

INSPECTION REPORT

BRANDLEHOW PRIMARY SCHOOL

Putney

LEA area: Wandsworth

Unique reference number: 101001

Headteacher: Ms S M Grove

Lead inspector: Mrs M S Summers

Dates of inspection: 31 January – 2 February 2005

Inspection number: 266478

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:	3-11
Gender of pupils:	Mixed
Number on roll:	227
School address:	Brandlehow Road Putney London
Postcode:	SW15 2ED
Telephone number:	020 8874 5429
Fax number:	020 8875 9502
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J Nicholls
Date of previous inspection:	7 June 1999

CHARACTERISTICS OF THE SCHOOL

This school is of average size and caters for 227 pupils between three and eleven years of age. Twenty-nine children attend the nursery, 12 part-time and the rest full time. The school roll has been rising steadily for the past five years as it has become more popular in the community and further afield. Most pupils live close to the school but a significant number live further afield, some in a different borough. Quite a high proportion starts or leaves the school at times other than the normal times of admission or transfer. This is mainly in the younger year groups. The school caters for pupils from a very wide mix of ethnic minority families. The largest group is of White-British origin but there are significant numbers from other cultural backgrounds. More pupils than in most schools speak English as an additional language but all of these are fluent English speakers. There are none in the early stages of learning the language. Pupils come from a range of different backgrounds; some from economically and socially privileged families but others are less advantaged. The number of pupils entitled to free school meals is broadly typical for this size of school. There are fewer pupils identified with special educational needs than in most schools of this size, although more than is usual have a statement of special educational need. These numbers vary considerably from year to year. Pupils' needs vary from dyslexia to emotional and behavioural difficulties. Attainment on entry has been broadly typical of children of this age for some years, but recently it has been above average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25455	Mary Summers	Lead inspector	English, Art and design, Design and technology.
9007	Fran Luke	Lay inspector	
32181	Maria Coles	Team inspector	Science, geography, History, Religious Education, Foundation Stage, English as an additional language.
25787	Edmond Morris	Team inspector	Mathematics, Information and communication technology, Music, Physical education, Special educational needs.

The inspection contractor was:

ICP

360 Lee Valley Technopark
Ashley Road
London
N7 9LN

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Brandlehow Primary is a **good** and effective school. It is led and managed successfully and this ensures that the teaching is good and pupils of all capabilities achieve well. Current standards are above average in English, mathematics and science. The high spending per pupil means that value for money overall is satisfactory.

The school's main strengths and weaknesses are:

- The quality of teaching and learning is good and the vast majority of pupils achieve well.
- Pupils reach above average standards for their age in many subjects. Standards in information and communication technology are much higher than in most schools.
- Children get a really good start to their education in the nursery and mixed Reception and Year 1 classes.
- Handwriting and presentation are unsatisfactory.
- The headteacher provides very good leadership to the school's work. Senior managers play a significant role in the successful management of the school.
- Pupils are supported very well in their personal developments so they become confident, enthusiastic and interested learners.
- The curriculum is planned effectively and subjects are linked in such a way as to make learning stimulating and exciting for the pupils.
- Links with other schools are excellent. Links with parents and the community are very good and have a considerable impact on pupils' learning.
- Teaching assistants are not always used effectively to benefit pupils' learning.

The school has made good improvement since it was last inspected in June 1999. Standards, although they dipped last year, continue to be above average and have risen to well above average in information and communication technology. The quality of teaching and learning has improved, particularly in the nursery where some weaknesses were identified at the last inspection. Virtually all the key issues identified by the last inspection have been addressed successfully, although the presentation of pupils' work still requires some improvement.

STANDARDS ACHIEVED

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

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

Pupils' achievement is **good**. Standards fell last year because of the high proportion of pupils in Year 6 who had special educational needs. Two of these pupils had a statement of special educational need. Standards were well below average in science, although they were still above average in English and mathematics when compared with similar schools. The school was expecting these results because it tracks pupils' progress carefully. School records confirm that the achievements of most pupils in that year group were in line with their capabilities. The number of pupils taking the tests was also very small and therefore the results should be viewed with caution. Many achieved well in mathematics and writing, but not so well in reading and science. This year, standards are likely to rise. Pupils in Year 6 are on track to reach levels above those expected for their age in English, mathematics and science. Pupils in Year 2 achieve very successfully and look likely to reach well above average standards in reading, writing and mathematics. Pupils with

special educational needs and those with English as an additional language are currently making good progress because of the support they receive. The brightest pupils are challenged and reach high standards. Standards in information and communication technology are well above those expected in primary schools in all year groups. Standards in history are also above average and those in religious education exceed the expectations of the locally agreed syllabus. Handwriting and presentation, however, are unsatisfactory throughout the school. Children in the nursery and Reception classes achieve very well because of very effective teaching and curriculum organisation. Many children are on course to exceed the early learning goals at the end of the Reception year in all the areas of learning.

Provision for pupils' spiritual, moral, social and cultural developments are **very good**. As a result, pupils have high levels of respect for one another's views and beliefs. Their very good behaviour and enthusiasm for school and for learning generally, have a significant impact on their achievement. Levels of attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The school provides a **good** quality of education for its pupils. Teaching and learning are **good** and this is why pupils achieve well. Teaching is especially successful in the Foundation Stage and in Years 1, 2 and 5. Pupils in these year groups make very good progress. Teachers plan work which is matched successfully to pupils' different needs, whether they have special educational needs, English as an additional language or if they are especially bright for their age. Assessment systems are well organised and have been improved in science this year. This has led to a rise in standards. The lessons interest and challenge pupils who work hard and always try to do their best. Careful pupil management ensures there is a calm and positive learning environment where little time is wasted. Good use of information and communication technology captures pupils' interest and aids their learning. Homework is organised carefully and parents really appreciate this. It helps pupils to practise what they learn in school, as well as encouraging them to be independent learners. Teachers do not always direct the work of assistants appropriately to ensure their skills are put to best use. Pupils benefit from a good curriculum. This is made more interesting by an extensive range of extra curricular clubs, visits to places of educational interest and events such as International Week and Black History month. Pupils are safe, cared for and supported effectively. They feel comfortable in school and ready to learn. Partnerships with parents are very good. Parents play a significant part in supporting their children's work and achievement. Very effective links with the local community and excellent links with other schools provide a wealth of useful experiences and opportunities to stimulate and interest pupils.

LEADERSHIP AND MANAGEMENT OF THE SCHOOL

Leadership and management are **good** overall. The school is led very effectively by the headteacher, ably assisted by senior members of staff, who provide very good role models and act as coaches to less experienced colleagues. Effective management systems mean that the school runs smoothly and that new teachers are inducted efficiently to its policies and procedures. Good self-evaluation systems ensure that it continues to improve. The governing body supports the school successfully through effective monitoring systems and active participation in events. There are some minor items of legally required information, missing from the school prospectus and governors' annual report to parents.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the school's work and really appreciate the efforts of staff in teaching and caring for their children. A few parents are worried about levels of communication, but inspection evidence does not support these concerns. Pupils are very pleased with what the school offers them. They confirm they find the work interesting and especially enjoy all the special events and activities which are organised for them.

IMPROVEMENTS NEEDED

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

- improve standards of handwriting across the school.
- ensure that all teaching assistants are deployed and used effectively to contribute to pupils' learning.

and, to meet statutory requirements:

- ensure that the school prospectus and governors' annual report to parents contain all items of legally required information.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is good overall. Current standards are above average in English, mathematics and science. Children in the Foundation Stage and in Years 1 and 2 achieve very well because of the very good provision in these classes.

Main strengths and weaknesses

- Standards fell significantly in the national tests for pupils in Years 2 and 6 in 2004.
- Standards are set to rise this year.
- Children in the Foundation Stage and in Years 1 and 2 achieve highly because of very good teaching.
- Achievement in information and communication technology is very good.
- All pupils, no matter what their capabilities, make good progress.
- Pupils achieve well in religious education and history.
- Standards of handwriting and presentation are below average.

Commentary

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

Standards in:	School results	National results
reading	14.6 (17.0)	15.8 (15.7)
writing	11.4 (14.9)	14.6 (14.6)
mathematics	15.7 (17.4)	16.2 (16.3)

There were 32 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	27.6 (30.5)	26.9 (26.8)
mathematics	27.6 (27.5)	27.0 (26.8)
science	27.3 (31.0)	28.6 (28.6)

There were 21 pupils in the year group. Figures in brackets are for the previous year

1. Results in last year's national tests showed a significant fall in standards in both Year 2 and Year 6. Standards in Year 2 were below average in mathematics and well below average in reading. They were in the lowest five per cent of schools in the country for writing. This contrasts with very high standards achieved in the previous two years. Very few pupils reached higher levels in the tests and many pupils did not reach the national expectations for their age.

2. In Year 6, although standards were broadly average in English and mathematics, they were well below average in science. In the previous two years, standards had been high in all subjects, with results in English being in the top five per cent of schools in the country in 2003. The progress of pupils in both year groups during their time at school had been tracked carefully and so the school was expecting this dip. There were significantly more pupils with special educational needs in each year group, far more than in previous years. In Year 6 for instance, more than a third of the cohort were on the special needs register out of a total of 21 pupils. Two of these pupils had a

statement of special educational need. This was also a small cohort, with each child representing a high percentage and therefore the results need to be viewed with caution. Similarly in Year 2, more pupils had been identified in the Foundation Stage as having significantly greater needs than in most other year groups.

3. Although standards were low, the vast majority of pupils achieved appropriately in relation to their capabilities. School records and assessments showed that nearly all pupils had progressed at a good rate during their time at school. Nearly all pupils with special educational needs had made the progress expected of them in their individual education plans. The brightest pupils and those with English as an additional language achieved well.

4. This year, standards look likely to rise substantially. Pupils in Year 2 are on track to reach standards which are well above those expected for their age in reading, writing and mathematics and information and communication technology by the end of the year. Standards in science, history and religious education are above average.

5. In Year 6, there is a similar picture. Pupils look likely to reach standards above those expected nationally in English, mathematics and science. Standards in information and communication technology are well above average. Standards in religious education exceed those of the locally agreed syllabus and in history they are above average.

6. Pupils' achievement is good overall. Teachers cater well for pupils of different capabilities. The brightest pupils are effectively challenged in lessons and the school's assessment systems ensure that pupils who are not making enough progress are targeted for more support. Pupils with special educational needs and those for whom English is an additional language also achieve well.

7. The pupils currently in Year 3, who reached lower levels in last year's tests, are being effectively supported. An intensive programme to raise levels of literacy is in place and this is showing signs of success.

8. Children in the Foundation Stage achieve very well. Levels of attainment on entry vary considerably from year to year. Usually, the level is in line with that normally found in most schools, but recently more children have good attainments on entry. Children are highly motivated and teachers build successfully upon these positive attitudes. Most children are on track to meet or exceed the levels expected of them by the end of the Reception year. A good many are likely to exceed the early learning goals in personal, social and emotional development, communication, language and literacy, physical and mathematical development and knowledge and understanding of the world. Attainment in creative development is satisfactory because there are fewer opportunities for them to use their imagination.

9. Handwriting and presentation are unsatisfactory. Handwriting is not taught in a satisfactory way in younger classes and pupils develop bad habits in letter formation and pencil grip. Expectations that pupils will take pride and present their work neatly are not high enough.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and their behaviour are very good. The school provides very effectively for pupils' spiritual, moral, social and cultural development. The levels of attendance and punctuality to school are satisfactory.

Main strengths and weaknesses

- Pupils are very interested in all the activities provided for them both in and out of the classroom.
- Behaviour is very good.
- Pupils form very positive relationships with each other and with adults and feel safe and secure as they are free from harassment.
- Pupils take their additional responsibilities seriously and gain great benefit from them.

- Levels of confidence and self esteem are very high.
- Provision for pupils' spiritual, moral and social development is very good.

Commentary

10. Pupils' very good attitudes and their eagerness to learn contribute to a positive and productive atmosphere in the school. Pupils work hard and enjoy learning. They work sensibly and co-operate very well with each other. Adults' positive approach to behaviour management ensures a calm atmosphere and very good behaviour. Pupils show a very high level of respect for each other and for all adults in the school. They show a great deal of interest in school life including the many after-school clubs.

11. Relationships are very good. The school has very effective procedures in place to deal with any harassment. Pupils are confident that adults deal very quickly with any issues. As a result, pupils feel comfortable and safe in the school environment. There have been no exclusions over the past school year. This shows the very high standards of pupils' behaviour and the effectiveness of the school's strategies to combat bullying and harassment.

12. There are good opportunities for pupils to take additional responsibilities, acting as monitors around the school and as members of the school council. They respond enthusiastically to these opportunities, which help to promote high levels of confidence and self-esteem.

13. Pupils with special educational needs who have emotional and behavioural difficulties are well managed in class and during breaks from lessons. A positive and consistent approach enables them to be fully included in all activities and ensures that their behaviour does not adversely affect their own learning or that of others.

14. Pupils' spiritual, moral, social and cultural developments are very good. Spiritual development is supported through relevant and interesting assemblies, in which pupils show respect and are encouraged to reflect about their feelings and beliefs. It is also very well supported through the personal, social and health education programme and religious education lessons.

15. Provision for moral and social development is also very good. Pupils are encouraged to think of others, for example, by raising and collecting funds for charities. They have a good level of understanding of right and wrong. They are aware of the impact of their actions on others and the responsibilities of living in a community. This is supported through the school's very good links with the community and involvement in a wide range of sporting and other activities across the borough.

16. Provision for pupils' cultural development is very good and has improved significantly since the last inspection. The school has many initiatives in place to increase pupils' level of understanding of how others live and, as a result, they are very well prepared for life within a multi-cultural society. Letters exchanged with pupils in a range of European countries, for example, foster a good understanding of cultural differences.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.0
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.

17. The school has a range of methods in place to monitor and encourage good attendance and punctuality. Consequently, most pupils attend regularly and arrive punctually each morning.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Pupils benefit from a good quality of education. Teaching, learning, assessment and the curriculum are all good. There is a very good range of extracurricular activities to enrich children's learning. Accommodation and resources are good, as are pupils' welfare, care health and safety. The links with parents are good, while those with the community are very good and with other schools and colleges, excellent.

Teaching and learning

Teaching and learning are good. They are especially good in the Foundation Stage and in Years 1, 2 and 5. Assessment procedures are effective and ensure that pupils' progress is carefully monitored throughout their time at school.

Main strengths and weaknesses

- Teachers have very high expectations of their pupils. They set work which challenges them very effectively and enables them to achieve well.
- Teachers manage their classes very successfully so that there is a calm, positive learning atmosphere that is conducive to good learning.
- The school's good range of books and equipment is used effectively by teachers to make lessons interesting and to help pupils learn effectively.
- Carefully set homework enables pupils to practise and develop skills they have learned in school.
- The work of support assistants is not always planned carefully enough to ensure that they have a positive impact on pupils' learning.

Commentary

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (8%)	12 (30%)	14 (35%)	11 (27%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

18. Teaching and learning have improved since the school's last inspection, particularly in the Foundation Stage where some weaknesses were identified previously. Now, teaching and learning in the nursery and Reception classes are very good and this helps children make a very positive start to their school careers. Teachers in these classes have a very clear understanding of the needs of young children and plan very effectively to meet their different needs. This planning is based on detailed, regular and thorough assessments which provide a great deal of extremely useful information. Teachers are very skilled at ensuring that children in mixed Reception and Year 1 classes receive the correct provision.

19. In the rest of the school, the teaching is good overall. It is very good in Years 1, 2 and 5. In these classes, teachers' sheer enthusiasm plays a major part in motivating the pupils and increasing their self esteem. These pupils experience a great deal of success because teachers provide work at just the right levels to challenge and move them on. They are eager and attentive learners, who put a great deal of effort into their work, although they could take more pride in its presentation. In an excellent Year 5 English lesson, the pupils did not want to stop working on the plans for the characters in their stories even when it was time for lunch. They were inspired by the teacher's enthusiastic presentation and wanted to fulfil her high expectations.

20. Pupils settle quickly to their work and waste little time because teachers have established clear guidelines for their behaviour. This makes for a very positive atmosphere in lessons, where the main focus is on learning. Teachers establish good relationships with their pupils and this

makes them keen to do their best. In a very good Year 2 lesson, the teacher engaged all the pupils' attention by using a hand puppet to teach them about letter sounds and spelling patterns. She knew the pupils' abilities so well that she could challenge each one of them through effective questioning. Although the pupils were excited by the lesson, they knew exactly the boundaries for their behaviour and responded appropriately.

21. The school has a good range of books and equipment to support teaching and learning. Teachers use interactive whiteboards very effectively to present lessons and to focus pupils' attention. Pupils are confident users of information and communication technology and computers are used very successfully to help pupils learn.

22. Teachers give good support in class to pupils who have special educational needs. They plan work at an appropriate level to support pupils' good achievement. Pupils with statements of special educational need are often supported very effectively by their learning support assistants and make good progress towards the targets in their individual education plans. However, in some classes, teaching assistants are not always used effectively in lessons. They sometimes miss opportunities to help and encourage less confident pupils to take an active part in discussion.

23. The school has developed a very successful homework policy and there is no doubt that this, combined with pupils' enthusiasm and parents' support, plays a significant part in pupils' good achievement. Parents receive good advice about how to support their children. Reading and spelling homework is given regularly and, in the best cases, spellings are set for each individual pupil. Investigative work and projects are also set to encourage pupils to develop independence in their learning.

The curriculum

Curriculum provision is good throughout the school. It is enriched by a very good level and range of additional activities. The accommodation and resources are good overall.

Main strengths and weaknesses

- There are very many opportunities for all pupils to participate in a wide range of interesting and stimulating activities during and outside the school day.
- Pupils are prepared well for the next stage in their education.
- Outdoor play facilities for Reception children are not as extensive as for those in the nursery.

Commentary

24. The curriculum fully meets statutory requirements, including those for religious education and the daily act of worship. There is suitable provision for sex and drug abuse education and good provision for personal, social, citizenship and health education. The curriculum is good throughout the school, including the nursery. It is imaginatively planned to ensure that the available time for learning is used well. All subjects are taught to an appropriate depth and some, for instance information and communication technology, are covered to such an extent that pupils achieve high standards. This is a very good improvement since the last inspection when some subjects were not given sufficient time on the timetable.

25. The school has also developed productive links between subjects to use time more effectively and make learning relevant and interesting. Good use of literacy, mathematics and information and communication technology in other subjects provides many good opportunities for pupils to see the relevance of their learning. The curriculum is monitored effectively through the evaluation sheets completed by teachers following each unit of work. These evaluations enable the senior management team and subject leaders to know exactly what has been taught, to what depth and how successful the pupils have been in learning new skills and gaining in knowledge. The information is available to teachers in subsequent years to help them plan future lessons.

26. The school gives pupils many opportunities to enjoy a wide range of experiences and activities over and above those included in the National Curriculum. Regular themed events fire the imagination of pupils, parents and carers, as well as other adults in the school. The themes chosen are often with an international or multicultural flavour, such as Black History Month, International Food and Costume week and a European Day of Languages. Links with schools abroad in such countries as Norway, Sweden, Italy and Poland bring different cultures into school and foster good relationships, understanding and appreciation.

27. The very good range of high quality clubs held at lunchtime and after school by teachers broadens pupils' experiences and helps to raise standards. The level of participation in sport, some of it competitive, and in art, dance and drama is very good. This is also a very good improvement since the last inspection when pupils' involvement in the creative arts was unsatisfactory.

28. Pupils visit museums and other places of educational interest regularly. These are planned carefully to improve their knowledge and understanding in subjects such as history, science and geography. Visitors to the school help provide a focus to learning by stimulating pupils' imagination and making the work interesting. There is an annual residential school trip to the Isle of Wight for pupils in Years 5 and 6. This enables pupils to participate in outdoor and adventurous activities as well as learning to live together harmoniously in an environment away from home.

29. The curriculum is organised very thoughtfully for children in the Foundation Stage. It is planned with the individual needs of children in mind and fully meets requirements for children of this age. Mixed Reception and Year 1 classes entail the need to cover two different programmes of work, but this is done very successfully. Effective leadership and management ensure that the provision is planned and monitored closely. The development of outdoor play facilities has already been identified as a priority for improvement and inspection findings endorse this decision.

30. The curriculum for pupils with special educational needs is good throughout the school. Work they are given by their teachers is appropriate and based on their prior attainment. Pupils are given full access to the curriculum and are not excluded from any activities. Some pupils are withdrawn from a class to give them additional support in literacy or numeracy. This invariably takes place during class literacy or numeracy lessons so that they do not miss work in other subjects. The help they receive enables them to have more confidence in other subjects as their basic skills are much improved.

31. The school currently has no pupils whose English language acquisition is at an early stage of development. As with all other pupils, the school has good procedures for identifying the individual needs of pupils and plans effectively to meet those needs. Essential information is included in the whole school assessment procedures. Activities are appropriate and adapted well, so that pupils have full access to the curriculum and make good progress.

32. As a result of the good quality curriculum with its many extras, the pupils are capable of coping with the demands of the next stage in their education. The good provision for nursery children ensures that they move seamlessly into Reception and Year 1 and continue to achieve very well. Year 6 pupils transfer confidently to secondary education, many with high levels of skill and knowledge in a range of subjects. The very close links with local secondary schools are instrumental in helping pupils transfer without worry or stress.

Care, guidance and support

Pupils' personal development is tracked very well. Pupils' views are actively sought and they play an important part in deciding about areas for school improvement. The provision for pupils' care, welfare, health and safety is good.

Main strengths and weaknesses

- There are very effective induction procedures to help new pupils settle in quickly.
- The school actively seeks and acts upon pupils' views.
- Staff and governors are fully involved in risk assessments and health and safety reviews.
- The targets set for some pupils with special educational needs are not specific enough.

Commentary

33. Very good induction procedures for new pupils ensure that they settle in quickly and begin to learn. Pupils start confidently in the nursery because of the programme of visits and discussions between staff and parents prior to admission. They feel safe and happy within the very warm and caring environment. If pupils start at the school in older year groups, they are assigned a 'buddy' to show them around and help them understand school procedures. As a result they fit in quickly and begin to take an active part in school life.

34. Pupils' views are taken fully into account through the school council. Pupils are very positive about their role as councillors and are currently looking at ways in which they can improve the school playground and the toilets.

35. Child protection procedures are firmly in place. All adults know the importance of the procedures and how to raise concerns. First aid systems are good. Parents appreciate the good levels of care given to their children and have great confidence in the school.

36. There are very good procedures for monitoring pupils' personal developments as they move through the school. Adults know pupils individually and provide good levels of care. Warm relationships between adults and pupils mean that pupils feel comfortable and supported. They are very happy that there is someone they can turn to for help and advice.

37. Pupils with special educational needs are tracked appropriately to monitor their progress. Their work is discussed and evaluated each half term. In a few cases however, the targets set are not specific enough and so it is difficult for progress to be measured accurately. This can result in targets remaining the same for several terms. Liaison with outside agencies is good. The school receives good advice and support to ensure that pupils with statements of special educational need receive good levels of care.

38. The school has good health and safety procedures in place. Staff and governors are vigilant in ensuring that the environment is kept safe by routinely checking grounds, buildings and equipment and carry out full risk assessments. The site supervisor liaises very closely with the headteacher, and governors to keep them all informed of concerns, which are promptly addressed.

Partnership with parents, other schools and the community

The school has developed very good partnerships with parents that contribute significantly to pupils' success in their learning. The excellent links developed with other schools provide a wealth of high quality experiences to help pupils learn. Community links are very good.

Main strengths and weaknesses

- Excellent links with other schools provide a great variety of useful resources which makes learning exciting for the pupils.
- Strong links with the local community ensure that pupils and their families are supported well.
- Good information about school matters, including the curriculum, is provided for parents.

Commentary

39. Excellent links with other schools allow staff to work together and learn from one another. As a result teachers have developed their expertise in subjects such as, physical education, modern foreign languages and information and communication technology. There are many useful links with schools in other countries such as, Italy, Spain, Poland, Norway and Sweden. Correspondence between the schools helps pupils understand about life within other cultures. Sports fixtures with local schools develop pupils' personal and social skills within an atmosphere of friendly competition. A programme of visits prior to moving to secondary school supports pupils very effectively and ensures that a smooth transfer takes place.

40. The school benefits from successful links with the community. The local vicar visits regularly to take assemblies and employees from local firms help pupils improve their reading skills. This is part of the school's programme to try to meet the needs of those pupils who have been identified as not achieving well enough in reading. The annual barbecue held at the school is a popular community event which includes neighbours as well as parents and friends.

41. A good range of information is sent to parents on a regular basis to let them know what is happening. Curriculum information is provided at the beginning of the school year and half termly thereafter. This is helpful to parents in supporting their children with homework. The school website contains much useful information, including the behaviour and anti-bullying policies.

42. Written annual reports for parents about their children's progress are good. They inform parents what their children know, understand and can do and give some areas for further development. There are good opportunities for parents to discuss pupils' progress informally at the beginning and end of the school day, as well as at formal consultation evenings. Parents really value these opportunities, which contribute to the very good relationships they form with teachers.

43. The school involves parents and carers of pupils with special educational needs from the moment their child is identified as being in need of additional help. During meetings, parents and carers are made aware of the targets set for their children and are always provided with a copy of the individual education plan. This means that parents are fully aware of how they can support their children at home.

44. Parents appreciate the manner in which the school deals with their concerns and complaints and feel confident that any worries or suggestions will be addressed promptly. The parent teacher association raises considerable funds, as well as organising social events to further relationships between home and school. Funds have been used to improve resources such as, new mats for the pupils to use during gymnastics sessions in the hall.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides very effective leadership and she is ably assisted by senior staff. Management systems are successful in ensuring the smooth running of the school and pupils' good achievement. Governance is good.

Main strengths and weaknesses

- The headteacher provides a very clear direction to the school's work.
- The Foundation Stage is led and managed very well.
- Senior members of staff provide very good role models for their colleagues.
- There are very successful systems to recruit and train new teachers.

Commentary

45. The continued success and development of the school is due principally to the very effective leadership of the headteacher. Very good knowledge of pupils, staff and the community generally, informs decisions about school improvement. There is clear evidence that these improvements are having a major impact on pupils' good achievement. A firm commitment towards using information and communication technology to support pupils' work across the curriculum has led to standards in the subject being well above those expected in a primary school. Similarly, a commitment towards high achievement has led to the development of effective assessment systems, which identify pupils in need of further support.

46. Curriculum development is planned and managed carefully. The core subjects of English, mathematics, science, religious education and information and communication technology are led successfully. Curriculum teams work together to co-ordinate provision for other aspects of pupils' development. These focus on humanities, creative and physical development. Very good co-ordination between the Foundation Stage and older age groups enables pupils to achieve successfully from the time they first start school.

47. The decision to mix Reception and Year 1 classes was taken some years ago as a response to high pupil mobility in those age groups. This enables class sizes to be managed effectively but also presents a considerable challenge because of the different programmes of work that need to be taught. Very good leadership and management have enabled the school to meet these challenges and provide a high quality education for its youngest pupils.

48. The management of the provision for pupils with special educational needs is satisfactory. Records are kept up-to-date and liaison with outside agencies is good. The weekly 'drop in' facility for parents and carers gives them the opportunity to discuss their children's progress informally.

49. Overall, management systems are good and enable the school to function smoothly. There are good systems to recruit and train new teachers. This enables vacancies to be filled quickly and means that new staff are already familiar with the school's procedures and policies. The professional development of staff is a high priority. Advanced skills teachers are on hand to coach and support new members of staff. There is room for improvement however, in monitoring the work of teaching assistants more closely to ensure that all provide effective and well planned support.

50. Governance is effective. The governing body is supportive and active in the life of the school. Governors meet regularly to monitor its work. They receive good information about pupils' achievement and provision generally and are therefore well placed to make decisions about future developments. Governors enjoy good relationships with staff through their regular visits and attendance at school functions. In addition, governors have recently been linked to curriculum teams to help them monitor school provision even more effectively. The governing body ensures that the school meets its statutory responsibilities in most respects, although some of the required information has been omitted from the school's prospectus and governors' annual report to parents.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	776,923	Balance from previous year	125,566
Total expenditure	777,493	Balance carried forward to the next	124,994
Expenditure per pupil	3,351		

51. Financial systems are good and ensure that funds are spent effectively for the benefit of the pupils. Best value principles are used when planning for items of major expenditure. Spending is monitored carefully and governors take an active role in this. Their spending decisions are

informed well by their comprehensive knowledge of the school. Considerable funds have been carried forward in the past few years, following the sale of the site manager's house. Plans are in hand to use these funds to build a new classroom to replace the mobile classroom on site and to improve facilities for staff. These projects are due to begin soon and should be completed later this year.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

52. Provision for children in the Foundation Stage is **very good**. There has been good improvement since the last inspection, especially in the nursery. The majority of children enter the nursery classes after their third birthday and attend part-time initially and full-time as they get older. Currently, there are 23 children in mixed Reception and Year 1 classes. This arrangement aids the continuity of their education and prepares them well for the next stage of their schooling.

53. Attainment on entry was broadly average at the time of the last inspection but recently many children have started nursery with attainment levels above those expected nationally at this age. Most children, including those with learning difficulties and English as an additional language make very good progress. By the end of their Reception year, most children achieve and many exceed the expected learning goals because of the very good teaching in both the nursery and Reception classes. Detailed, regular and thorough assessments help the teachers to plan effectively in meeting the children's needs. These assessment systems have been developed over the past few years and have been effective in raising children's achievements.

54. Leadership and management of the Foundation Stage are very good so the team of skilled teachers is very effective and provides a high quality service. There is a clear understanding of the areas needing further development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children are happy and confident because of the trusting and warm relationships they enjoy with staff.
- Many activities are organised to contribute towards the development of children's personal and social skills.
- Children work and play together well and this contributes to their achievements in all areas of their learning.

Commentary

55. Many children are already exceeding the early learning goals set for them so they are prepared very well for their work in Year 1. All children, including those with special educational needs and English as an additional language, make very good progress in expressing their needs and feelings because of the happy, warm and trusting relationships that they have with adults.

56. Adults show children how to care for, value and respect one another. Children are keen to learn and enjoy coming to school. The children co-operate and share with others and follow classroom routines effectively. They know the importance of taking turns and concentrate and sit quietly when appropriate. They work and play together successfully. The quality of teaching is very good in this area of learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve very successfully.
- There is a high emphasis on developing speaking and listening skills and this contributes effectively to children's learning in many subjects.
- Good development of phonics and the teaching of reading contribute to high levels of attainment.

Commentary

57. Most of the children in Reception are likely to reach or exceed the early learning goals set for them by the end of the year because of the very good teaching and range of activities offered. Children achieve very well in this area of learning because of the many opportunities for speaking and listening in both nursery and Reception classes. Their confidence in speaking in clear, audible and logical sentences from a very young age is extended by effective teaching. Children are constantly encouraged to use talk to clarify their ideas whether working in whole class, groups or individually.

58. Many activities concentrate on improving reading and writing skills. The children's phonic knowledge is good. Most can tell the difference between letter sounds and names. In the Reception classes many recognise basic punctuation, such as capital letters and full stops. Reading levels are high and many are well on the way to becoming fluent readers. They show a great enthusiasm for books and clearly enjoy reading and listening to stories. Many are able to use their phonic knowledge to write simple words and sentences.

59. Children are given regular structured opportunities to read and write in small groups. The intensive support and teaching from adults during these sessions and the structured home school reading links contribute to the children's progress. The largely passive role of the teaching assistants during whole class sessions is less effective in helping the children learn.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children develop their knowledge of number, shape, space and measures through very well planned structured activities and lessons.

Commentary

60. Nearly all the children are likely to meet and most will exceed the early learning goals. This is because of the well structured activities and range of tasks organised to take their learning forward. The quality of teaching is very good and consequently children make very good progress in this area of learning.

61. Many children in the nursery can recognise, match or write numbers up to 10. In the Reception classes, most can identify two and three-dimensional shapes and some talk confidently about their properties. Many children understand simple addition and subtraction up to ten. They use appropriate mathematical language and are beginning to understand symmetry, shape and measurement.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A wide range of experiences helps to extend children's knowledge of the world around them.
- Good cross curricular links make learning more relevant and interesting.
- Very good levels of speaking and listening contribute to children's high achievement.

Commentary

62. Provision for this area of learning is very good. Most of the children are likely to reach and many will exceed the expected levels by the end of Reception. Teaching is very good and provides many opportunities for children to investigate the world around them at first hand.

63. Children find out about how things grow by planting seeds and bulbs in the garden areas. In information and communication technology they are very skilled at using the mouse and a range of programs on the computers. They are also confident users of digital cameras, often photographing events in their classrooms. Children are developing clear ideas about past and present events in their own lives and an understanding about a range of cultures and beliefs. Effective links are planned between subjects so that children get the most out of their activities. In the Reception classes, for example, children enjoyed decorating their pictures of Elizabeth 1 while counting the sequins used on her dress. In the nursery, children match pictures of animals to their habitats and justifying their choices. The children's very good levels of speaking and listening are extended significantly through their activities in this area of learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good use is made of small tools and materials to promote fine motor skills.
- There is not enough outdoor play equipment for Reception children.

Commentary

64. The nursery, an area of concern in the last inspection, has been developed substantially. It now provides equipment and opportunities to develop a good range of physical skills. Children learn to climb, jump and land confidently. They show good levels of co-ordination and control in movement. In the outdoor Reception area, these opportunities are more limited. However, children still make good progress overall in physical development and are on course to exceed the early learning goals at the end of the Reception year. The school has clear plans to extend the provision in Reception very soon. There are many good opportunities for children to handle tools, such as scissors, pencils and paintbrushes correctly and to use construction toys and malleable materials.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children learn to use paint and other media successfully to express themselves.
- The lack of imaginative play opportunities in Reception classes limits children's opportunities to develop these skills to a higher level.

Commentary

65. The provision for creative development is satisfactory. Most children are on course to meet the early learning goals at the end of the Reception year and some will exceed them... Children of all abilities make satisfactory progress because there are fewer opportunities to work creatively and imaginatively in the nursery and Reception classes. The children play well together using the available props for role play. However, facilities for developing imaginative play are limited by space and resources. Children learn to use paint and other artistic media successfully. High quality charcoal drawings of mobile phones show their careful observational skills. Models of phones, made from boxes and scrap material, show a good attention to detail for children of this age.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils have very good speaking and listening skills.
- They have very positive attitudes to their work and these contribute to their good achievement in the subject.
- The brightest pupils are really challenged by the work and enjoy considerable success.
- Handwriting and presentation are unsatisfactory.
- Teaching assistants are not always deployed effectively to help pupils in lessons.
- Some useful initiatives have been introduced to help pupils identified with weak literacy skills.

Commentary

66. Pupils in Year 6 reached expected levels for their age in the 2004 national tests. These standards were lower than those achieved by Year 6 pupils in previous years and reflected the fact that the small cohort of pupils included one third with special educational needs. The school had tracked the progress of all the pupils in the cohort very carefully and had provided additional support to try to meet their needs. This was successful in writing, where virtually all pupils made the expected progress between Years 2 and 6. Progress in reading however, was more haphazard.

67. In Year 2 also, standards fell considerably. They were well below average, compared with well above average in previous years. Again the cohort included a high proportion of pupils with special educational needs who did not reach the levels expected nationally.

68. The school has since reviewed its strategies for helping pupils with weak literacy skills. More specific provision is now in place and is proving successful. Useful strategies include intensive sessions with adults to help pupils develop their phonic skills more successfully. In addition, very good levels of support are provided within lessons by additional teachers. Reading volunteers are also contributing well as they listen patiently to pupils reading. Pupils are benefiting greatly from these strategies and are making good progress.

69. Year 6 pupils this year are on track to reach above average standards for their age by the end of the year. Those with special educational needs look likely to achieve well in relation to their prior attainment. Most pupils write at length, using an extensive vocabulary. They have a great many opportunities to practise and extend their literacy skills in other subjects and this also contributes to their good achievement. The brightest pupils achieve highly. They write in a very mature fashion, showing a good knowledge of literary style. The presentation of their work, however, is often untidy and poorly handwritten and this detracts from the overall quality. Pupils show very positive attitudes to reading. They read widely from the very good range of books available in their classroom and the library. Reading resources have been recently updated to include more non-fiction and material which appeals to boys, particularly. These, along with pupils' own enthusiasm, are contributing successfully to their current good achievement in reading.

70. Pupils in Year 2 are likely to reach standards which are well above those expected for their age. This is principally because of the very high quality of teaching that pupils are currently receiving as well as the very good provision in previous years. Pupils in Year 2 are desperate to learn and to succeed. They participate eagerly in lessons, responding with great enthusiasm to the innovative teaching strategies used. They are achieving successfully in both reading and writing and their speaking and listening skills are well above average. The brightest pupils, those with English as an additional language and those with special educational needs are making good progress. An additional teacher supports the learning of the pupils with special educational needs

and this is working extremely well. It means that these pupils take an active part in the class lesson and that they also receive the extra help they need during their independent work.

71. The quality of teaching in English is good overall. It is very good in Years 1, 2 and 5. Pupils in these year groups make significant progress. Strengths in the teaching generally include good questioning skills which really make the pupils think about their responses. Their answers are valued by teachers so that pupils develop confidence in taking part in lessons. Homework is carefully organised. Pupils receive regular reading, spelling and other homework which helps them practise what they have learned in their literacy lessons at school.

72. Some teachers have extremely high expectations of their pupils and this is what makes the teaching especially good in some year groups. In an excellent lesson in Year 5 for example, the teacher expected pupils of all abilities to pick out key features of the text during a story telling session. She had prepared the lesson with great attention to the needs of different groups of pupils. Some were listening for double and triple negatives in the text, some trying to identify themes such as 'Love conquers all,' and 'Good versus evil,' and others listening for traditional beginnings. Because the work was pitched accurately to meet different capabilities, and the teacher inspired pupils with her own enthusiasm, the degree of pupils' involvement was exceptional. Pupils had confidence in their own abilities and offered their ideas readily in the subsequent discussion. They set to work eagerly on their tasks, the teacher reminding the most able pupils that their character plans had to contain metaphorical language. Pupils wanted to continue the work, even when the lesson had finished.

73. Some teaching assistants provide very good support to pupils and have a considerable impact on their learning, especially those pupils with statements of special educational need. Others have little impact on pupils' learning, especially during the taught part of lessons, when they often sit passively at the back of the class.

74. Some guided reading sessions, including those in Year 2 and Year 5, are dynamic and successful, ensuring that all pupils are thoroughly engaged on tasks which will help them move on in their learning. Others are poorly organised, with little direction and challenge in the activities offered.

75. The subject is led and managed effectively. However, not enough time has been spent on monitoring teaching and learning directly to identify some of the weaknesses identified above. Some useful assessment procedures have been introduced in writing and this has enabled teachers to track pupils' progress regularly and identify those pupils in need of further support. This shows good improvement since the last inspection. A similar assessment system in reading will begin shortly, to complement current procedures. Monitoring and evaluation of the subject have identified several areas for development, including handwriting. There is a good commitment to improvement within the subject and a real will to succeed.

Language and literacy across the curriculum

76. Pupils benefit greatly from a very wide range of opportunities to develop and use their literacy skills in other subjects. Reports of scientific investigations, letters to pen-pals in Poland, election manifestos for the school council all provide a focus and meaning to pupils' literacy work. The good emphasis on cross-curricular work has a significant impact on the development of literacy skills. Pupils are expected to write at length about their work in geography, history and religious education.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The quality of teaching is good so pupils achieve successfully.
- The use of teaching assistants is not always effective in supporting pupils' learning.
- The subject is led and managed very effectively.
- Assessment procedures are very good and are used appropriately to raise standards.
- Pupils have very good attitudes to their work.

Commentary

77. The standards attained in the 2004 tests taken by Year 2 pupils were well below the national average. This was largely due to the high number of pupils with special educational needs. However, pupils currently in Year 2 are working at levels well above those found nationally. Many pupils are attaining standards higher than expected.

78. Year 6 pupils gained average standards in the 2004 national tests. Standards fell from previous years because of a higher than average proportion of pupils who had special educational needs. Eight out of 21 were on the special needs register, including two with statements of special educational need. Nevertheless, standards in 2004 were still above those found in similar schools.

79. Pupils currently in Year 6 are set to attain standards above those expected nationally by the end of the year. Pupils, including those with special educational needs and those for who English is an additional language, are achieving well in all aspects of mathematics. Their understanding of number and their mental arithmetic skills are strong and enable them to complete work accurately, quickly and confidently.

80. The good standards reached are direct results of the good teaching pupils receive as they move through the school. Teachers have high expectations of their pupils and plan work very carefully to challenge pupils of all abilities. They create a positive working environment and insist on high standards of work and behaviour. Pupils respond positively and learn at a good rate, as they are able to concentrate without interruption. This was clearly seen in a very good Year 5 lesson about symmetry. The teacher made learning more interesting by challenging the pupils to test out hypotheses about the lines of symmetry to be found in various regular and irregular polygons. The pupils rose to the challenge and worked very hard to reach their own conclusions and formulate further hypotheses to be investigated in the next lesson.

81. Support assistants are usually effective when working with specific individuals or groups of pupils when their input is planned and they know exactly what they should be doing. They are less effective during the initial taught part of lessons, when opportunities are missed to explain new concepts and encourage less confident pupils take an active part in discussion.

82. The subject is led and managed very effectively. Teaching is monitored closely to identify areas for further development. Teachers' planning and pupils' books are examined to ensure that the subject is taught to the correct depth and that appropriate work is set for pupils of different abilities.

83. The very good procedures for assessing pupils, tracking their progress and setting appropriate targets are effective in raising levels of achievement. The data collected is used to identify any groups or individuals who are not making enough progress so that they can be given additional support. The use of a computer program to test and analyse pupils' knowledge and understanding of the various aspects of mathematics is proving particularly effective. It is helping teachers identify those pupils who are struggling with their work and also those with a specific

aptitude for the subject. The results of national and other tests are also carefully analysed to highlight any areas of strength or concern.

84. Pupils thoroughly enjoy their lessons. They are keen to learn and are proud of their many achievements. The majority successfully complete work in lessons and assignments set as homework.

85. There has been a good improvement in mathematics since the last inspection. The quality of teaching and the assessment procedures have improved.

Mathematics across the curriculum

86. The pupil's skills in mathematics are often used effectively in other subjects. These links prove useful; making learning more relevant and helping pupils reinforce their skills and understanding in mathematics. For example, pupils often measure in science lessons and draw tables and graphs of their findings. In geography they calculate distances and use coordinates in their map work.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Currently, pupils are reaching standards above those expected for their age.
- Pupils really enjoy the subject and work hard in lessons.
- Good opportunities for investigative work make lessons stimulating and interesting for pupils.
- Good use is made of literacy and information and communication technology skills to support work in science.

Commentary

87. In the 2004 national tests, standards in Year 6 were well below national expectations. This was principally because of the high proportion of pupils who had special educational needs in a small cohort. School records show that most pupils' achievements were in line with their capabilities. A few however, did not make as much progress as they did in English and mathematics. Currently, pupils in Year 6, including those with special educational needs and English as an additional language, are achieving well and are on track to meet above average standards in this year's national tests. Pupils in Year 2 are on track to reach well above standards in the teacher assessments at the end of the current year. This represents good improvement since last year when standards were assessed as being well below average.

88. The school has taken on many initiatives to develop the science curriculum linked to the development of the environment. The school's emphasis on developing skills of scientific enquiry is evident in lessons and in discussions with pupils. They are confident in using scientific language and, from an early age, understand the use of a fair test. Older pupils understand and use complex vocabulary well. They approach investigative work with enthusiasm. They work well with each other and readily discuss the advantages and disadvantages of measuring variables. For example: Year 6 pupils could discuss how many weights should be added to test the stretch in various elastic bands. The pupils' highly developed levels of speaking and listening contribute greatly to their success in the subject.

89. The quality of teaching is good. Teachers' good subject knowledge enables them to plan thoroughly for the varying ability levels of pupils. Very effective questioning, which challenges and extends pupils' learning is a key factor in many lessons. Many opportunities are given to pupils to discuss, suggest and clarify ideas. Lessons are generally prepared and organised carefully and resources such as interactive whiteboards used well to enhance pupils' learning.

90. Assessment in science is good. Teachers' feedback to individual pupils in books is evaluative and often includes comments for them to think about during lessons so that they understand how well they have completed work and what they have to do to improve. Teachers regularly evaluate how well pupils have achieved on a termly basis. This information is used to group pupils into ability groups so that work can be better matched to their ability levels. Pupils' progress across the school is now being monitored closely with the introduction of a computerised tracking record for science. This is a good improvement since the last inspection.

91. Leadership and management of the subject are good. The improvement in the school's assessment procedures and use of scientific enquiry methods are two areas developed over the last years which are already having a positive impact on pupil progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are well above those expected at the end of Years 2 and 6.
- The quality of teaching and learning is good. Pupils achieve well.
- Resources in the subject are very good.
- Pupils really enjoy the work and behave very well.
- The subject is very well led and managed.
- There are well thought out links to other subjects.

Commentary

92. By the time the pupils leave the school they reach standards that are well above those found nationally. This represents a good improvement since the last inspection when, although overall standards were judged to be above national expectations, work in modelling and control was weaker. These weaknesses have now been addressed fully. All aspects of the subject are taught to a depth that is rarely found in a primary school. This is a result of the good level of resources in the school and the constant use of the equipment. There are also very strong links with a local secondary school that enable pupils to use resources and receive specialist teaching of a high order. Many pupils have access to computers at home and good levels of parental support also contribute to pupils' good achievement. Pupils with special educational needs make good progress as they are well supported by both adults and their classmates.

93. The quality of teaching is good. Teachers have good subject knowledge and are confident in presenting lessons. They create a good working atmosphere in which pupils can concentrate and produce high quality work. Work is planned carefully at levels designed to help pupils of all abilities learn effectively. It is often imaginative and interesting. For example, in a very good Year 6 lesson, the pupils produced their own spreadsheets to help organise a party for younger pupils. They made many decisions about the food, entertainment and decorations required. They priced the items, considered the amounts of each required and used formulae to produce totals for the cost of the party. All pupils were keen to make their party the best and worked diligently to complete the task.

94. Pupils thoroughly enjoy work and are very proud of their efforts, particularly the Year 6 pupils who talked animatedly about their PowerPoint presentations. These are of a very good quality and thoughtfully produced. Pupils treat equipment sensibly and are often allowed to use digital and video cameras to record work and events such as school assemblies. They are confident users of a wide range of equipment and have a very secure understanding of how it is used in the wider world.

95. The subject is very well led and managed. There is a clear vision of exactly how the subject can be delivered successfully throughout the school. The use of class based computers and a bank of laptops is proving to be very effective in teaching the full curriculum. There are firm

plans to update and improve the school's resources so that the provision will be even more effective. The provision is successfully monitored through evaluations completed by teachers at the end of each unit of work.

Information and communication technology across the curriculum

96. The school has worked hard to find useful and profitable links with other subjects to make learning more relevant and fun as well as using learning time more effectively. For example, in Year 2 the pupils use the Internet to find out more about Florence Nightingale. Year 3 pupils successfully used a digital camera to take their photographs to put in the picture frames made in design and technology lessons. The work in Year 5 is of particularly high quality. The pupils go to a local secondary school where they are able to make moving vehicles and traffic lights that are programmed through a computer. The work is linked to the design and technology curriculum and the pupils profit a great deal from this joint exercise.

HUMANITIES

97. During the inspection, two lessons were seen in **religious education** and **history** and one in **geography**. Pupils' work on the walls and in their books, and teachers' plans were examined. Discussions were held with pupils to ascertain their levels of knowledge and understanding. No overall judgement about provision in geography could be made but inspection evidence indicates it is taught satisfactorily.

History

Provision in history is **good**.

- Good use of literacy skills promotes high levels of attainment.
- Pupils are very interested in history.
- Untidy handwriting and presentation detract from the overall standard of pupils' work.

Commentary

98. Standards in history are above national expectations by the end of Year 6. Pupils, including those with special educational needs and those with English as an additional language, achieve successfully. The school has addressed many of the areas for development indicated in the last inspection report. This indicates good improvement since the last inspection.

99. The quality of teaching is good. Different sources of evidence are used effectively to promote useful discussion and historical enquiry skills. Homework is used to extend pupils' skills of investigation. One class, for example, had to find out which year a census was not taken and why. Pupils show a good understanding of chronology and the passage of time. Young pupils in Year 1 learn about famous people throughout history, including Elizabeth 1 and Alexander Graham Bell. They describe confidently how telephones have changed since Bell's time.

100. Pupils are keen and enthusiastic, taking part readily in group and whole class discussions. Good use of literacy promotes high standards in the subject as pupils prepare reports and accounts of their historical studies. In Year 6, pupils have been studying the Ancient Greeks and have used their literacy skills well, for example to take notes about their research, write accounts of events, a newspaper report and a leaflet on the Olympics. This is an improvement since the last inspection.

101. A humanities team co-ordinates provision in history and geography, and the aspect of knowledge and understanding of the world in the Foundation Stage. This is a new form of curriculum management, recently started in school to try to co-ordinate the provision across all three key stages. A named governor has been attached to the team to monitor provision. The system, though new, appears to be working well and ensures that staff turnover does not adversely affect

the leadership and management of subjects. There are clear plans for development of both subjects which indicates the school's commitment towards improvement.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils' competence in literacy helps them to express their feelings and views well.
- Teachers often encourage pupils to reflect on their own and others' religious beliefs and values.

Commentary

102. Standards in religious education are above the expectations of the locally agreed syllabus by the end of Year 6. Pupils make good progress and achieve well. The school has addressed the issues raised in the last inspection and now covers many other world religions as well as Christianity. There has been good improvement since the last inspection.

103. Teaching is good overall. In a very good mixed Reception and Year 1 lesson, pupils could identify and discuss the meanings of the symbols connected with baptism. The teacher provided a wide range of activities to consolidate their learning. Good levels of literacy were promoted as Year 1 pupils wrote about Jesus' baptism with a clear focus on the use of vocabulary. Reception children in the class were able to role-play a baptism and write baptismal cards. In another Year 1 lesson, pupils were able to reflect on special friends and their kind actions. In this well organised and highly atmospheric lesson, the teacher used her own experiences and items in her "special box" to encourage pupils to feel confident in sharing their experiences. There are many opportunities for pupils to reflect on the plight of others. Recently, many pupils have written prayers for the victims of the Tsunami. One, for example, reads 'My hope is for you to feel safe. My wish is that you do not get hurt anymore.'

104. Questioning is highly effective in promoting pupils' speaking and listening skills. They are keen to share their opinions and views. A wide range of written work shows that the subject is covered to a good depth. However, poorly formed handwriting detracts from the overall quality of the pupils' work.

105. The leadership and management of the subject are very good. The profile of the subject has been raised and much has been undertaken to improve the provision since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

106. One lesson was observed in music and three in physical education during the inspection. No lessons were seen in art and design or design and technology. Teachers' plans and pupils' work in books and on display were examined.

107. Evidence shows that all aspects of **music** are covered as pupils move through the school. A skilled music specialist plans work successfully to enable pupils of all ages and abilities to achieve well. Pupils listen to music as they enter and leave assemblies. Gospel music was played in one assembly seen and the pupils told about its origin and meaning. Pupils get the chance to sing and play together in events such as the Christmas Production, Harvest Festival and singing assemblies. As a useful addition to the provision there is individual and group tuition in violin, drums and guitar. Around 20 pupils learn these instruments. Pupils enjoy listening to and performing music and are keen and eager to participate in activities.

108. The **physical education** curriculum, including outdoor and adventurous activities is covered fully. Pupils learn to swim and the majority are able to swim 25 metres confidently by the time they leave the school. This is a good improvement since the last inspection when pupils'

progress in swimming was not monitored. A specialist coach visits the school each week and teaches games skills. When appropriate the lessons are linked to work in other subjects. For example, the Year 5 dance lesson was based on their studies of life in a Victorian school and was performed confidently by the pupils. The residential school journey by pupils in Years 5 and 6 to the Isle of Wight provides many opportunities for pupils to take part in adventurous and outdoor activities in a safe environment as well as learning to live together in harmony away from home.

109. There is a good number of after school clubs, including dance, football, netball, tennis and cross-country running. The football training culminates each year in a 'World Cup' competition with pupils representing different countries. Pupils also compete with local schools in a variety of sports. The school holds two sports days each year that are well attended and enjoyed by parents and carers as well as all the pupils who take part. The level of involvement in all kinds of sporting activities is very high and contributes greatly to the promotion of healthy living by the school. It is to their great credit that they have been awarded an Activemark Award for the high level of good quality physical education and participation in sport.

110. Pupils cover all the aspects of **art and design** and **design and technology** satisfactorily during their time at school and develop a wide range of skills and knowledge. Good curricular planning makes useful links between subjects and this helps to make pupils' learning more relevant and interesting. In art, for example, Year 1 pupils draw charcoal portraits of Alexander Graham Bell and make dazzling collages of Queen Elizabeth I as part of their studies about famous people in history. These skills are developed well as pupils become older and, by Year 6, close observational drawings of fruit are of high quality, showing good pencil techniques. Design and technology work includes models of telephones in Year 1, picture frames in Year 3 and pop-up cards in Year 4. Pupils evaluate their work satisfactorily and are able to say how their designs might be improved. The newly formed staff team responsible for creative development across the school shows great enthusiasm and commitment towards developing the subjects in the future.

PERSONAL, SOCIAL AND HEALTH EDUCATION

111. Provision in personal, social and health education is good. Pupils' personal development is catered for effectively through the teaching they receive on a day to day basis. They often get the chance to work together and see the value of being a member of a team. The very good range of extracurricular clubs and activities supplement the opportunities provided in daily lessons. The good provision for religious education ensures that pupils learn to reflect about their feelings and actions and how these impact upon others. Science lessons cover aspects of sex and drugs abuse education. An additional programme of sex education lessons has recently been approved by governors.

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	4
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	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	1
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
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).