

INSPECTION REPORT

**BURTON BISHOP WILSON C OF E (AIDED) PRIMARY
SCHOOL**

Burton

LEA area: Cheshire

Unique reference number: 111312

Headteacher: Mr S H Barnett

Lead inspector: Miss K Manning

Dates of inspection: 21st – 24th February 2005

Inspection number: 266537

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary aided
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 103

School address: Puddington Lane
Burton
Neston
Merseyside
Postcode: CH64 5SE

Telephone number: 0151 3363396
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Appropriate authority: The governing body
Name of chair of governors: Reverend Canon H J Aldridge

Date of previous inspection: May 1999

CHARACTERISTICS OF THE SCHOOL

Burton Bishop Wilson is a voluntary aided, Church of England, school with a curriculum and ethos that reflects its Christian designation. The school serves several local villages where the population is made up of a wide range of social and economic backgrounds. Almost all pupils are from white British families and all speak English as their first language.

With 103 boys and girls in four classes from reception to Year 6, this is a small school. The number of pupils on roll is fairly stable and, as it is a popular school, it is fully subscribed. Most children join the school in the reception class and have had some pre-school experience of attending nurseries or playgroups. Though it varies considerably, most children have the skills and knowledge that are typical for their age when they start school. The proportion of pupils who start or leave the school part way through their education is lower than the national picture. Very few pupils join the school after the reception class but a small number of the most able pupils leave before the end of Year 6 to take up places in schools with an entrance examination. The proportion of pupils who have special educational needs is lower than in most schools but is increasing each year. Eight pupils have special educational needs and three of these have statements of their special educational needs because they need substantial help. A small number of pupils have been identified as being gifted or talented. In 2003 the school gained an award for achievement. The headteacher has recently returned to school after a long illness and the deputy headteacher has been in post for only a term.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2026 7	Miss K Manning	Lead inspector	English
			Science
			Information and communication technology
			Art and design
			Design and technology
			Physical education
			Special educational needs
			English as an additional language
1408 6	Mr A Anderson	Lay inspector	
2041	Mrs V Reid	Team inspector	Mathematics
			Geography
			History
			Music
			Foundation Stage

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school has serious weaknesses in the leadership and management. Though teaching is good and pupils have very positive attitudes to learning, leadership does not have the capacity to bring about change and this prevents other aspects of provision from being better and standards being higher. Management is weak because a lack of rigorous self-evaluation prevents staff and governors from identifying priorities for development. These weaknesses mean that the school is not providing value for money.

The school's main strengths and weaknesses are:

- Leadership and management are unsatisfactory.
- The school's procedures for child protection are unsatisfactory.
- Governors are very supportive of the school but do not provide parents with all of the information required by law.
- Governors and parents make a significant contribution to after-school sports, events and clubs.
- Standards in information and communication technology are below those expected in Years 3 to 6.
- Standards in English, mathematics and science are above average by Year 6.
- Good provision for pupils who have special educational needs helps them achieve the levels of which they are capable.
- Teachers promote pupils' spiritual, moral and social development well and this has a good effect on pupils' attitudes and behaviour.
- Pupils try hard with their work and behave very well, reflecting the school's strong Christian ethos.

The school is not as effective as it was at the time of the previous inspection in 1999. The key issues have not all been tackled successfully and some remain priorities for continued work. Improvements to resources for information and communication technology have led to a rise in standards in Years 1 and 2, but pupils in other years have not made up lost ground. The main reason why the school has not improved sufficiently is ineffective leadership and management.

STANDARDS ACHIEVED¹

Pupils of all abilities and backgrounds achieve well. Most children in the present reception class had the skills and knowledge expected for their age when they started school. They achieve well are set to exceed the early goals in personal, social and emotional development, reading and mathematics by the end of reception. Inspection findings are that pupils in Years 1 and 2 achieve steadily and standards in reading and writing continue to be above average. In mathematics and science, where standards had fallen last year, pupils also achieve steadily and standards now match those expected in Year 2. Pupils in Years 3 to 6 achieve well, though this is more marked in the Year 5 and 6 class. As a result of some very good teaching standards in the current Year 6 class are above average in English, mathematics and science. Standards in information and communication technology match those expected by the end of Year 2 but remain below those expected in Years 3 to 6.

¹ Caution is needed in interpreting data where the numbers of pupils are small. This is because one pupil can have a marked affect on the school's results.

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

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

The chart above shows that, in last year's national tests, standards in English and science were in the top five per cent of all schools and standards in mathematics were well above average.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Pupils behave very well and have very positive attitudes to learning. Attendance is above average and punctuality is satisfactory.

QUALITY OF EDUCATION

The quality of education is satisfactory. There is good teaching and learning in most subjects and areas of learning and the school's procedures for assessment are satisfactory overall. Well-qualified teaching assistants make a significant contribution to the quality of teaching and the good provision for pupils who have special educational needs. Teaching is strongest in English and in Years 5 and 6. It is unsatisfactory in information and communication technology in Years 3 to 6 because pupils do not have enough opportunities to use computers. Pupils have equal opportunities to make progress with good support for those who have special educational needs and challenging work for the most able. Links with parents are good and, with governors, they provide substantial expertise, time and funds. Their efforts in organising and leading after-school clubs and activities enrich the curriculum. The school has strong links with the church and links with the community and other schools are satisfactory. Procedures for child protection are unsatisfactory, though children are otherwise cared for well in school. The school's resources and accommodation are used effectively.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are unsatisfactory at all levels. Governors support the school well but have not ensured that teachers' performance is reviewed each year or that the school prospectus contains all the information required by law. In addition to this, spending exceeds income. The headteacher cares about his staff and pupils but has not got the structures in place to help the school manage the many challenges that it faces if it is to maintain standards and keep up to date with current initiatives. No one is monitoring the quality of the curriculum or teaching and learning systematically, though the deputy head has begun to do this informally. No significant barriers or aids affect pupils' learning.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally happy with what the school provides for their children though several said that they would welcome more information about their children's progress. They are right to feel that the information they get in written reports is not as useful as it should be. Most pupils say that they enjoy school. Older pupils said that they would welcome more opportunities to have their views taken into account when decisions are made about the development and running of the school.

IMPROVEMENTS NEEDED

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

- Improve the quality of leadership and management at all levels through systematic monitoring and evaluation of the curriculum, teaching and learning and standards and using this to set priorities and plan for change.
- Improve procedures for child protection by agreeing a policy and training all staff.
- Raise standards in information and communication technology in Years 3 to 6.

And, to meet statutory requirements:

- Reinstate procedures for managing the performance and professional development of staff.
- Ensure that the prospectus contains all of the information that it should.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils of all abilities and backgrounds achieve well overall and girls and boys achieve at the same rate. Girls in Year 2 have outperformed boys in each of the last five years though this year they perform equally well. Achievement in Years 1 and 2 is steady and it is good in Years 3 to 6. Standards in English, mathematics and science are above average in Year 6.

Main strengths and weaknesses

- In Years 3 to 6, pupils do not achieve well enough in information and communication technology and standards remain below those expected.
- Last year, none of the pupils in Year 2 achieved a higher level in science.
- The school's performance in mathematics at Year 2 fell below that of similar schools.
- The school's results are rising at a slower rate than the national trend.
- Last year, the school's results in English and mathematics at Year 6 were in the top five per cent of all schools.
- Comparisons with prior attainment indicate that pupils in Year 6 last year had made very good progress from Year 2.

Commentary

1 The school's results in national tests are unreliable because the small numbers of pupils in each year group means that one pupil can make a tremendous difference to percentages and subsequently to comparisons with other schools. In this school, the number of pupils in the current Year 6, who have special educational needs has had a marked effect on standards and is likely to impact on the school's performance in national tests.

2 When they start school most children have the skills and knowledge that are typical for their age. Good teaching ensures that they achieve well and most exceed the early goals in personal, social and emotional development, reading and mathematics. They make steady gains in writing and in their knowledge and understanding of the world and, as a result of sound teaching, reach the early goals in these areas of learning.

3 Last year, weaknesses in leadership and management led to a fall in standards in mathematics and science in Year 2. This happened because no one was monitoring standards closely enough. Fewer than half of the pupils who achieved a higher level in reading did so in mathematics and no pupils achieved a higher level in science. This represents a significant fall in standards in both subjects but the weaknesses in teaching that led to this had not been identified through rigorous monitoring. Inspection findings show that standards in mathematics and science now match those expected and that a number of pupils are working at a level beyond what is expected for their age. The Year 1 and 2 teacher has taught these year groups full-time since September and previously taught part-time. Falling standards in mathematics and science from last year have had to be overcome this year and it is a measure of her good teaching that this is happening and pupils are now achieving well.

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

Standards in:	School results	National results
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reading	17.7(16.3)	15.8 (15.7)
writing	16.2 (16.1)	14.6 (14.6)
mathematics	16.7 (16.3)	16.2 (16.3)

There were 15 pupils in the year group. Figures in brackets are for the previous year

4 Good teaching in previous Years 3 to 6 ensured that standards in English, mathematics and science rose last year and were well above those expected. This was largely because all pupils reached the expected level in English and science and more than three-quarters achieved a higher level. In mathematics, almost all pupils reached the expected level but fewer than half achieved a higher level, reflecting the fact that an over-emphasis on using textbooks was limiting pupils' achievement. Inspection findings are that standards continue to be above those expected in all three subjects. However, an increase in the number of pupils in Year 6 who have special educational needs prevents standards from being higher.

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

Standards in:	School results	National results
English	31.6 (26.6)	26.9 (26.8)
mathematics	29.1 (26.2)	27.0 (26.8)
science	32.3 (30.6)	28.6 (28.6)

There were 17 pupils in the year group. Figures in brackets are for the previous year

5 The results of national tests show that pupils in last year's Year 6 made very good progress from the time they were in Year 2. Despite this the school's results are rising at a slower rate than the national trend in Years 2 and 6. Last year, the fall in standards in mathematics and science in Year 2 had a part to play in why the school's performance failed to match the national trend. However in Year 6 where standards were already high it has not been possible to maintain the same rate of improvement. A better reflection of the school's success is the proportion of pupils who reach the expected and higher levels.

6 Standards in information and communication technology have risen in Years 1 and 2 and now match those expected. This is largely because the teacher has a thorough understanding of what pupils need to learn and how to teach the subject effectively. In contrast, pupils in Years 3 to 6, have a lot of catching up to do and standards remain below those expected. This was a key issue at the time of the previous inspection but without stronger leadership the school has not been able to improve provision sufficiently to raise standards. In addition, without agreed procedures for assessing and recording what they already know teachers are not able to build on pupils' prior learning.

Pupils' attitudes, values and other personal qualities

Pupils gain significantly from the school's good provision for their spiritual, moral and social development. They respond by having very positive attitudes to learning and behaving very well. There is satisfactory provision for promoting pupils' cultural awareness. There have been no exclusions in the school's history. Last year, attendance was above average, though a small number of pupils often arrive at school late.

Main strengths and weaknesses

- The Christian nature of the school is reflected in its ethos and pupils' attitudes and behaviour.

- Pupils respect others' values and feelings because they follow the good example set by adults.
- Older pupils are willing to take on more responsibilities than they are given.
- Pupils have a limited knowledge of religions other than Christianity.

Commentary

7 The school's informal provision for nurturing pupils' personal development is effective and results in pupils who say that they enjoy school and are very keen to learn. The Christian nature of the school is evident in the way that staff behave towards one another and pupils. Throughout the school, staff are welcoming to pupils and their parents. Teachers share in the celebrations and, occasionally the sadness, of their pupils' lives and there is a close bond between adults and children. Pupils respond by respecting and liking the adults who teach them and consequently, they behave very well. The Christian nature of the school also has a marked impact on pupils' spiritual development. Through assemblies and regular attendance at church pupils learn the attitudes and beliefs that motivate them as individuals and Christians. In contrast, pupils know very little about any other major religions and are unaware of how they are similar or different from Christianity. This was identified as a weakness in provision at the time of the previous inspection but steps taken to remedy the situation, such as visiting a Jewish Synagogue, have not had sufficient impact on pupils' learning.

8 Teachers promote pupils' moral and social development well. Through a planned programme of lessons, pupils learn to respect the opinions of others. In the Foundation Stage, children are helped to understand right and wrong behaviour and by the time they are in Year 6 pupils are willing to express their views on ethical issues and matters that interest them, such as having more facilities for recycling in school. In many lessons, pupils are expected to work with partners or in small groups. They do this comfortably, largely because they are friendly towards one another but as they get older, pupils begin to realise that they can achieve more as a team by listening and sharing views than they can as individuals. Adults in the school set a good example for pupils. They treat one another with courtesy and work hard. Pupils follow their example because they feel that teachers are fair in their dealings.

9 Pupils are willing to take on more responsibilities than they are offered at present. Though most think that teachers listen to their ideas a significant number feel that more could be done. For example, each term there is a 'soapbox' assembly where pupils have the chance to air their views about matters that are important to them. However, a number of pupils said that not everyone gets heard and some said that adults do most of the talking. In order to help promote ideas about citizenship and democracy, older pupils visit the local council chambers, where they meet with the mayor and councillors. Pupils look forward to this visit and talk about it excitedly because of the impact it has on their learning.

Attendance

Attendance in the latest complete reporting year (95.4 %)

Authorised absence		Unauthorised absence	
School data	4.6	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.

10 Although attendance continues to be above the national average a small number of pupils arrive late at the start of the day. This was identified in the previous report but the leadership and management of the school have not been strong enough to determine strategies that would rectify the situation. In addition to this, staff are not consistent in their approach to marking pupils late, which means that the extent of the problem is unknown.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	85	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Pakistani	1	0	0
No ethnic group recorded	1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality education for pupils. The main strength is the teaching, which is good. The curriculum and links with the community and other schools are satisfactory. Pupils benefit from the good partnership between parents and school. The ethos of the school is warm and welcoming. However, there are weaknesses to the care provided for pupils that make it unsatisfactory overall.

Teaching and learning

The quality of teaching and pupils' learning is good overall. The teaching of information and communication technology has improved since the previous inspection and is now satisfactory. The school's procedures for assessing and recording pupils' attainment are satisfactory.

Main strengths and weaknesses

- Teachers have a good command of the subjects and areas of learning that they teach.
- Pupils know what they are learning because they are told this at the beginning of lessons.
- Good planning helps teachers overcome the problems of mixed age classes.
- Teaching assistants make a significant contribution to the quality of teaching.
- Assessment is satisfactory in the Foundation Stage and in English, mathematics and science but in information and communication technology there are no agreed procedures.

Commentary

11 One of the main reasons why teaching is effective is that teachers have a good knowledge of the subjects and areas of learning that they teach. In the Foundation Stage, the teacher understands how young children learn and develop in each of the six areas of learning. This knowledge is put to good use to plan topics that appeal to children and extends their knowledge, skills, understanding and confidence. In Years 1 to 6, teachers' knowledge is evident in their use of technical language and clear explanations to pupils. For example, by the time they are in Year 1 pupils understand the terms author, content and index. By the time they are in Year 6 they use terms such as 'alliteration' and 'onomatopoeia' to describe prose.

12 Throughout the school, teachers take some time at the beginning of the lesson to explain what pupils are going to learn. Lesson aims are mostly written on the board so that pupils can read them and teachers can refer back to them as work progresses. Teachers often prompt pupils to think about what they are doing by comments such as 'what did we say we would be learning and have we done it yet?' This strategy is particularly successful because pupils know what they should be learning and understand how well they are doing. A second good effect is that, in understanding what they should be doing, pupils generally settle to their tasks quickly and sensibly.

13 Parents say that they are happy for their children to be taught in classes of more than one year group. This is largely because teachers' planning is good and ensures that pupils are taught at the right level whatever their age. Teachers plan work on a two-year cycle, which means that topics are not repeated. This works well in subjects such as history and geography where topics are taught in blocks and linked with other subjects. One of the benefits of having two ages in the same class is that younger pupils are often spurred on to greater effort because they want to do as well as their older friends.

14 From the Foundation Stage onwards, teaching assistants make a significant contribution to the quality of teaching and learning. This is largely because they are well trained and work confidently at a wide range of teaching activities. In lessons, teaching assistants often work with small groups of pupils, who benefit from the advice, prompting and discussion. Pupils who have special educational needs and those who need extra help with literacy and numeracy benefit from working on planned programmes aimed at promoting basic skills and confidence. Not only are these programmes effective, but pupils also enjoy the time they have to work in small groups and say that they look forward to these lessons. The teaching assistants who work with pupils who have statements of their special need do a very good job of ensuring that they have equal access to the curriculum and the same opportunities to make progress as other pupils. This stems from their thorough understanding of the problems that these pupils face and an up-to-date knowledge of how to help them overcome these barriers.

15 The school's procedures for assessing and recording what pupils know and can do vary in quality. In the Foundation Stage, staff use a range of tests to determine what children know at the start of the year and how much progress they have made by the end of reception class. In English and mathematics, teachers use a range of procedures to assess, record and report pupils' progress and achievement from one year to the next. In science, pupils are assessed at the end of Year 2 and Year 6 and teachers keep their own records in between. In information and communication technology, there are no agreed procedures for assessing skills and knowledge and the co-ordinator judges this to be a priority if teachers are to raise standards.

Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	15	2	0	0	0

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

The curriculum

The curriculum meets pupils' needs satisfactorily. It provides a fairly broad range of opportunities that cater for the interests, aptitudes and particular needs of pupils and ensures progression in learning. It is enriched by a good range of extra-curricular activities. The accommodation and resources are satisfactory and fully meet the needs of the curriculum.

Main strengths and weaknesses

- The curriculum does not meet statutory requirements with regard to collective worship.
- Pupils have equal access to the curriculum and the same opportunities to make progress.
- Governors and parents help to enrich the curriculum by leading extra-curricular activities.
- The school does not make the most of community links to further develop the curriculum.

Commentary

16 The curriculum for information and communication technology has improved and now meets statutory requirements. This means that the National Curriculum programmes

of study and the areas of learning in the Foundation Stage are taught in accordance with statutory requirements. However, when pupils go swimming they set off before assembly time. This means that the school is failing to provide for all pupils to attend a daily act of collective worship. Senior teachers or governors have not previously picked this up because no one has been monitoring the curriculum in a systematic way.

17 The National Strategies for Literacy and Numeracy have been adapted to meet the characteristics of the school and to ensure that pupils of different ages, backgrounds and abilities have the same access to the curriculum and opportunities to make progress. Pupils who have special educational needs get a good deal from the school. In many lessons, they are given additional help from well-qualified teaching assistants and small groups gain from extra literacy and numeracy support. Teachers plan work that helps them overcome any barriers to learning caused by problems with reading, writing or other difficulties and consequently they get the most out of all lessons. Pupils who have been identified as gifted or talented are offered tuition by experts and encouraged to make the most of their talents for sports or music.

18 Teachers have begun to look at the implications of the 'Primary Strategy for Schools' and recognise that it is time to take a fresh look at the curriculum as pupils find some of it 'dull'. However, without clear direction from the headteacher they are not in a position to think actively about how they could develop and enrich the experiences they offer to children. For example, though satisfactory, the programme for promoting pupils' personal, social and health education does not take advantage of the many outside agencies that are prepared to visit schools and teach pupils about the dangers of smoking or drug and alcohol abuse. As a result, though pupils know that abusing drugs and alcohol is wrong their opinions are not well-informed.

19 Governors and parents lead a significant number of after-school sports activities. Without their efforts the curriculum would be much less exciting for many pupils. They put their own enthusiasm and knowledge to good use to organise clubs and activities after school, at weekends and through the holidays. Many pupils say that it is the sports that they enjoy best about the school and they are proud of the trophies and awards that they achieve in tournaments and competitions.

Care, guidance and support

Arrangements for the care, welfare, health and safety of pupils are unsatisfactory. The school provides a satisfactory level of support, advice and guidance for pupils. Teachers seek, value and act on pupils' views to a satisfactory extent.

Main strengths and weaknesses

- Arrangements for child protection remain unsatisfactory.
- Informal arrangements for care and guidance play a large part in promoting the school's good ethos.
- In the Foundation Stage, adult support is balanced well between providing scope for independent learning and ensuring that children feel secure in school.

Commentary

20 The school's arrangements for child protection have not improved sufficiently since the previous inspection and continue to be unsatisfactory. No one is certain about what the arrangements are and who is charged with the responsibility of overseeing them. Following the previous inspection governors' minutes of meetings show that they agreed a policy for

dealing with any child protection issues. However a more recent policy has been drafted but not consulted on or agreed. This policy does not properly reflect the locally agreed child protection arrangements and would not help staff to intervene to protect pupils from harm. Teachers and other staff are unsure about who they should refer issues to and no one has had any recent or up-to-date training. The failure to ensure that the school's arrangements are known and understood by all staff is a reflection of the unsatisfactory leadership and management of the school by governors and the headteacher. Other aspects of health and safety meet all statutory requirements and governors work hard to ensure that buildings and grounds are secure and that children are safe in school.

21 In contrast, the schools informal pastoral arrangements are good. As this is a small school, teachers and other staff know all of the children and their families well. This is obvious in the warm and friendly greetings made by parents, staff and pupils each morning and evening. Teachers take the time to listen to pupils' and events such as birthdays, babies and success in sports activities are all discussed and shared with the class. Pupils feel that there is someone to go to if they have a problem and seek out their teacher or other trusted adults when they are hurt or feel unwell. During the inspection a number had first-aid help from lunchtime supervisors and teachers were quick to spot any pupil who was 'off colour' in lessons. At these times, everyone tried to make the unhappy pupil as comfortable as possible and parents were notified quickly if the child needed to go home. At lunchtimes, the kitchen staff know every pupil by name and gently encourage younger children to try a range of food and make sure that all pupils have enough to eat. The good and trusting relationships between staff and pupils reflects the Christian ethos of the school.

22 In the Foundation Stage, procedures for settling children into school are satisfactory and they quickly adapt to the daily routines of school life. They know that assembly is first thing and that there are times when they sit with the teacher and other times when they get to choose which activities to follow. When they start school, other children are in their class to help them find their way around and show them where everything is. All of this means that children settle into school happily and they come in each morning looking forward to the days work and play. Many of the activities in the Foundation Stage aim to encourage independence in children. For example, getting the equipment they need and helping to tidy away at the end of sessions. They learn to do things for themselves and ask help for what they need. By the time of the inspection, most children were confident in all of these aspects of personal development and were willing to talk about school and their favourite activities.

Partnership with parents, other schools and the community

Pupils benefit from the good partnership that the school promotes with parents and from satisfactory links with the community and other schools.

Main strengths and weaknesses

- The partnership with parents contributes to pupils' learning at school and at home.
- Written reports are unsatisfactory and do not always provide parents with useful information about their children's progress.
- Though the school has close ties with the church it does not draw from the community sufficiently in other ways.

Commentary

23 The school's partnership with parents has a marked effect on the quality of teaching and learning. Many parents help their children with homework and say that they particularly

enjoy reading together. Younger pupils also say that they enjoy sharing books and homework with parents and that it helps them do better in school. A number of parents give a lot of time and commitment to the school by providing coaching in sports and by accompanying pupils to events and tournaments. Once again, pupils benefit considerably from their efforts and the school would not have such a good sporting reputation if it were not for the efforts of parents. The school parents and teachers association is a thriving organisation, which raises a substantial amount of money each year. Money is spent on resources, such as computers, and all pupils benefit from these. A small number of parents also help run holiday clubs, which are popular with pupils. These help promote pupils' personal development at the same time as they provide opportunities for participation in sports and other activities.

24 Improving the quality of information for parents was identified as a key issue in the previous inspection but the leadership and management of the school have not subsequently dealt with this matter to parents' satisfaction. The school prospectus and governors annual report to parents omit some of the information required by law. In the summer term parents are given a written report about the progress and attainment of their children. These are inconsistent in quality and a significant number of parents continue to feel that they do not provide them with useful information about what their children can do. In some cases, the reports are made up of general statements that could apply to any child. In other instances similar statements are made about more than one child even though they are working at different levels.

25 The school's religious denomination is reflected in its close ties with the church. The vicar is a regular visitor and frequently takes part in assemblies. In addition, pupils frequently attend church with their classmates and teachers. These ties have a positive effect on pupils' attitudes and on the ethos of the school. An after-school group called 'Godly Play' uses the premises to host a club for pupils and this is well attended. It also provides a display of work produced by pupils and other children and this supports pupils' learning in religious education and their personal development. However, the headteacher has not widened the school's community links much beyond the village. There are few visitors to the school, though it is often these visits that pupils talk most enthusiastically about. For example, pupils spoke at length about a visit by an African dancer because it had brought the subject to life and they remembered many details about the music and dress. Similarly, the headteacher does not make sufficient use of local businesses and industry to promote pupils learning and the view that parents would disapprove is not borne out by their comments.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are unsatisfactory. Leadership from the headteacher and senior staff is unsatisfactory. Governance is also unsatisfactory and there is a breach of statutory requirements in the information that governors provide for parents. The management of the school is also unsatisfactory. No significant barriers or aids affect pupils' learning.

Main strengths and weaknesses

- Though they support the school very well, governors have not ensured that weaknesses identified in the previous report have been tackled or that the school fulfils all of its statutory requirements.
- Though the headteacher sets a clear ethos for the school it lacks direction and has no agreed plan for continued improvement.

- Without systematic monitoring, co-ordinators have a limited understanding of the quality of provision and this led to a drop in standards last year.
- The school's system for managing the performance of teachers has lapsed.
- Spending exceeds income and this affects the school's ability to achieve its educational priorities.

Commentary

26 Governors are committed to the success of the school and devote a considerable amount of time to achieving this. They understand their role and specific responsibilities and know that tackling the weaknesses identified in the previous inspection should have been a priority for leadership and management. However, they have been only partially successful and the school has not improved at a fast enough rate since the previous inspection. One of the most pressing weakness concerns the school's child protection procedures. It is unclear which of the policies prevails or who the designated governor and teacher are and staff have had no training to help them understand what to do in the best interests of children. Governors fulfil most of their statutory requirements, such as having and implementing a race equality policy and promoting equality of opportunity for all. However, some information is omitted from the prospectus.

27 The headteacher provides a good example with regard to the relationships between pupils and adults. He is kind and gentle with pupils, who trust him to help them with their medication or when they are feeling unwell. In setting a clear direction for the school, the headteacher has not been so successful. The school is without an agreed plan of how it will move forward and tackle its key weaknesses although the headteacher and governors have now reached a position where the current draft can be refined. This contains too many priorities to be realistic or manageable and they do not reflect the most relevant priorities for the school, such as raising standards in information and communication technology by the end of Year 6. It is also unclear how the priorities stem from any structured system of self-evaluation and review. Strategic planning was identified as a key issue at the time of the previous inspection and until this is remedied the school is not in a good position to improve provision. The school had also fallen behind with regard to national initiatives such as workforce remodelling; aimed at getting a better balance between work and home life. Governors are now working on ways of managing this, but with a deficit budget they recognise that these need to be innovative rather than costly.

28 Co-ordinators work hard to overcome the problems of having a heavy workload and put all of their efforts into ensuring that the quality of teaching and learning remain good. However, without shared systems for monitoring staff cannot be certain that standards are being maintained. For example, last year, none of the pupils in Year 2 achieved a higher level in science though they had done well in reading. In the past, co-ordinators have not been charged with this sort of leadership role and have focussed primarily on resources. In information and communication technology, this has ensured that the resources have improved but it has not helped the co-ordinator identify clearly the steps needed to raise standards. The deputy head brings substantial experience of monitoring to the school and in the short time since his appointment has begun to evaluate the quality of the provision informally. He is very much aware of what needs doing to maintain standards and improve the quality of leadership and management.

29 The headteacher has been absent for some time and during this period the school's procedures for managing the performance of teachers and identifying areas where training is needed lapsed. Governors have successfully continued to set objectives for the headteacher but there is no clear direction for staff. The main repercussions of this are that

staff are unsure how to implement the guidance in documents aimed at bringing greater levels of richness and enjoyment to a curriculum that occasionally lacks imagination. Despite this morale is high. The deputy head is trained in these procedures and has begun to work with staff to review policies for teaching and learning and in this way is providing good professional support for his colleagues.

Financial information

30 The school has struggled to manage its budget, which has been in deficit for three years. Though the local education authority does not approve of this it is aware of the situation and has helped governors set a workable budget for the current year, which is not in deficit. However, this will continue to affect the school's options for managing workforce remodelling and providing the training and resources needed to raise standards in information and communication technology.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	247,161	Balance from previous year	- 17,429
Total expenditure	236,965	Balance carried forward to the next	- 7,233
Expenditure per pupil	2,278		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

31 The 14 children in the reception class are taught by a teacher and teaching assistant. None of these children have special educational needs and their attainment on entry to the school was typical for their age in all areas of learning. Teaching is good overall and ensures that children achieve well. The leadership and management of the Foundation Stage are satisfactory, largely because the number of staff involved is extremely small. However, there is no rigour to procedures and no useful evaluation of provision to feed into the school's priorities for development or training.

32 No lessons in creative or physical development were seen and these areas of learning have been sampled. Children have daily opportunities to develop **physical** skills when they play outside at break and lunchtimes. As a result, children have a good sense of balance and control. They rarely bump into other children when running around the yard and playing chase games and they skip, jump and hop competently. Teachers make sure that children know how to use tools such as pencils, paintbrushes, and scissors properly. They have daily opportunities to use all of these and consequently are adept at using specialist tools for moulding and cutting and they manage fiddly jobs well. They have no trouble using a computer mouse with the control needed to operate programs and zip into and out of windows and menus in the programs they use.

33 In **creative development**, teachers plan frequent opportunities for children to express themselves through play, speech, art and music. Books and traditional tales provide the stimulus for many activities such as imaginative play. For example, a group of children thoroughly enjoyed acting out the story of the Three Little Pigs using puppets and dolls. They took on the speech and voices of the scared pigs and the frightening wolf and incorporated their own views of how each character would behave and move. The emphasis given to singing, in assemblies and lessons, means that children have built up a repertoire of songs that they sing enthusiastically.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff ensure that children adapt to the routines of school and as a result, children settle quickly.
- Relationships between staff and children are good.
- The teaching has a strong emphasis on developing key personal and social skills in each of the areas of learning.

Commentary

34 When children start in the reception class, their personal and social skills are typical for their age, reflecting the fact that most have attended nurseries or playgroups. Good teaching ensures that they achieve well and exceed the early goals by the second term in school.

35 Staff have a routine to the day that helps children feel comfortable and secure. They know what is expected at the start of the day and what to do during and at the end of each activity. For example, children sit patiently on the carpet when it is time to read books

with the teacher and when this activity is finished some simple directions are all that is needed for them to set about other activities around the room and outside. The information provided for parents before children start school helps them do their part and most said that they are pleased at the way their children settle in.

36 The relationship between staff and children is based on respect and friendliness. Children know that their opinions are valued and consequently they are keen to talk about themselves and their families. Adults are good role models for children, who model their own behaviour on the politeness and respect that they see in all of the adults that they have daily contact with.

37 Teachers and other staff constantly encourage children to be independent and make choices for themselves. At some time each day children are given a choice of activities and they are expected to start and complete the tasks that they choose to engage in. As a result, children are confident, curious and eager to explore new learning.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Staff plan many opportunities for children to join in conversations but sometimes these sessions last too long.
- Teachers make good use of books to promote a love of reading.
- Writing is part of many activities and most children achieve the early goals by the end of reception.

Commentary

38 At the start of reception class, most children have skills that are typical for their age. Good teaching ensures that they achieve well and exceed the early goals in speaking and listening and in reading by the second term in school. In writing, where children have had the least experience before they start school, most are set to reach the early goals by the end of reception.

39 Staff never miss an opportunity to engage children in conversation. They do this informally and as a natural part of classroom activities. For example, when children come into school eager to tell an adult about something that they have done, someone is always available to listen and chat. There are formal opportunities to listen and respond to questions in situations such as story time and time to practise new vocabulary through imaginative play when children are asked to act out the stories they have heard. In this way, children learn to listen to adults, though they are not so good at listening to other children. Most children speak clearly and confidently and, with gentle prompting, know to take their turn in discussions. Occasionally, staff spend too long talking to children and asking them questions. When this happens children become restless and some lose interest.

40 The Foundation Stage has a good selection of books and other resources to encourage a love of reading and staff use them well. Children particularly enjoy story time when they talk about and read big books with their teacher. When stories are familiar they help to tell the tale. For example, when the teacher read the story of the Three Little Pigs, children joined in the wolf's chant with a real mix of horror and delight. Children are expected to take books home to read and many benefit from their parents' involvement in this aspect of their learning. Parents take advantage of reading records to communicate with staff and most say that they are happy with their children's progress.

41 Writing is part of many day-to-day activities. For example, as part of imaginative play, children made tickets for a puppet show and wrote the title of the performance. From early in the year, children are taught how to hold a pencil and form letters correctly. The most able write without help, while others copy the writing of adults or from cards and the board. Staff make regular use of computers to promote writing skills and children have recently used them to make books about traditional stories.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Mathematical learning is often drawn from other activities that make it meaningful and allows for practise and consolidation.
- Staff place great emphasis on counting in all areas of learning.
- Children do not have enough opportunities to solve mathematical problems.

Commentary

42 At the start of reception class, most children have skills that are typical for their age. Teaching that is predominantly good ensures that they achieve well and exceed the early goals by the end of reception.

43 Teachers ensure that children gain an understanding of number, pattern and shape through practical activities. Most mathematical activities begin with a practical activity, such as ordering a line of numbers and then thinking about which is greater or less than a given number. Other practical activities, such as exploring in sand and water help children gain an understanding of weight and capacity and most can decide accurately which of two objects is lighter, heavier, shorter or longer and say whether a container is full, empty or half full.

44 The methods used to help children count are effective. In lessons, staff use games and equipment that involve counting. Children enjoy the challenge and most count accurately to 20 and back down to zero. The most able count beyond this. Games such as 'bingo' and number rhymes and songs also help children learn to count and recognise numbers. The good attention given to counting is not always followed through to include using the skill to solve problems and children's recorded work includes few examples of them doing this.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Staff encourage children to explore and find things out for themselves.
- Children build up a technical vocabulary because adults are always careful to use the right language when explaining concepts or skills.
- Children have few opportunities to learn about other cultures or areas from first hand experiences.

Commentary

45 When they start school, most children have a knowledge and understanding of the world that is typical for their age. Sound teaching ensures that they achieve steadily and attain the early goals by the end of reception.

46 Children learn to be curious, to investigate and have a go because they see these approaches to learning in adults. For example, when investigating the properties of straw, twigs and brick for building houses teachers provided children with the materials to try to make a house from each and so learn which was the strongest. Children enjoy finding things out for themselves and are confident when it comes to trying out new software on a computer or studying pictures of how people live in other cultures. Though staff provide a wide range of experiences in the classroom the curriculum lacks the richness that comes from first-hand experiences of other cultures and places.

47 Adults generally use the correct language to describe how to use tools or equipment and explain concepts. Children copy this language when they answer questions and talk with one another. In this way they extend their vocabulary to include descriptive terms such as 'fabric' and terms such as 'we are sorting'. When using computers, children use the keyboard to add simple text to pictures and know how to print their finished work.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Unsatisfactory leadership and management had not identified the gap in performance between girls and boys and nothing was done to remedy this situation in the current year.
- Teachers place considerable emphasis on ensuring that pupils improve their reading through daily practise.
- Regular, planned opportunities to answer questions help pupils gain confidence in speaking and listen attentively.
- The emphasis given to handwriting and presentation is paying dividends and pupils' work is almost always neat and well set out.
- Pupils who have special educational needs benefit from good teaching.

Commentary

48 The leadership and management of the subject are unsatisfactory. Without agreed systems for evaluating provision or the opportunity to discuss the school's performance data with senior management and governors, the co-ordinator was unaware that girls in Year 2 had outperformed boys in reading and writing in each of the last five years. The headteacher was also unaware of this situation. As a result, no changes were made to the curriculum, resources or teaching methods in order to improve the performance of boys. This year, the performance of boys and girls is more equally matched but this is not the result of positive intervention by staff.

49 Teaching is good overall, and pupils achieve steadily in Years 1 and 2 and well in Years 3 to 6. One of the strengths of teaching is that pupils are encouraged to read in school and at home. Some time is set aside each day for pupils to read books by themselves and with adults. Younger pupils like choosing books from a given selection and say that they enjoy reading. Older pupils have favourite authors and genres and are keen to talk about these. Most scan and skim text to select key points that they want to talk about and make reference to crucial themes and information in the books they read. During lessons, small groups of pupils read with the teacher. This strategy works well; pupils and teacher talk about the content of the book, the plot and the characters. From Year 1 onwards pupils take books home regularly to read with parents. This is one of the ways that many parents say they get involved in their children's learning. The emphasis given to reading means that most pupils attain standards above those expected for their ages.

50 In English and many other lessons, teachers place a lot of emphasis on asking probing questions that make pupils think and give them time to articulate their views. For example, when reading a book about cooking, the teacher asked pupils in Years 1 and 2 how to find information from the contents page and index. Pupils listened carefully to the questions and made relevant responses. They spoke clearly and were keen to make their views known. Older pupils are very articulate and love having the chance to talk about their work and interests. Pupils in Years 5 and 6 said that one of the best things about their class was that the teacher made them talk and listen to one another. All of this means that standards in speaking and listening are above those expected for pupils' ages.

51 Writing is taught well and consequently pupils attain standards that are above those expected for their ages. Handwriting is an important part of the curriculum and is practised in Years 1 and 2. The attention given to forming letters correctly and writing in a joined style means that by the time pupils are in Year 6, they write in a fluent style. Also, teachers have high expectations that pupils will do their best to produce good, clear handwriting. Pupils respond by producing written work that is almost always neat, without errors and attractive to look at.

52 Pupils who have special educational needs linked to difficulties with reading and writing achieve well and attain the standards of which they are capable. One of the main reasons for their success is that teachers and teaching assistants have a good understanding of how these pupils learn and adapt lessons to meet their individual needs. In lessons, teachers provide carefully planned tasks or worksheets to help these pupils with their writing and in many lessons they benefit from working in small groups helped by an adult. Small groups of pupils also work with well-qualified teaching assistants on specific programmes aimed at improving their literacy skills. These are also effective in raising standards.

Language and literacy across the curriculum

53 Pupils make good use of their language and literacy skills in other subjects. In many lessons, and for homework, pupils read books and articles to research facts and information. They enter into debate and discussion about a growing number of activities and write for many reasons. Whether it is the recording of a scientific experiment or a fairly detailed plan for design and technology, pupils see the importance of reading and writing to their success in school and beyond.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The co-ordinator did not identify lack of challenge for the most able pupils in Years 1 and 2.
- In a small number of lessons the activities planned by teachers rely too heavily on working through exercises in textbooks.
- There is a strong and effective emphasis on developing pupils' numeracy skills.

Commentary

54 The leadership and management of the subject are unsatisfactory. Last year, a significant number of pupils in Year 2 who achieved a higher level in reading tests did not do so well in mathematics. Without systematic procedures for monitoring pupils' progress or the curriculum the reasons for this drop in standards have not been identified.

55 Teaching is satisfactory overall, though it is most lively and challenging in the Year 5 and 6 class. The main reason for this is that the teacher has disposed of a number of old and dated textbooks and has chosen instead to include more opportunities for pupils to explore shape, space, data and relationship in number and use their mathematical knowledge to solve problems. Pupils say that mathematics lessons are now 'great' and that they much prefer this style of learning. Teachers in other classes are not yet confident enough to do this and pupils often work from a textbook once the whole-class part of the lesson is over. In these situations lower attaining pupils and those who have special educational needs generally complete fewer examples and the most able work a few pages

or exercises ahead. Though these methods of teaching do not prevent pupils in Year 2 from achieving steadily and attaining the standards expected for their age the progress that they make in other activities is far more marked. For example, when asked to investigate patterns in odd and even numbers, pupils in Years 1 and 2 quickly identified that even numbers are divisible by two, but odd numbers always have one left over.

56 Pupils have good numeracy skills and this underpins the above average standards that they achieve by the end of Year 6. Mental mathematics sessions are often based on recalling number facts and patterns and pupils enjoy pitting their wits against any quick-fire questioning by the teacher. In the best teaching a good range of direct teaching, questioning, practical activities and purposeful debate is used to develop pupils' problem solving and investigational skills very well. Such an approach enables all pupils to be challenged appropriately. Introductory activities are successfully designed to improve pupils' confident recall of basic number facts and to increase their strategies for mental calculation. During such lessons, pupils discuss their thinking clearly and are encouraged to use correct mathematical vocabulary. In these enjoyable lessons, mathematics is fun, and pupils think constructively and refine their learning. Many show a delightful love of mathematics. The effective deployment of classroom assistants and the appropriate use of resources, including information and communication technology, meet pupils' needs and develops understanding. Marking is regular and useful in that it encourages pupils to improve.

Mathematics across the curriculum

57 Pupils put their mathematical skills to satisfactory use in other subjects. For example, they use charts, tables and graphs in science, measure quantity and length in design and technology and create time lines in history. Pupils have only limited opportunities to extend their mathematical skills by using computers or to present their data as computer generated information.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Last year, weaknesses in managing the subject led to a fall in standards by the end of Year 2.
- This year, pupils achieve well because they enjoy work that involves experimenting and investigating.
- Teachers have high expectations that pupils will use scientific terms when explaining and recording their findings.

Commentary

58 Last year, teachers' assessments showed that pupils who had done well in other subjects failed to do as well in science and standards fell to well below those expected by the end of Year 2. The proportion of pupils who reached the expected level was well below most other schools and no pupils achieved a higher level. Unsatisfactory leadership and management meant that the school lacked systematic procedures for evaluating the quality of teaching and learning. Consequently, the weaknesses to teaching that were the cause of this fall in standards were not identified in time to remedy the situation. This year, improved teaching has helped raise standards and they now match those expected and a small number of pupils are working at levels beyond those expected. The curriculum meets statutory requirements and is suitably broad and balanced. Most children have a sound

knowledge of how things grow and they understand why some materials are more suited to a purpose than others. Pupils record the results of their experiments and tests as simple charts and tables.

59 Most of the teaching is now good and pupils achieve well. The pace of progress picks up significantly in Years 5 and 6, where teaching is very good. One of the key strengths of the teaching is that teachers plan an increasing number of experiments and investigations. For example, in Years 1 and 2 pupils explored the properties of materials by testing samples to find out which paper was best for wrapping a parcel and in Years 5 and 6 they conducted tests to measure the effects of surface friction and gravity. Pupils say that experimenting and investigating is their favourite part of science and they are very keen to find things out in this way. In Years 5 and 6, where standards are above those expected, pupils conduct observations and measurements with appropriate precision and record their findings as neat line graphs.

60 Teachers have a good command of the subject, which is evident in the scientific language that they use to explain concepts to pupils. For example, in Years 3 and 4 the teacher's detailed descriptions of the functions of plants helped most pupils to talk about how 'roots take in water and goodness' and the most able pupils to understand that 'leaves make carbon dioxide'. In the Year 5 and 6 class, the teacher has extremely high expectations that pupils will use correct scientific language when talking about their work. As a result, pupils who were familiar with simple terms such as stem and petal at the beginning of a lesson could describe the functions of the stamens, style, ovary and sepal by the end of the session and label each of these parts accurately on drawings of a flower.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Leadership has not been strong enough to make the changes necessary to raise standards by Year 6 and improve provision since the previous inspection.
- Better teaching has helped raise standards in Years 1 and 2.
- Pupils in Years 3 to 6 do not get enough opportunities to use computers and have a lot of catching up to do.

Commentary

61 The leadership and management of the subject continue to be unsatisfactory. The co-ordinator is committed to the success of the school but is prevented from doing a better job as a result of lack of clear direction from senior management. Her responsibilities have been defined primarily in terms of organising resources and training and in doing this she has been fairly successful, despite the lack of funds available. A suite of computers has been purchased and all staff have had training in how to use them. However this initial success has not been followed through by senior management with the establishment of a system for monitoring the effectiveness of teaching and learning or evaluating the curriculum. Consequently, the co-ordinator is not in a position to be able to identify what is being done well and where there are weaknesses. In addition, without agreed procedures for assessment, teachers cannot be sure that they are pitching work at the right level or building up skills sequentially. This was evident when pupils in Years 5 and 6, were unsure of how to find information on the Internet because they were unfamiliar with search engines and how to use them.

62 In Years 1 and 2, the teaching is satisfactory overall and pupils attain the standards expected for their age. This is a marked improvement since the previous inspection. In this class, the teacher has a good command of how to teach the subject and uses this to explain and demonstrate the programs and hardware. As a result, pupils know how to retrieve, save and print work and are familiar with the programs that they use regularly. One of the strengths of the teaching in Years 1 and 2 is that the teacher constantly questions pupils to make them consider why they would choose to use information and communication technology rather than more traditional methods. After using a paint program some pupils said that they preferred a computer because it was easy to start again, while others said that pencils give a better effect because they can be shaded easier. The computer in the classroom is used daily and the teacher plans regular opportunities for pupils to use the suite of computers. Pupils respond positively to these opportunities and are very keen to have their turn in class and during lessons in the suite.

63 Pupils in Years 3 to 6 do not achieve well enough. In the past, the teaching has not been strong enough for them to develop skills and competencies in using information and communication technology to exchange and share information, find things out and develop ideas. Without much more than the basic skills of word-processing pupils have a lot of catching up to do and standards remain below those expected. Pupils' keenness to learn is inhibited by the following barriers to their progress. The first is that teachers do not plan sufficient opportunities for pupils to use computers. Secondly, with only one machine in each classroom pupils do not have enough time to practise or consolidate new skills. This was evident when pupils in Year 6 discussed their skills at using computers but struggled to remember how to add pictures and sound to text or use databases and spreadsheets. The

co-ordinator rightly views raising standards as a key issue for development but major barriers to improvement lie in the lack of

- ~ clear directions from senior management,
- ~ identification of the priorities needed to bring about improvement,
- ~ consideration of how changes can be funded from a deficit budget.

Information and communication technology across the curriculum

64 Teachers and pupils do not make sufficient use of information and communication technology across the curriculum. Pupils' books contain several examples of word processing and designs but very few examples of where they have used computer programs to create graphs or charts. Older pupils are beginning to use computers as a means of researching facts in subjects such as history and geography and to compose music. Teachers do not have the resources to make much use of information and communication technology in lessons though they use a digital camera to provide photographs for display. In the Year 5 and Year 6 class pupils were thrilled to see photographs of exotic shaped and coloured flowers in a science lesson. However, because the school has no projector the teacher had to use a small laptop sized screen and the impact was not as great as it could have been.

HUMANITIES

65 In geography and history insufficient work was seen to form overall judgements about provision. These subjects were sampled by observing a small number of lessons, talking with pupils about their work and looking at books and displays.

66 In **geography**, pupils develop geographical skills as they study the physical and human features of their own locality and contrasting places in the United Kingdom and other countries. Pupils say that the subject is sometimes 'a bit boring' but they are keen to talk about the topics that interest them. Pupils in Years 5 and 6 spoke of the work that they are doing on the rainforest and said that it is interesting because it is linked to a performance of music and singing that is part of the Vocal Project. In Years 1 and 2, pupils study their own area and contrasting places in other countries. They recite the names of rivers and capital cities proudly and understand that the weather and geographical features determine clothes, food and houses. Older pupils also remember geographical facts such as the names of countries, capital cities, oceans and major rivers. Pupils know how rivers are formed and talked about how weather affects human geography.

67 Pupils in Year 2 said that the best bit about **history** lessons is 'finding out about things a long time ago' and noting the similarities and differences between then and now. They are also interested in great inventions and inventors and talked about clocks through the ages. Pupils recall facts about the periods that they study, such as the Tudors and talked excitedly about the relationship between the princesses Mary and Elizabeth. Older pupils study England during the time of the Victorians, World War II and the decades from the 'fifties' to today. In Years 5 and 6, their knowledge of these years is enriched by interesting and informative displays of texts, photographs and objects. Visits to local museums enrich the curriculum and give pupils first-hand experiences that help bring the subject to life, pupils were keen to talk about an outing that involved them dressing up and being servants for a day.

68 The school has a religious character and consequently **religious education** was inspected and reported on separately.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69 In art and design, design and technology, music and physical education insufficient work was seen to form overall judgements about provision. These subjects were sampled by observing a small number of lessons, talking with pupils about their work and looking at books and displays.

70 In **art and design**, pupils use a range of media and techniques to produce pictures and models. Pupils in Year 1 and 2 talked about moulding pots from clay. In Years 3 and 4, pupils created detailed paintings of Tudor houses, showing how closely they had looked at the architecture of the period. Pupils in Year 6 spoke enthusiastically about creating visual effects with charcoal and about the work that was inspired by their studies of Native Americans and the legend of the Dream-catcher. Much of the work in art and design supports pupils' learning in other subjects.

71 Pupils said that their favourite part of **design and technology** is making models. In Years 1 and 2, they produced simple picture designs of Christmas decorations, which they subsequently made by sewing or gluing felt and adding decorative details such as sequins. Pupils in Year 6 talked excitedly about planning and making structures that could bear a weight and how they solved the problem of creating fastenings for pencil cases. Each year, two small teams of pupils take part in the Egg Race which is a design and technology challenge. The teams compete against pupils from other local schools and pupils say it is 'good fun'.

72 Parents and governors lead most of the after-school sports clubs and activities and in this way make a significant contribution to the school's provision for **physical education**. The teams they lead are often successful in local tournaments and leagues and have recently won awards and trophies for netball, swimming and football. Pupils in Years 5 and 6 said that are very keen to take part in sports and games, but not so keen on dancing, which they feel is 'old fashioned'. Pupils are taught to swim by a professional coach and a number of pupils benefit from other professional coaching. Parents say that they are happy to pay for this expert tuition because their children enjoy taking part in sporting activities. In order to improve the quality of teaching and learning in lessons, governors have appointed a part-time teacher to work with all classes.

73 A part-time teacher teaches **music** to all classes and the parents of pupils in Years 3 to 6 can choose to pay for their children to have violin tuition from a music specialist. The music curriculum includes opportunities for pupils to appraise, compose and perform music. Pupils listen to the music of composers such as Handel and Elgar at the start and end of assemblies and, with prompting, recall a number of facts about their lives. They sing and perform in lessons and assemblies and this adds to the spiritual element of daily worship. For example, older pupils played chime bars and descant recorders to accompany the singing of a traditional Jewish hymn. The curriculum also helps promote pupils' cultural development as they listen to and learn about music from other countries. Pupils spoke enthusiastically about a visitor who played African drums and said that this was exciting and interesting. Pupils also benefit from taking part in a local authority Vocal Project, where they get the chance to work with other schools and perform for a wider audience.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

74 The school's provision for promoting pupils' **personal, social and health education and citizenship** was sampled by talking with pupils and observing some of the planned programme of lessons. As part of promoting citizenship skills pupils visit the local council chambers, where they meet with the mayor and councillors and talk about elections and government. Pupils look forward to these visits but what they learn is not put to use in a school council. Teachers ensure that pupils know how to be safe on the roads and when approached by strangers. In discussions about drugs, alcohol and smoking, pupils in Year 6 knew that these are damaging to health though they could not recall any lessons when the dangers had been explained. The school does not teach sex and relationships education, though in the summer term, girls in Year 6 are shown a video about growing up.

Pupils in Year 5 and 6 said that the lessons when they talk about issues that are important to them are very good. This is because the teacher values their contributions and helps them to improve the school environment.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	5
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
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	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
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	5
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	5
The governance of the school	5
The leadership of the headteacher	5
The leadership of other key staff	5
The effectiveness of management	5

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