fund-raising events on behalf of the school. Most of these funds are spent directly for the pupils' benefit on resources; for example, the climbing frames in the playground, large physical education equipment in the hall, computers and similar classroom aids. So far, the way that the school seeks parents' views is by informal means each day and at termly consultations and this is an area for further development.

24. Parents also support their children well. They ensure children's regular and punctual attendance and have a high degree of approval for the work done by children at home and for their learning in general. Parents want their children to succeed.

25. The school is an important part of the local village community and this gives to pupils learning experiences which they would not have otherwise; for example, the children sing and play hand-bells at other schools and venues, including a residential home for senior citizens. There are good links with the community police officers, and other visitors teach children to be safe at all times and understand potential dangers around them. There are many other visitors into the school. There is fund-raising for national charities. Music festivals are held regularly with other schools and the children contribute to the local newspaper.

26. The school works very well with other schools in the area and this is particularly successful in enriching the curriculum and helping teachers to develop their teaching skills. There are good contacts with local playgroups and these help the school to know about the children before they join the reception class. There are many joint projects with other primary schools, for example, the joint production of 'Sir Gawain and the Green Knight'. There are very good links with the secondary school, with regular visits for social events, as well as 'Science Days', 'Maths Evenings' and computer projects. Members of staff have joint training days where they share good practice, and the headteachers within the local schools' cluster meet regularly on curricular matters. Because staff know each other very well and because of the many shared projects and visits, pupils find it easy to make the transition to secondary and continue their learning.

27. The school has good links with parents, other schools and the community in meeting the special needs of pupils. Parents are involved closely in the statementing process and with the

writing of individual education plans. The school makes good use both of the local education authority's support systems and the expertise from a local special school.

LEADERSHIP AND MANAGEMENT

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

Main strengths and weaknesses

- The headteacher and governing body work together effectively and share a clear vision and direction for the school.
- Monitoring systems are used well to track pupils' progress and target improvement.
- The school improvement plan provides insufficient emphasis to the development of the provision in the Foundation Stage.
- Principles of best value are used well and are linked clearly to raising achievement.

Commentary

28. The leadership of the headteacher, senior staff and governors is good. This results in a very clear vision for the school. The governors, who are well informed and well organised, support the school effectively; through visits to the school, resulting in discussions and evaluation, they have a good understanding of the strengths and weaknesses of the school. Subject-linked governors meet subject leaders and report back to the main governing body, making a contribution to the school improvement plan. Performance management is considered each term and targets are structured well to support both professional development and school priorities.

29. The headteacher has a clear understanding of the standards of different individuals and cohorts. Consequently, the setting of targets and the checking and tracking of progress are embedded successfully and pupils achieve well over time. Various initiatives to raise standards and to enrich the curriculum have been utilised effectively to support this. The major focus of school improvement has been on older children's achievement. Since the last inspection, the trend of improvement has been above the national trend by the end of Year 6. Standards in English and mathematics in 2004 at the end of Year 6 were higher than in the national tests at the last inspection in 1999.

30. Leadership and management of special educational needs are good. The special educational needs co-ordinator - the headteacher - knows pupils and parents very well. He supervises the process of providing pupils with statements of special educational need thoroughly and liaises carefully with parents, the local education authority and outside agencies. The co-ordinator supports teachers in writing and reviewing individual education plans. He ensures that there are close links between himself, class teachers and teaching assistants so that the consistency and continuity of learning are enhanced.

31. All members of staff are involved with the development of the school improvement plan and both staff and governors monitor progress. It details initiatives for the current year and plans for future years; however, the main focus is on Years 3 to 6 with little information about the development of the Foundation Stage. A recent rigorous audit and succinct evaluation by the deputy headteacher has highlighted the Foundation Stage provision as an important area for future development.

32. The principles of best value are applied well to improve standards; for example, governors have utilised their particular expertise to produce a 'best value' report to support the purchase of new equipment for information and communication technology. Consultations with staff have taken place and careful consideration is given, before purchase, to the usefulness of equipment in raising standards. Equally rigorous consideration is given to how the budget is spent and contracts are evaluated and changed if they do not give good value for money. Key policies and procedures are in

place and all statutory requirements are met. English and science are managed well and mathematics very well. The school provides an effective education for its pupils.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	350,499	Balance from previous year	52,448
Total expenditure	368,125	Balance carried forward to the next	34,822
Expenditure per pupil	2992.89		

33. Governors have identified the surplus as suitable to maintain staffing levels, to support pupils with special educational needs and to improve learning resources.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision in the Foundation Stage is **satisfactory**, on balance.

Main strengths and weakness

- Relationships are good and children are, sensitively, encouraged to persevere and try their best although they need much guidance from adults.
- Children with special educational needs are given effective support.
- Children enjoy those activities that are well planned to develop early writing and reading skills.
- The organisation of the teaching and learning does not provide sufficient opportunity for children to practise self-initiated tasks or listening and working in small groups.
- Resources of high quality are limited and do not support the provision of rich and stimulating experiences particularly in self-initiated tasks and outdoor play.

Commentary

34. It was not possible to report in full on any of the areas of learning individually because only eight full time children were in the reception class. Too few lessons were seen to make secure judgements on standards for each area of learning; however, all areas of learning were sampled. The school admits children full-time to the reception class at the beginning of the term of their fifth birthday. This means that some children have only one term of full-time education before moving into Year 1. Attainment on entry varies considerably each year but data collected by the school shows that on balance it is below average. Analysis of data has also identified particular weaknesses in aspects of personal, social and emotional development, communication, language and literacy and mathematical development. These along with other aspects of the curriculum, such as outdoor provision, have now a higher profile for improvement. Recent changes of leadership and management of the Foundation Stage have resulted in a rigorous audit of provision and this has given the school impetus to raise the quality of learning. The leadership of the Foundation Stage is satisfactory. Improvement since the last inspection has been insufficient.

35. In **personal, social and emotional development**, in the lessons seen, the quality of teaching was satisfactory. The children achieved soundly, although only the higher attaining children are likely to achieve the standards expected by the end of the reception year. Children often find it difficult to respond to the rules and routines and a significant number are still very immature. They have difficulty in taking turns and listening to the teacher and to others. The teacher and the teaching assistants give praise and encouragement and this helps children to develop confidence in their learning. Teaching is good when children are given sufficient time and space to develop their own interests, related to the different areas of learning although the quality of resources to support this is unsatisfactory.

37. In **communication, language and literacy**, the teaching of basic skills was often good, although planning is not yet used well enough to structure or link opportunities for speaking, listening, reading and writing in each area of learning. The teacher read the story 'Owl Babies' effectively and this helped the children to listen carefully and to read enthusiastically along with the story. Teaching assistants helped the children with special educational needs to join in successfully and on this occasion most children co-operated well. Small groups of children supported effectively by good levels of adult guidance developed early skills in writing 'speech bubbles' for an owl and there were good opportunities to extend skills in story sequencing. The judicious use of questions by the teacher helped children to use picture clues to describe the events in the story and to articulate their ideas. Higher attaining children can read simple words, and the recent introduction of new teaching methods is providing increased opportunities for children to extend their ability to link sounds and letters. Higher attaining children are on course to attain the standards expected,

although the majority of children, including those who have special educational needs, are unlikely to do so. Children achieve satisfactorily. The paucity of resources and the organisation of the classroom limit opportunities for child-planned activity; for example, it is impossible to share a good quality book with a friend in a 'cosy reading' corner.

38. In **mathematical development**, children achieve satisfactorily although standards are on course to be below average by the end of the reception year. Activities to develop early counting and recording skills are planned soundly. Children enjoyed the activity of taking a toy from under a blanket and saying how many were left although a minority of children found it very difficult to listen in a large group and this slowed the learning down. Good encouragement was given to children to count up to and subtract from five by the prudent use of a counting rhyme 'Five Little Ducks'. Some children found sitting down and listening in this large class group difficult, and work with additional adults in much smaller groups engaged their interest and attention more effectively; for example, children in pairs tried hard to record the numbers in a skittle game. Some children could count beyond five, although sometimes they needed adult support. In the outdoor area numbers were incorrectly written by children. This went uncorrected because there were no resources outdoors such as labels to help the children to read and write the numbers. Whilst planning pays appropriate attention to the development of basic numeracy skills, the strategic use of resources to encourage children's mathematical development in other areas of learning such as sand and water is limited.

39. In **knowledge and understanding of the world**, activities are planned soundly to develop children's understanding of the world around them. Strengths in teaching are in the planning of topics, such as 'Dark and Light' for instance. This supports effectively early scientific understanding. Parents are encouraged to become involved by providing information for children for a topic on personal history, and the visit of a baby prompted some good questions about human growth. Children were encouraged to develop their skills using a variety of computer games and some higher attaining children can print their work independently. Good support from an adult helped a small group of children to reason why some toys were more suitable for younger children than others. The very diverse level of behaviour in this group affected the children's ability to concentrate and the adult worked effectively to encourage the children to listen to each other. The lack of planning and suitable resources for the use of the outdoor accommodation adversely affects the provision. Opportunities to make real choices through the use and access to readily available wide-ranging resources are unsatisfactory.

40. In **physical development**, planned outdoor activities are unsatisfactory. There are few resources of good quality to provide a wide range of regular and frequent experiences to give outdoor support to this area of learning; for example, the use of role play as part of children's physical and imaginative development is not sufficiently well-planned, and there is not enough large equipment to develop and refine movement and foster self-esteem and confidence. A good lesson, in the hall, was well structured and planned to develop control and co-ordination. The teacher's calm and positive manner and good levels of adult guidance were effective in encouraging the children's creativity and co-operation. As a result, the least mature children and those with special educational needs made good gains in their learning.

41. In **creative development**, a small group of children enjoyed using a good variety of percussion instruments to accompany the story 'Peace at Last'. The quality of teaching was good because it provided effective support for developing co-operation, listening and following of rules. Children with special educational needs were included well because of the additional adult support. Only higher attaining children demonstrated the ability and maturity to control sounds and perform with a partner unaided. Progress in developing skills, through the independent exploration and use of paint and a wide range of media, both indoors and outdoors, is limited.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**

Main strengths and weaknesses

- The quality of teaching is good and this helps pupils to achieve well.
- Assessment is well used in order to set targets for improvement.
- Leadership and management are good and this gives the school a clear understanding of what needs to be done in order to make improvements.
- The school makes good use of the literacy strategy in order to ensure that pupils build securely on previous work.
- Literacy skills are used well in the other subjects of the curriculum.

Commentary

42. Pupils are on course to reach average standards by the end of Year 2 in speaking and listening; reading and writing. Standards are on course to be above average by the end of Year 6. This is an improvement on the findings of the previous inspection. Teachers have a very good understanding of the subject and of how to teach basic skills so that pupils make good progress in their reading; for example, in Year 2 pupils made good use of a range of skills, such as 'sounding out', 'reading on' and using contextual cues when meeting new or unfamiliar words. In Year 6, pupils discussed confidently different genres and referred in detail to texts when justifying their opinions in discussion of life in ancient Egypt. Teachers encourage pupils to practise their reading regularly in English lessons, at home and in other subjects of the curriculum, in order to raise standards. The school is aware of the need to review the organisation of reading for pupils in Years 1 and 2 in order to ensure that they are appropriately challenged at each stage of their development. Because teachers work in lively and interesting ways most pupils behave very well and become fully engaged in their tasks; in Year 4, for example, pupils' skills in recognising and using instructional texts were extended when they followed successfully instructions to make paper hats, and the work of lower attaining pupils was enhanced and they achieved well because they were helped well by teaching assistants.

43. As relationships are very good most pupils are confident to pose and answer questions and to engage in discussions with teachers and peers. This helps to extend their speaking and listening skills; for example, in Year 2, pupils confidently discussed favourite books and listened carefully to the teacher's instructions about their tasks. In Year 6, all pupils, including those with special educational needs, joined in discussions about a story, 'The Curse of the Mummy's Tomb.' They responded sensitively to each other's views and, confidently, expressed their own. This was because the teacher's stimulating presentation engaged their interest and enthusiasm and because she engaged in an ongoing dialogue which all pupils enjoyed.

44. Teachers mark pupils' work regularly and provide comments which are supportive and challenging. When, as in Year 4, they also include indications as to what pupils need to do next in order to improve, learning is further extended; 'Try to stick to the text for your evidence and include as much detail as possible. Don't forget your notes.' Because teachers have high expectations, pupils usually present their work neatly and accurately although the handwriting of less able pupils is not well formed. Teachers encourage pupils to use interesting and imaginative vocabularies in their writing. They do this during lessons and by presenting displays of interesting words in classrooms. Although the vocabularies of higher ability pupils are varied, interesting and precise, this is less frequently the case in the writing of many pupils, particularly the less able; however, teachers manage pupils very well so they work hard during lessons and sustain their concentration. Pupils show increasing confidence in writing for a wide range of audiences and purposes, such as accounts, diaries, instructions, poetry and persuasive writing. Teachers of pupils in Years 1 and 2

are becoming increasingly successful in encouraging them to write independently. This is helping to increase their confidence and to raise standards.

45. The school makes good use of assessment in order to identify trends and to set targets for improvement for the whole school, individuals and groups. Pupils have individual targets readily accessible during lessons in order to remind them of areas for improvement; however, the school does not have a consistent approach to this in all classes in order to enhance continuity of learning. The organisation of older pupils into year groups for some of their teaching is enabling pupils and teachers to focus more closely on their needs and is helping to raise standards. The school uses the literacy strategy well. It has adapted the strategy effectively in order to respond flexibly to pupils' needs; for example, there is a good balance in the teaching of reading and writing.

46. Leadership and management of the subject are good. The school systematically checks its teaching and learning in order to make improvements and has a clear vision of how to raise standards. Although the co-ordinator has been in post for a very short time, she has very good subject knowledge and has made a good start in identifying areas for improvement.

Literacy in other subjects of the curriculum

47. This is good. Because pupils have many opportunities to use their literacy skills in other subjects of the curriculum, they see relevance in their work and deepen their understanding of English and the other subjects. In Year 3, pupils increased their speaking and listening skills during dance when they were asked to comment and reflect on their own and others' performance. In Year 2, lower attaining pupils' understanding of story sequences was increased when they used digital cameras to help in story writing. In history, older pupils wrote well-constructed accounts about life in ancient Egypt and in geography commented carefully on coastal erosion. Teachers ensure that pupils use an appropriate mathematical language in discussions. They write clear descriptions of their investigations in science and evaluate their design and technology work carefully.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils' achievement is very good because the quality of teaching is very good in Years 4 to 6 and good in Years 1 to 3.
- The specialist teaching of pupils in Years 5 and 6 moves pupils' learning on at a fast pace.
- The leadership of the subject is very good.
- The systems and use of assessment information are good.
- Mathematical skills are developed well in science and in information and communication technology.

Commentary

48. Standards by the end of Year 6 are likely to be well above the national average as was the case in the national tests at the end of Year 6 in 2004. Standards by the end of Year 6 have improved significantly since the national tests in 1999 when, shortly after the last inspection, standards were well below the national average. Standards by the end of Year 2 are on course to be in line with the national average. Pupils' achievement is very good because the overall quality of teaching is very good and pupils have very good attitudes to learning.

49. The leadership of the school has organised specialist teaching of the subject in Years 5 and 6. This has benefited pupils' learning because the teaching is of a high standard and encourages pupils very well at all levels of attainment; for example, in a Year 6 lesson, pupils were challenged to use mental strategies to solve number sequences and to investigate number pattern, one instance

involving the understanding of square and triangular numbers. Lower attaining pupils used structural equipment to help them understand square numbers. Higher attaining pupils worked out formula to calculate answers to problems, such as the 'nth' square number. The teaching celebrated pupils' achievements, including the efforts of pupils with special educational needs. Understanding of mathematical language, such as 'prime number' and 'factors', was checked. The pupils worked very hard and achieved highly and at the end of the lesson were able to state clearly what they had learnt.

50. The leadership of the subject is very good. The subject co-ordinator is a very good role model to other teachers in the quality of her teaching. Pupils' work has been checked across the school and the results of national tests have been analysed and the curriculum adjusted to take account of any weaknesses. The subject co-ordinator has worked with a local authority adviser but has had few opportunities to work alongside other teachers.

51. The systems to check pupils' progress and attainment are good, particularly in Years 3 to 6. An end of unit of work booklet in Years 3 to 6 enables pupils to reflect on their understanding of the work done as well as giving the teachers evidence of pupils' attainment and progress. Effective marking of the work shows how well pupils have done and what they should do to improve further.

Mathematics across the curriculum

52. Mathematics is used satisfactorily in other subjects, overall. Mathematical skills are developed well in science and information and communication technology; for example, Year 6 pupils interpreted data from the Internet about life expectancy, Year 5 pupils used a spreadsheet program to produce a line graph and, in Year 2, pupils used a programmable robot to enhance their understanding of direction and turning.

SCIENCE

Provision in science is **good**.

Main strengths and weakness

- Pupils achieve well because the teaching is good and the curriculum is planned systematically; however, there are occasions when weaknesses in lesson organisation inhibit learning.
- The subject is managed effectively and there have been good improvements since the last inspection
- The monitoring and evaluation of data are used rigorously to raise standards.
- Marking is not used sufficiently well to increase pupils' understanding of the next steps in their learning.

Commentary

53. Standards have improved since the last inspection and are average in Year 2 and above average by the time pupils reach Year 6. The introduction of science teaching in year groups has helped to raise achievement, although standards fluctuate due to the small number of pupils taking the tests each year; in 2004, for instance, high mobility and numbers of pupils with special educational needs meant pupils in Year 6 attained below the level expected, although their achievement in relation to their prior attainment was good. Rigorous tracking of pupils' progress is used effectively to set targets, predict individual achievement and support the raising of attainment.

54. The quality of teaching seen was good overall because teachers' well planned and organised lessons meant pupils developed and increased their scientific knowledge, skills and understanding effectively. In Year 2, a well-focused introduction to the lesson based on the topic of electricity gave pupils good opportunities to discuss what they already knew about making a circuit; they were, therefore, enthusiastic and eager to tackle the practical tasks ahead, and good

organisation of resources and help for lower attaining pupils ensured pupils made good gains in their learning about how to break a circuit by the use of a switch. Similarly, in Years 5 and Year 6, clear introduction of learning objectives and explicit explanations were strong features of the teaching; pupils in Year 5 were, therefore, confident to work in small groups of mixed ability to test and measure the effect of exercise on the body and, similarly, Year 6 pupils recorded quickly their experiments in a lesson based on irreversible and reversible change. In both lessons, pupils were very well behaved and worked and co-operated very well together. Numeracy skills were practised well; for example, timing and recording pulse rate in Year 5 and checking the accuracy of measurement to ensure that tests are fair in Year 6. Plans in Year 5 to include the recording of data using a spreadsheet made good links with information and communication technology, although its use to support science is generally underdeveloped. At times, the pupils' behaviour in Year 6 was exemplary. In contrast, in a satisfactory lesson to construct a healthy menu in Year 3, lesson planning was clear. This enabled most pupils to extend and refine their prior knowledge; however, the organisation of giving out worksheets and weak strategies for dealing with pupils not concentrating on tasks slowed the pace of the lesson.

55. The subject is led and managed well. The curriculum is planned carefully to build pupils' knowledge, skills and understanding progressively year-on-year. Whole school moderation of pupils' work and subsequent assessment and recording of progress give a clear picture of standards over time; however, there are inconsistencies in the quality of marking as rarely does it challenge pupils through posing questions to deepen their understanding. At a management level, performance data is used effectively to track pupil's progress and used strategically to raise standards. Visits are used well to enrich the curriculum, and very good links with the local High School enhance pupils' learning. Improvement since the last inspection is good as standards, subject monitoring, assessment and the quality of teaching have improved.

INFORMATION AND COMMUNICATION TECHNOLOGY

56. No judgements are made on standards, provision for the subject or the quality of teaching, as only one part lesson was seen due to the arrangement of the timetable. In this lesson, in Year 2, pupils were given satisfactory opportunities to practise programming a floor robot. Pupils were keen to participate and worked very well together. Good use was made of a worksheet to consolidate the learning. Examination of the pupils' previous work and teachers' planning in Year 6 show that the school is using national guidance but at a level below that expected of pupils of this age. The hardware was improved after the last inspection; however, recently it has become unreliable and unsuited to the demands of recently acquired software to support the teaching and learning. New computers have been obtained and are being installed at the present time.

Information and communication technology across the curriculum

57. Information and communication is used satisfactorily in other subjects; for example, in literacy, Year 6 pupils made attractive posters for the Christmas Concert, and higher attaining pupils made colourful programmes. In science, pupils in Year 2 used information about favourite fruits to produce a block graph. In numeracy, pupils in Year 4 gained further experience of using a database to produce block graphs of their favourite biscuits. In geography, older pupils used the Internet appropriately to search for information about rivers.

HUMANITIES

58. Geography, history and religious education were sampled as too few lessons were seen to make judgements.

59. In **geography**, no lessons were seen. The curriculum is enriched by visits that give younger pupils the opportunity to investigate their immediate area at first hand and Year 6 pupils to extend and use their geographical skills by studying rivers, plants and animals further afield. The standards seen in pupils' work suggest that, by the end of Year 6, pupils' performance is as expected for their age; their understanding of and ability to observe and present information related to the physical

geography of rivers and the effect of human activity is satisfactory, for instance. Planning ensures that pupils make steady gains in geographical skills and knowledge as they move through the school. Homework is used effectively to develop and extend pupils' knowledge through personal research, and good attention is given to the development of specific geographical language and terms. Literacy is used well to support the subject and Year 6 pupils write sensitively about the 'Life of the River' although the use of numeracy and information and communication technology is limited. Marking does not help pupils to improve their work sufficiently.

60. In **history**, examination of pupils' work and observation of one lesson indicate that standards are within the level expected by the end of Year 6. In Year 2, pupils learn about toys from the past by visiting a local museum and, in Year 3, they organise facts about life in Ancient Egypt. Work is planned carefully to support the progression of skills year on year and visits are used effectively to enrich the curriculum and support pupils' learning. Children's work shows some good links with other subjects, such as geography, literacy and information and communication technology. Strengths in the teaching in the good lesson seen in Year 6 were the teacher's good subject knowledge, planning and organisation of resources. The pupils' very good behaviour and very good relationships meant the teacher had time to give everyone the opportunity to contribute their ideas about life in ancient Egypt. Pupils posed thoughtful questions and confidently selected information from notes taken during a short video session to answer the teacher's probing questions. Teachers assess pupils' prior knowledge at the beginning of a unit of work and the progress they make by the end of units of work, although the marking gives insufficient support to help pupils' progress to the next stage.

61. In **religious education**, it was only possible to see one lesson in Year 2 because of the organisation of the timetable. In this lesson, the quality of teaching and learning was good. The introduction caught the imagination of the pupils when they were encouraged to discuss their experiences in order to complete the phrase 'I got the blame for...'. The pupils spoke out well and listened intently to others and this assisted the development of speaking and listening skills well. The lesson built well on pupils' prior learning about the Bible story about Joseph. The teacher was careful to ensure that the views and comments of all pupils were heard. A game was used effectively to reinforce pupils' understanding and to develop pupils' skills in retelling a story. Examination of pupils' work indicates that it builds well on the local education authority's syllabus for the subject and that standards by the end of Year 6 are about average. The subject supports the development of literacy skills well and it provides pupils with a better understanding of the beliefs and practices of Christians, Jews and Muslims.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

62. Because only two lessons were seen in physical education during the inspection and no lessons were seen in the other aesthetic and creative subjects, there are no judgements on provision or standards. Discussions with teachers and examination of pupils' work and teachers' planning indicate that the school meets the statutory requirements for teaching all these subjects.

63. A significant feature of work in **art and design** is its use to assist learning in other subjects of the curriculum; for example, older pupils produced very attractive paintings and jewellery work as part of their studies of ancient Egypt and, in links with science, created shadow sculptures. In Year 3, detailed close observational sketches were made of artefacts and marine life seen on the beach as part of a geography field study trip on coastal erosion. Pupils wrote comprehensive accounts of the life of artists, such as Turner, and younger pupils reflected emotions and feelings in their portrait work.

64. In order to extend work in art and design, the school organises 'Art Days' when pupils have opportunities to focus their work on different media. As they move through the school, pupils have opportunities to work with a wide range of materials and techniques. They make effective use of their sketchbooks to plan and rehearse work. In textile work, older pupils studied the effects of different techniques on a wide range of materials. Well-finished clay tiles, paper mobiles and imaginative prints were produced in Year 4. In Year 2, pupils were inspired by collections of dried

flowers to investigate how paper could be shaped to produce pictures. Pupils' work is celebrated by the mounting of pleasing displays throughout the school.

65. In **design and technology**, pupils use a wide range of materials, equipment and techniques. As they move through the school, most pupils develop a thorough understanding of the planning, designing, making and evaluating process; for example, Year 2 pupils designed and produced imaginative textile birds and then wrote clear explanations of how they would change things if they were to repeat the work. In Year 3, pupils showed clear understanding of the whole process when they produced 'feely books' for use by pupils in Year 1. By Year 4, pupils increase the complexity of their designs and the quality of their finished products; for example, they used pneumatics and rigid angled wooden frameworks to make very attractively constructed and decorated jack-in-the- box toys. In work on biscuits, they researched pupils' preferences, presenting their results in computer generated graphs, and produced clearly labelled diagrams of their ideas for packaging biscuits. This was followed by well-considered evaluations of the biscuits they had made. Older pupils demonstrated good links with information and communication technology in their well-designed and finished posters advertising the Christmas Concert.

66. In **music**, pupils follow a well-structured programme so that they build securely on previous skills and understanding; for example, older pupils produced graphic scores for work with percussion instruments and showed clear understanding of rhythm. In concerts and assemblies, pupils sing tunefully and enthusiastically with clear diction. They show a good understanding of how to perform together. Through its provision of extra curricular activities, the school provides an interesting range of opportunities for pupils to extend their skills in music. Pupils play the recorder and hand bells. The choir sing in the community at times, such as Christmas and harvest.

67. In **physical education**, a parent with a particular expertise in dance taught alongside the teacher in Year 3. A feature of the lesson was the very good subject knowledge of the teachers. They ensured that pupils warmed up and cooled down effectively. Because they observed pupils' movements closely, they were able to help them to reflect on how they might improve their performance. Pupils achieved highly because the teachers presented the lesson in a lively and imaginative way and managed them well so that they enjoyed their performance and were keen to respond to the theme of 'winter' and to the music. In a Year 4 gymnastics lesson pupils knew clearly what was expected of them because the teacher shared the lesson objectives with pupils. This enabled them to build on previous experience and make very good progress in working on their balance and control. Relationships were very good and pupils were confident to give and receive constructive criticism of their own and others' work. This was also important in helping them to improve their skills in their collaborative work on symmetrical and asymmetrical movement sequences. The school provides an interesting range of opportunities for pupils to participate in extra curricular sport, including, football, netball, tennis and karate.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

68. This area of the curriculum was sampled.

69. In the one lesson seen, in Year 6, the quality of teaching was very good. The lesson was very well planned to follow up a visit to the school by a police officer. Through the visit and the subsequent work, pupils had gained a good understanding of drug awareness; the pupils were very sensible and interested and gave their views willingly on ways to develop strategies to resist pressure to smoke cigarettes, for example.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).