

INSPECTION REPORT

DEDWORTH GREEN FIRST SCHOOL

Windsor

LEA area: Berkshire

Unique reference number: 109834

Headteacher: Miss Helen Fisher

Lead inspector: Paul Baxter

Dates of inspection: 17-19 January 2005

Inspection number: 266723

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant
School category: Community
Age range of pupils: 4-9
Gender of pupils: Mixed
Number on roll: 152

School address: Smiths Lane
Windsor
Berkshire
Postcode SL4 5PE

Telephone number: 01753 861668
Fax number: 01753 865108

Appropriate authority: The governing body
Name of chair of Mrs Glenice White
governors:

Date of previous 5th July 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Dedworth Green First School has 152 pupils aged between 4 and 9 years. In addition 44 children attend the nursery class on a part time basis. The school is located in the outskirts of Windsor in Berkshire. It is below average in size and serves a broadly average, socio-economic community. Approximately 20 per cent of the pupils are eligible for free school meals and this is similar to the national average. About 17 per cent of the pupils come from minority ethnic backgrounds and speak English as a language different from their mother tongue. This is an above average percentage and nine are in the early stages of English acquisition and receive specialist language support. Close to 18 per cent of the pupils have special educational needs, an average proportion; these include moderate learning, social, emotional and behavioural needs and a variety other needs. Less than one per cent of the pupils have a Statement of Special Educational Needs, and this is a below average percentage. Overall, the attainment of children on entry to the school is broadly average in national terms, but it is below the local authority average. This can vary quite significantly from year to year. By Years 3 and 4, there has been substantial movement of pupils into and out of this school. The school holds 'Investors in People' and 'Healthy Schools' awards.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25217	Paul Baxter	Lead inspector	English as an additional language Science Physical education Religious education
19338	Graham Ellis	Lay inspector	
32954	Wendy Hawkins	Team inspector	Foundation Stage Mathematics Art and design Design and technology Music
31029	Peter Thrussell	Team inspector	Special educational needs English Information and communication technology Geography History

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Dedworth Green First School has done particularly well to recover from a prolonged period of significant uncertainty to provide a **satisfactory level of effectiveness**. The whole school community, having re-gained warm, caring relationships, is addressing previous areas of weakness, for example, inconsistent teaching and learning, with increasing success. Relatively recent improvements to the planning, teaching and monitoring of the curriculum have re-established broadly average standards that reflect the pupils' satisfactory achievement. The headteacher leads well by example and has promoted teamwork and a shared commitment and vision for ongoing improvement. The school now gives satisfactory value for money.

The school's main strengths and weaknesses are:

- The pupils' spiritual, moral, social and cultural development is very good. It is supported by equally effective strategies to sustain the pupils' health and welfare. As a consequence, pupils behave very well and enjoy very good relationships.
- The headteacher sets a clear vision for improvement and leads the school well. Senior managers and governors give good support and parents are extremely appreciative.
- The quality of pupils' writing in Year 2 is below average, representing unsatisfactory achievement.
- Teaching and achievement in science, and in the Nursery and Year R, are good.
- Assessments of the pupils' learning are not used satisfactorily to inform teaching and learning, especially in English and mathematics.
- Newly developed management strategies have yet to impact fully on pupils' achievement.

Improvement since the last inspection has been satisfactory overall. Key issues from that inspection, including meeting National Curriculum requirements, have been addressed well. In particular, the development of a team approach to the leadership and management of the school is promoting ongoing improvement, for example, in teaching and learning and in the use of improved accommodation and resources. However, pupils' achievement in writing by the end of Year 2 and the teachers' use of assessment remain unsatisfactory.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
Reading	C	B	C	D
Writing	B	A	D	E
Mathematics	B	B	B	B

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Given the considerable variation in the pupils' performance from one year to the next, due to the pupils' differing prior attainments and reflecting changes in provision, comparisons with other schools and with the pupils' performance during the inspection must be treated with care. Significant ongoing movement of pupils in and out of school also makes comparisons over time difficult. Inspection shows that **achievement** for most pupils, from a range of backgrounds and learning needs, is **satisfactory** overall but improving. Although children enter school with broadly average skills in national terms, their skills are below the local authority average. In response to good provision, they achieve well in the Nursery and Reception classes, reaching expected early learning goals in communication, language and literacy and mathematics and exceeding them in their personal, social and emotional development. Pupils achieve satisfactorily to reach average standards in Year 2 in reading, speaking and listening, mathematics, science and information and communication technology (ICT). Achievement is unsatisfactory in writing, even though pupils' handwriting skills are good. By Year 4 pupils achieve satisfactorily overall and standards are average in English, mathematics and ICT. Achievement in science is good and pupils reach an above average standard.

Pupils' personal qualities, including their spiritual, moral, social and cultural development and their behaviour and relationships, are **very good** overall. Attitudes to learning are good. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching and learning are **satisfactory** overall. Teaching is good in the Nursery and in Year R classes and it is also good in Year 4. Teaching and learning are satisfactory in Years 1, 2 and 3. Observations of lessons show a developing continuity in teaching that is beginning to lift pupils' achievement. Teaching is good in science and the quality of teachers' marking shows good improvement. Where teaching is satisfactory rather than good, teaching methods and what is being taught do not fully match the needs of the pupils, and pace drops. This is because assessment of pupils' standards is not strong enough, particularly in English and mathematics. The underachievement of pupils currently in Year 2 in writing reflects previous weaknesses. Whilst satisfactory, pupils' literacy, numeracy and ICT skills could be developed more fully across the curriculum. The curriculum is satisfactory but is enriched by a good range of other activities and visits. The school's very good partnership with parents, good links with schools and the community and the very effective pastoral support of pupils help to include all pupils equally, instil confidence and aid learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**, but are strengthening rapidly. The headteacher provides good leadership and is particularly inspirational in developing a vision of raising standards and relationships through teamwork. She is supported well by senior managers and by governors. Governance is good. Many of the improved leadership and management procedures are relatively new, however, and need time to bring full benefit to the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are excellent. As responsive partners parents are fully supportive and appreciative of all aspects of school life. The school values and encourages the partnership with parents very warmly and effectively. Pupils' views of the school are

very good. In particular they value the individual support they receive. Inspectors endorse these views fully.

IMPROVEMENTS NEEDED

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

- Raise standards and pupils' achievement in writing by Year 2.
- Use assessment more effectively to help teachers improve the match of the work they set to what pupils need to learn next.
- Ensure that recently introduced management strategies are developed to the full and impact to best effect over time on pupils' achievement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Most pupils, including pupils with special educational needs, pupils who have English as an additional language and those who come from different backgrounds, achieve satisfactorily by the time they leave the school. Achievement is good in the Nursery and in Year R (Foundation Stage) and in it is satisfactory in Years 1 to 2 (Key Stage 1) and in Years 3 to 4 (Key Stage 2). Standards are average in English, mathematics and ICT in Years 2 and 4. Standards are above average in science in Year 4, but in writing, standards are below average in Year 2 and achievement is unsatisfactory.

Main strengths and weaknesses

- Children achieve well in the Nursery and in Year R, especially in their personal and social development, because children's needs are carefully considered and addressed by effective teaching and support.
- Achievement is good in Year 4, where the teacher uses the pupils' increasingly mature attitudes to extend learning.
- Improved teaching, learning and curriculum planning are promoting the pupils' good achievement and above average standards in science by Year 4.
- Although handwriting skills are good, the quality of pupils' writing in Year 2 is below average and achievement is unsatisfactory.
- The pupils' literacy, numeracy and ICT skills are not always used and developed to best effect to enrich learning across the curriculum.
- Throughout the school an increasing number of pupils are improving their achievement in response to improving teaching.

Commentary

1. The children's attainment on entry to school is broadly average but significant variation in the children's previous experiences and level of skill can occur from one year to the next. The school offers an interesting and warm environment to the children as they enter, consequently, children settle quickly and are ready to learn. In response to good teaching and caring support, children achieve best in their personal, social and emotional development and develop above average skills in this area of learning by the end of Year R. Children achieve well in communication, language and literacy and in mathematics to reach expected standards in these areas by the end of Year R.

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

Standards in:	School results	National results
Reading	15.6 (16.9)	15.8 (15.7)
Writing	13.6 (16.3)	14.6 (14.6)
Mathematics	17.1 (17.4)	16.2 (16.3)

2. End of Year 2 National Curriculum tests and teachers' assessments over the past few years should be interpreted with care. This is due to variations in the quality of provision stemming from instability in staffing and subsequent weakened learning by pupils, for example in writing, and by some significant yearly difference between the previous knowledge of pupils. In the main they reflect a trend of rising standards that has matched the trend found nationally, especially in mathematics. In the 2004 tests, results were above average in mathematics, average in reading and below average in writing, where few pupils reached the above average Level 3 standard. Results were below those of similar schools overall, but this comparison is weakened by variations and concerns about the number of pupils entitled to free school meals.
3. Evidence presented to the inspection team showed that the effectiveness of the school's provision deteriorated during the period since the last inspection and the school's ability to move forward was constrained, mainly by the uncertainty stemming from ongoing instability and changes to staff. The below average skills in writing of Year 2 pupils and the reported well below average standards in science show this.
4. Inspection now shows that standards in reading, speaking and listening and in mathematics, science and ICT are average in Year 2. This reflects satisfactory achievement for most pupils across the range of prior attainments and backgrounds in response to improvements in teaching and learning. Pupils have well-developed skills in handwriting but their ability to use this to write meaningful sentences is below average, reflecting unsatisfactory achievement and earlier weaknesses in provision. The school is now targeting this aspect through the school improvement plan. In mathematics, inconsistent use of practical opportunities to help pupils solve problems, weaknesses in using assessments to challenge pupils at an appropriate level, especially potentially higher attainers, and insufficient use of ICT, show that the breadth of pupils' skills is not as wide as that suggested by recent National Curriculum tests. Overall, however, these standards still reflect strengthened pupils' learning due to improved and more consistent teaching.
5. By Year 4, inspection shows that standards are average overall, reflecting satisfactory achievement for most pupils, including those who have English as an additional language. Pupils with special educational needs achieve satisfactorily. The targets on their individual education plans have improved, but some are still too broad to allow well-focused support to be planned and achievement maximised. Lesson planning does not always take sufficient account of their particular learning needs so as to enable them to achieve as well as possible. Standards are above average in science, especially in the investigative aspect of the subject, where well planned, interesting teaching and practical learning opportunities are promoting good achievement. Standards are average and achievement is satisfactory in English, mathematics and ICT. Comparisons between the pupils' performance in Year 2 with their performance in Year 4 are not reliable due to the significant movement of pupils into and out of school; in some cases more than half the pupils in a class have changed since they left Year 2. However, scrutiny of recently introduced assessments and records shows satisfactory and improving achievement. There are several reasons for this:
 - The headteacher has introduced a more effective team approach to the development and monitoring of teaching and learning.
 - An improved level of stability of teaching staff has been reached and this is promoting more consistency in pupils' learning, especially in the Nursery and Year R.

- The planning and resourcing of the curriculum have been strengthened recently.
 - Assessment strategies have been developed. These are gathering more accurate information about pupils' learning and are helping to raise expectations of what pupils should achieve.
6. The school has done well to rebuild pupils' achievement over a relatively short period of time since the problem of instability in staffing was brought to an end. The improved learning evident in the majority of lessons augurs well for the future. However, inconsistency in the challenge and interest presented to pupils in English and mathematics shows that improved learning is limited on occasion. The school now needs a sustained period of stability in teaching staff so that improvements can help pupils reach their full potential.

Pupils' attitudes, values and other personal qualities

The school sets high expectations for conduct and successfully promotes a supportive and learning environment. The pupils' spiritual, moral, social and cultural development is very good. As a result pupils' behaviour is very good and they have good attitudes to work and school life. Attendance is satisfactory.

Main strengths and weaknesses

- The pupils' spiritual, moral, social and cultural development is very good in response to the school's strong provision and ethos of care.
- Pupils' behaviour is very good as result of the high standards for conduct promoted by the school.
- Relationships are very good.
- Pupils have good attitudes to their work and school life because the school successfully promotes a supportive learning environment.

Commentary

7. The school has worked very hard to establish high standards for conduct. Conscientiously and consistently reinforced by all staff, these have resulted in the creation and maintenance of a positive learning environment in which behaviour by the overwhelming majority of pupils is very good in lessons, around the school and in the playground. Where, exceptionally, there is less satisfactory behaviour by a very small minority of pupils, it is handled well by staff. Rewards such as 'Golden Time' and clear guidance contained within 'Golden Rules' offer very effective support. These strategies of support are understood and appreciated by both pupils and parents. Underpinning this very good development of the pupils' moral and social development are the very warm and encouraging role models presented by all the adults working in the school. The pupils testified to the importance of these examples that nurture their self-confidence, through their overwhelming responses in the questionnaires where they expressed their appreciation of their close relationships with adults in the school. Children in the Nursery and Year R are particularly well supported and behave very well.
8. Pupils also form very good relationships and these are a major strength of the school, strongly underpinning their learning. The school works to stimulate pupils' learning through the enthusiasm of staff, clear expectations and the promotion of a strong sense of community. Pupils respond well. They enjoy school and feel valued by teachers and other adults, to whom they reciprocate accordingly. Well motivated, they commend their school proudly, work and play well together and reinforce this communal spirit. They are keen to undertake responsibilities both within their class and for the whole school, for example, the older children help with assemblies, put out play equipment, assist in the library and run the 'team point market.' No pupils were excluded from school during the past year and this also reflects the degree to which pupils benefit from awards received for good work and behaviour.
9. The pupils' spiritual development is very good. Teachers and learning support assistants value the pupils and their responses. In lessons, pupils are focused on their work, pay attention to their teachers and enthusiastically join in activities and discussions. Most are keen to talk about their work and achievements, are self-aware and express themselves openly and confidently. A few pupils lack confidence at times

and need more support. Responses could be improved by a stronger emphasis on developing the pupils' speaking skills. Overall, however, most pupils are engaged in their learning well and maintain good levels of concentration, working effectively in groups and assisting each other's learning. In assemblies, and in lessons in religious education and personal and social education, themes such as 'truth and honesty and the role of church communities' are discussed with care and at a level that pupils can understand. These also enrich the pupils' spiritual development and promote the pupils' very good cultural development. Cultural awareness is also promoted very effectively throughout the school by the thoughtful use of colourful displays of world faiths, including, for example, Christianity, Islam, Hinduism and Judaism. A good breadth of work in art and design, including European impressionist art, and in music, for example African folk music, also enriches the pupils' cultural development strongly.

10. The school has good procedures for monitoring and promoting attendance. This has resulted in a gradual improvement in the level of attendance, which is currently around the national average.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.5
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. Teaching and learning are satisfactory. Provision for the pupils' health and welfare and the school's partnership with parents are very good. Partnerships with other schools and the local community are good.

Teaching and learning

Teaching and learning are satisfactory overall. Teaching is good in the Nursery, in Year R and in Year 4. Teaching is satisfactory overall across Years 1 and 2 and Years 3 and 4. Assessment procedures are satisfactory but they are not used effectively to inform future teaching and learning.

Main strengths and weaknesses

- Good teaching in the nursery, in Year R and in Year 4 and in science is enabling pupils to make good progress in developing skills.
- The teachers and their assistants are promoting warm relationships and are managing pupils' behaviour well in all classes and this is lifting the pupils' self-confidence and supports their very good behaviour.
- Teachers are not using assessments of the pupils' work sufficiently to inform future teaching and planning and this is limiting progress.
- Improved stability and provision in recent terms have brought an increasing proportion of well planned and taught lessons across the school and this is helping to raise standards.

- Although satisfactory overall, several lessons are too dominated by the teacher speaking and pupils do not have enough opportunities to learn by finding out for themselves or undertaking tasks that match their ability.

Commentary

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	13	11	0	0	0

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

11. The majority of the teaching seen in the school was good and represents ongoing improvement, albeit relatively recently. However, discussions with pupils and observations of their learning responses shows that current stability in staffing and agreed teaching strategies have still to have the full and intended impact on pupils' achievement. Although satisfactory overall, too many lessons have periods where pupils are required to listen to teachers and to respond to whole class questioning. This approach is not as relevant to some pupils, for example lower attainers or potentially higher attainers, as it is to others. In the best lessons, such as those seen in Year R and science, pupils learned more successfully when faced with practical, investigative tasks.
12. Teaching of English and literacy and mathematics and numeracy is satisfactory, as is the teaching of ICT. Teaching in science, which is supported by an effective practical approach, is good. The scope and range of this inspection did not enable judgement of the quality of teaching in other subjects, but a similar balance of good and satisfactory lessons were seen in most subjects.
13. Teaching in the Nursery, Year R and Year 4 is strong because the teachers are more consistent in providing stimulating and challenging learning opportunities; for example, the use of a live rabbit to enrich learning in the nursery. Assessment is also used to better effect in these classes to ensure that tasks are pitched closely to the pupils' ability and this makes learning more interesting. The elimination of unsatisfactory teaching and the increasing proportion of good lessons seen reflect the good work of the headteacher and assistant headteachers in supporting colleagues through focused professional development. The more consistent sharing of the lesson objectives with the pupils at the beginnings of lessons, the improving use of the additional resources to aid learning, for example interactive whiteboards, and whole school initiatives such as promoting joined handwriting and scientific enquiry are underpinning the drive to raise the quality of pupils' achievement. Most of these features were seen at times in all classes through the school but were utilised to best effect in the best lessons seen, for example, in a science lesson in Year 4 where pupils were separating solids from mixtures.
14. Pupils with special educational needs are taught satisfactorily. They are included well in terms of their personal and emotional wellbeing. Currently, however, lesson planning does not always take full enough account of the learning needs of pupils with special educational needs or identify the particular support they are to receive, and this limits their learning. Pupils who have English as an additional language are included well and have their particular needs met appropriately by specialist teaching but restricted

liaison between the specialist and class teachers is limiting future improvement. Potentially higher attaining pupils are being challenged with increasing success, especially for example in science when solving problems, but for reasons mentioned earlier, learning is less successful in English and mathematics on occasion.

15. With an improved level of stability in staffing, teachers are developing the more effective use of learning support assistants. Already, assistants are used to good effect in the nursery and Year R, for example, to assess children's responses during whole class discussions or to support children in the safe enjoyment of the good range of outdoor equipment. In other classes assistants are used satisfactorily but there is scope to strengthen their use on occasion, as in Year R, to record pupils' responses.
16. The school has done well over the past few terms to develop appropriate strategies for assessing pupils' work. These are used well in the nursery and Year R classes, enabling teachers and their assistants to question children at an appropriate level and to build on children's learning by setting future tasks that interest and challenge children effectively. However, across the school and across the range of subjects, there is too much variation in the degree to which assessments are used to inform future teaching and learning and this is unsatisfactory. As a consequence, for example, in mathematics lessons pupils were too often given tasks that lacked challenge and interest and revisited aspects previously learned rather than developing new learning. As a consequence, achievement was limited during these activities. The headteacher is aware of this and is seeking to address this issue but the school needs a period of stability in staffing to accomplish this.
17. The school has also done well to improve the quality of the learning environment. Good use of displays, often including artefacts, provides good exemplars of what pupils can achieve. In combination with the teachers' improving use of questioning to channel pupils' ideas, these strategies are strengthening pupils' involvement in their learning and raising expectations of what pupils should attain. Teachers generally have good knowledge and are making developing use of ICT to enrich pupils' skills. They are making links from one subject to the next, for example in science and physical education, and this is also promoting the pupils' understanding. In general, the teachers' emphasis on extending the pupils' literacy, numeracy and ICT skills across the curriculum is satisfactory but could be used to better effect.

The curriculum

Overall, the curriculum is satisfactory and enriched well with a good range of extra-curricular activities that are well attended and which cater for both boys and girls. Accommodation and resources support pupils' learning well.

Main strengths and weaknesses

- Planning for personal, health and social education and citizenship underpins the curriculum and contributes well to very good ethos of the school.
- The good Foundation stage curriculum is lively and imaginative and as a result children achieve well.
- Whilst satisfactory, links between curriculum subjects could be planned better to make the most of opportunities for pupils to develop basic skills.
- Recent refurbishment and changes to the use of the accommodation have expanded curriculum opportunities for pupils.

Commentary

18. The school has an effective curriculum for personal, social and health education. This includes drugs education, sex and relationships education as well as the importance of health for life. The curriculum for the youngest children puts a strong and effective emphasis on encouraging developments in personal, social and emotional skills and this is a solid foundation for later life.
19. The basic curriculum is broad and appropriately balanced. Weaknesses in the schemes of work to teach science and design and technology, reported in the previous inspection, have been successfully addressed. There are a large number and wide range of activities offered to the pupils both during and beyond the school day to enable greater access to, or to extend, the curriculum. Pupils have opportunities to take part in musical, cultural and sports activities. Trips outside the school and the imaginative programme of focus weeks are very important parts of the curriculum that help to enrich pupils' learning.
20. Overall curriculum planning for individual subjects is satisfactory but there is scope to improve the cohesion of how subjects relate to each other and how basic skills can be developed. Opportunities to encourage pupils to demonstrate basic skills in a meaningful way are often missed and as result standards, particularly in writing, are not rising as quickly as they might.
21. The provision for pupils with special educational needs is satisfactory. In the Foundation Stage, where needs are early identified and individual support well focused, the provision is good. In the rest of the school the provision made for them to achieve their individual targets is satisfactory, so providing them with adequate skills to access the full curriculum.
22. The accommodation and resources are good and well cared for. All staff put a strong emphasis on choosing high quality resources and also present artefacts and displays of pupils' work to aid learning. This sends a powerful message to pupils and visitors and is reflected back in the high standards of presentation adopted by pupils in their work. Effective improvements have been made to the outdoor provision for pupils and this contributes to the imaginative curriculum for the youngest children and also to the harmonious relationships prevalent throughout the school. The school has recently installed new music and ICT suites that extend provision and enable the curriculum to be delivered using specialist resources. In addition interactive whiteboards have been installed in classes from Year R to Year 4.

Care, guidance and support

The school ensures pupils' care, welfare, health and safety very well. It provides good support, advice and guidance that aid learning. The school is effective in actively seeking pupils' views and involves them well in its work and development.

Main strengths and weaknesses

- The very good quality of care offered to pupils ensures a safe and secure environment that supports learning.
- Pupils are respected and their views are actively sought and acted upon by the school.

- There are very good induction arrangements that instil confidence and help pupils to settle quickly.
- Support, advice and guidance to pupils are generally of a good standard.

Commentary

23. The school is a caring community, providing good standards of pastoral support, advice and guidance, and in which pupils are confident and happy. Pupils trust their teachers and other staff and know how they can obtain help. Staff know them well, informally but effectively monitoring their personal development and recognising their needs, acting quickly to assist any pupil who is concerned or requires support.
24. The strong provision for care is already having an impact on pupils' attitudes and relationships. This is particularly evident in Year R, the very good induction procedures enabling children to settle in quickly and smoothly to their new school. It is also having a positive effect in Year 4, especially, where good teaching supports pupils' maturing personal development. However, across the school, pupils are not always fully involved in setting their own targets and this lessens the impact of the academic aspects of support and guidance.
25. Policies and procedures relating to health and safety, first aid and child protection are very good. There is good co-ordination with outside agencies so that further support may be provided in appropriate cases. There are regular and systematic risk assessments by staff and governors with outside professional support from the local authority. The supervision of pupils is good. These positive arrangements reflect the school's strong commitment to care and welfare.
26. Concerns about children's learning are identified as early as possible, starting from information gained from home visits prior to them starting school. Appropriate individual educational plans are drawn up for pupils with special educational needs. These are reviewed regularly and both parents and children are becoming increasingly involved in target setting. The school is aware that some of the targets set indicate lower achievement rather than special needs, and should be catered for through teachers' general planning and assessment. To this end, classes now keep 'children to watch records', so that progress can be monitored prior to any further action being taken. Those with statements get their full entitlement of provision.
27. The school's overall arrangements for involving pupils in its work and development are good. There is an openness in which pupils' views are valued and they are encouraged to express themselves in lessons and contribute to the running of the school. The 'School Council', a group of elected pupils, is an important part of this process. These representatives from all year groups gain valuable experience at the frequent meetings in organisation and representation with pupils undertaking the chair and secretarial functions themselves. Currently, members are considering a number of issues, for example after-school clubs, the use of the garden and 'Golden Time' activities.

Partnership with parents, other schools and the community

Parents hold the school in high regard. They are well informed and the school has established very good partnerships with them and these enrich pupils' attitudes and learning. Partnerships with other schools and with the community are good.

Main strengths and weaknesses

- Parents' views of the school are excellent.
- The very good relationships between parents and the school ensure strong parental support.
- Parents feel involved in the school's work, are well informed about its activities and are appreciative of its achievements.
- The school provides a good resource for the community and in turn has established valuable productive links with the community.

Commentary

28. The school places a high priority on its relations with parents, rightly regarding them as crucial partners in the children's learning. With their very good knowledge of individual families, the headteacher and staff have forged very strong links with parents, continually instigating communications and encouraging their involvement in the work of the school. This is very much appreciated by parents, who value the openness, accessibility and welcoming approach of staff. As a result they have excellent views of the school and provide good general and financial support.
29. The school communicates frequently with parents. There are weekly, well produced and informative newsletters. The school has arranged curriculum related meetings for parents, for example on literacy and numeracy, and provided guidance for parents on how they can help their children with homework. Each term there is an open lesson, which parents can attend. This and the ability of parents to visit the school on a very flexible basis are much appreciated by them. Class assemblies are always well attended by parents. The school is aware all parents are not yet wholly contributing to their own role in their children's education, and is seeking to build on this positive parental support so that it can have a greater impact on children's learning.
30. Parents are kept fully informed of their children's progress through the consultation meetings with staff and informal contact throughout the year. The pupils' annual reports are generally of a good standard and are augmented by the recently introduced pupils' target books, where ways to improve are listed. Parents of pupils with special educational needs receive copies of individual educational plans. The school is encouraging them, through consultation meetings with teachers, to become more closely involved in how their children's needs are being supported and the reviews of progress made by them.
31. The school has established good links with the community. There is an effective range of visits to the community and local visitors to the school. There are good links with the local churches. The Anglican minister is a regular visitor, taking assemblies and assisting with religious education lessons, while members of the local Baptist church use the building every Sunday. A local football club uses the school grounds and a local theatre group uses the hall for its rehearsals. The school has good links with the middle school. The two schools share facilities and work closely together on curriculum matters, which significantly enhances pupils' transfer from Year 4 to Year 5. There are also good links with the local pre-schools that help children start school happily.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher and governance of the school are good. The leadership of other key staff and the management of the school are satisfactory.

Main strengths and weaknesses

- The headteacher sets a very clear direction for the school.
- The school improvement plan reflects the school's ambitions and goals well.
- There is a very positive ethos for the pupils to learn.
- Governance is good.
- Management strategies, planned developments and improvements have yet to impact fully on raising standards and achievement.

Commentary

32. The headteacher provides good leadership and sets a very clear direction for the school. Over the last eighteen months, as the new headteacher, she has worked diligently in moving the school forward, following considerable turmoil due to instability in staffing and the resulting decline in pupils' behaviour and attitudes. Her vision and aspirations for the school are often shared inspirationally with staff. These are firmly based on all pupils reaching the highest standards they are capable of in response to high quality teaching and support. The headteacher is well supported in this task by the two assistant headteachers who complete the senior management team and also by a wise chair of governors. Strategic planning is well focused on accomplishing the school's vision and aims. The school successfully includes all pupils. The promotion of positive relationships and racial harmony is very good. Teamwork among the staff is now strong. The school provides a very positive ethos in which all pupils can learn, which draws on the very good links established with parents.
33. There have been many recent changes in the teaching staff. Regular monitoring has quickly taken place and, along with strengths, weaknesses have been identified and support given. All staff members have good opportunities for further training to help develop their skills in teaching, leadership and management and support. Good performance management, based on monitoring, provides both teachers and support staff with appropriate targets to further both their own continuing professional development and school improvement. As a result the quality of teaching and learning is strengthening.
34. Much of the school's recent development has focused on the continuing improvement of the provision for children in the Nursery and Year R (the Foundation Stage) and the raising of standards and achievement in English and science. As a result, co-ordination in these areas has also developed and become stronger. In other subjects and areas, such as the provision for special educational needs, clear targets for development have been identified. However, with all that the school has needed to do, there has not yet been sufficient time or opportunity to monitor and evaluate fully the impact of these developments or to achieve best results.
35. Governance is good and has improved well since the last inspection. Led well by a capable Chair, the well-informed governors support and work closely with the staff and

fulfil their statutory obligations. They have been particularly effective in helping the headteacher and staff in rebuilding very good relationships and in promoting a corporate approach to leadership and management.

36. Best value in purchasing is considered satisfactorily, but monitoring of the impact of purchases on pupils' achievement could be improved. Financial management is satisfactory overall.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	475,725	Balance from previous year	24,575
Total expenditure	486,749	Balance carried forward to the next	13,551
Expenditure per pupil	3,042		

37. The school has recently spent significant funds on improving, for instance, the accommodation and facilities at the school. The children's learning in the Nursery and Year R classes is already deriving much benefit. The improved learning environment provided has also enriched the pupils' attitudes, behaviour and relationships. However, the full impact of expenditure, for example, on ICT (including the very recently acquired interactive whiteboards), has yet to impact to best effect on pupils' achievement. Overall, the pupils' currently satisfactory achievement represents satisfactory value for money, but this reflects significant progress and the school is well placed to continue to improve.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

38. Overall there is good provision for children in the Nursery and in Year R. Children enter the nursery class with attainment that is broadly average. Due to the good curriculum and consistently good teaching, pupils achieve well. By the end of Year R, in response to strengthening teaching, they are likely to be above the early learning goals in personal, social and emotional education and to reach the early learning goals in all other areas of learning that have been reported in full. Children with special educational needs make good progress towards targets on their individual educational plans as they receive good support from staff. There has been good improvement in the provision since the last inspection, as teaching and resources for learning are better and standards have risen for children's personal, social and emotional development.
39. Leadership and management are good; the early years leader has created a good team of staff who share consistently high expectations for the children. Teachers and their assistants know the children well and meet the needs of all children successfully, including those with special educational needs. There is also a strength in the good assessment, as during lessons, staff regularly collect and record observations of children's experiences and achievements to inform their planning for the next steps in teaching and for each child's foundation profile. Arrangements for children's induction to school are very good and as result children settle quickly and make especially good progress with personal, social and emotional development. The accommodation is good and the learning environment, both inside and outside, is well organised, stimulating, exciting and colourful. Currently displays are based on the theme of animals.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children achieve well because good quality teaching ensures that they are encouraged to take responsibility for their own actions at an early age.
- Children behave very well and reach the early learning goals at a good rate. Most develop skills that are above those expected for their age by the end of Year R.

Commentary

40. Teachers and all adults are highly effective when modelling good behaviour. They have a calm and respectful manner when addressing children and each other. Teachers value children's contributions to lessons. In an outside play session the teaching assistant praised children for their co-operation as they helped each other change into Wellington boots. Children were actively encouraged to address each other politely using 'please' and 'thank you' appropriately. Their self-esteem rose as a

result of the well-directed praise. Children have roles as helpers in class and are keen to live up to the title; they feel valued when asked to take the register to the office. Adults are quick to acknowledge good behaviour and children are congratulated appropriately for listening with attention and sitting with good posture.

41. All adults foster social skills effectively in a variety of ways. For example, children accept readily that when activities are overcrowded, they should return when there are spaces available. Children with special educational needs are well integrated and receive good support. They, and others, are helped to maintain their concentration by the stimulating nature of the activities offered. As a result, children are able to hold their attention for sustained periods and they are confident to try out new things. There is a calm and purposeful atmosphere in both classes.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve well and most are likely to reach the early learning goals by the end of Year R.
- Teachers and their assistants provide good opportunities for children to develop their skills in communication and language through imaginative role-play situations and well-planned direct teaching.
- Adults assess children's progress carefully and use the information gained to plan effectively for the next steps in children's learning.
- ICT could be better developed to help children with reading.

Commentary

42. The good curriculum provides numerous opportunities for children to practise their skills in speaking and listening. In a well-planned session in the nursery class children asked relevant questions articulately, using a range of relevant vocabulary, to the teaching assistant about a rabbit. The children, and especially those very new to school, were stimulated by observing the rabbit and were able to frame simple questions that were sympathetically answered by the adult, resulting in a dialogue.
43. The early skills of reading and writing are taught well. An enjoyment of books is promoted positively and story time plays an important part in developing positive attitudes to reading. In the reception class children are encouraged to read the 'big books' aloud to each other and adults. They take great pride in adopting the style and intonation of the teacher. This is good reading practice for young children and helps foster a love of books. However the interactive whiteboard is not used well to help children enjoy a version of a favourite story, as other pupils switch the controls at random and break up the flow.
44. As a result of adults' good assessments of children's progress, the group activities that follow the class teaching are well matched to pupils' needs. Most pupils in the Year R class know the initial sounds of words and some phonic blends and use this knowledge well in their writing. The higher attaining pupils are beginning to write sentences independently; they know that names and the beginning of sentences start with a

capital letter and that a sentence finishes with a full stop. In one lesson, they wrote about their pets. Children who have learning difficulties make good progress due to the good support by teaching assistants.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good teaching develops children's mathematical skills and the use of vocabulary effectively and as a result children make good progress.
- Teaching assistants make accurate assessments that are used to help children achieve well.

Commentary

45. On entry to the nursery class, children's mathematical understanding and language are as expected for their age. They are keen to learn and teachers foster children's interest through imaginative, direct teaching. In a good lesson the nursery teacher encouraged children to count frogs and arrange them on a log in an ordered sequence. Teachers vary the learning to include class, group and individual sessions with pupils. Effective use is made of outdoor play to reinforce numerical and spatial vocabulary at first hand. Children are encouraged to play counting games and sing songs that reinforce their mathematical vocabulary. Both classrooms have colourful displays and resources that teachers reference to help children learn the sequence of number. By the end of Year R most children are expected to reach the early learning goals. In a particularly supportive lesson observed in the Year R class, most children could already count to 20 and, moreover, all were confident to have a go.
46. Assessment is used well in planning to ensure that activities are well matched to the next steps in children's learning. Teaching assistants make frequent jottings to record children's understanding during whole class sessions and these are used to keep records up to date. As a result of this effective on going assessment children make good progress and are constantly challenged.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD, CEATIVE DEVELOPMENT AND PHYSICAL DEVELOPMENT

The scope of this inspection did not enable overall judgements of the provision or standards in these areas of learning.

47. In **knowledge and understanding of the world**, in the elements of exploration and investigation and designing and making skills, teaching was planned well and promoted children's interest and enthusiasm. Teachers provide a stimulating curriculum with many opportunities for pupils to undertake practical activities in which they learn about the world around. During the time of the inspection children were engaged in learning about animals. They observed a rabbit in the nursery, and the Year R class acquired some goldfish and was visited by a local vet. This direct learning is stimulating and appeals to young children's natural curiosity about the natural world. The teaching of ICT requires greater input from the adults to ensure the software is set

at an appropriate level of difficulty, as children were observed not using the facilities to their best effect.

48. In **physical education**, children in the area outside their classroom moved confidently and safely while climbing a ladder, experimenting with different ways of moving across a bridge structure, balancing, and sliding on the slide. Children in Year R were observed in part of a formal physical education lesson where they demonstrated a developing and appropriate range of skills. The class teacher and her assistants were highly effective role models to children that encouraged their pupils to extend their stretching and moving to try out new movements. These actions were carried out with good co-ordination, great enjoyment and a good awareness of others around them. A good range of wheeled vehicles is available for children to use. Good opportunities are provided for children to use a wide range of small equipment such as large pencils, scissors, paintbrushes and glue spreaders. Teachers are well aware of the need for children to practise these skills and provide a variety of experiences where they are required to manipulate small objects to improve their control.

49. In **creative development**, children paint pictures of themselves and explore the mixing of colour, and make collages and models. Their work is careful and displays consideration of the effect they are trying to create. Displays are creative and demonstrate the value that teachers place on creative development. Children are taught music, and songs are used well incidentally at other times of the day. Careful thought is put into facilitating role-play areas. The 'Vet's Surgery' is a good example, where an imaginative range of resources stimulates exciting, meaningful play. There is dressing up surgical attire for fledgling "vets" to wear when treating the sick cuddly toys.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in writing by Y2 are below average.
- The quality of handwriting is good throughout the school.
- Subject leadership is good and has identified key points for development.
- Formal assessment procedures are good but day-to-day assessment is not used well enough in planning for all pupils.
- Lessons provide insufficient opportunities to develop pupils' speaking.

Commentary

50. Standards by Year 2 and Year 4 are average in speaking and listening and in reading. Writing standards are below average in Year 2, where few are expected to achieve a higher level, and average in Year 4. Results in National Curriculum tests in 2004 showed similar standards by Year 2 for reading and writing. Cursive (joined) handwriting is taught well throughout the school and pupils develop above average handwriting skills. Pupils, including those with special educational needs and English as an additional language, achieve satisfactorily in relation to their average attainment on entry to the school. A period of considerable instability, some eighteen months ago, has affected pupils' achievement. Measures put in place since that time, through effective school and subject leadership, are bringing improvement but have yet to fully impact on standards and achievement.
51. In lessons pupils listen well and are generally keen to answer questions. However, teachers and support staff do not draw on this eagerness sufficiently. The range of questions asked is often limited and closed, without the expectation that all should be expected to respond. There are not enough opportunities for pupils to respond to open questions with reasoned answers, so that their knowledge and understanding are extended and developed. Teachers make good use of 'talking pairs' where pupils clarify their ideas between themselves, but whole class discussion is not sufficiently promoted. For example, few conclusions to lessons provided both time and opportunity for classes to evaluate their own learning by talking about what they had found difficult or easy. The school has recognised the weakness in opportunities for speaking as a key area for improvement.
52. Improvements have been made in the provision for reading. Resources have been improved with, for example, books to interest and encourage boys more in their reading. A phonic scheme has been reintroduced and regular checks made on pupils' progress through this. In Years 3 and 4 guided reading is now taught regularly apart from literacy lessons, allowing a clearer focus to be maintained on reading. Parents have been encouraged to hear their children read regularly and are informed of their children's reading targets; comments in pupils' reading records bear this out. These developments have resulted in improved and positive attitudes to reading.

53. Raising standards in writing has also been a key area for development. Writing skills, including spelling, punctuation and grammar, are taught consistently through the literacy strategy. Literacy lessons help pupils to plan and prepare well constructed and often interesting and descriptive pieces of writing, for example when giving instructions for making pizzas or writing reports on a Viking attack. Samples of unaided writing are assessed each half term and provide individual targets for improvement. Insufficient opportunities are provided, however, for pupils to use and develop their particular writing skills through unaided and extended writing in different areas of the curriculum.
54. The quality of teaching and learning is overall satisfactory. A good lesson was seen in Year 4 that enabled pupils to make good progress in their learning. The lesson was well planned and prepared and showed good subject knowledge. A variety of approaches were used to promote discussion and to stimulate and prepare pupils for later writing on space. They listened to music, studied a space map and donned a space helmet to help set the scene and develop interesting and descriptive vocabulary. This all helped to maintain interest and enthusiasm throughout the lesson and moved learning on well. In other lessons the pace was often slower with too much time spent by pupils sitting and listening rather than being more actively involved in discussion. Insufficient time was then left to introduce activities or for pupils to finish them. Teaching assistants work competently, but in some lessons their support role was not fully or more effectively planned.
55. Pupils' work is generally well marked with constructive comments that they are expected to respond to. However, future lesson planning does not take sufficient account of this day-to-day assessment when planning the next small steps in pupils' learning. Consequently more able pupils are not always challenged sufficiently, nor are less able pupils more effectively supported. In addition past work at times shows all pupils, with support for some, working at a similar activity, rather than activities being more carefully matched to individual learning needs, and this restricts achievement.
56. Leadership and management are good. Planned improvements are well focused and based on careful and regular monitoring of teaching and learning. Future monitoring is designed to evaluate these improvements and their effect on teaching and learning and raising standards. Attainment in reading and writing is now regularly assessed and pupils' progress monitored satisfactorily. This enables end-of-year level targets to be set for teachers to plan for and pupils to work towards. Although much has been achieved by the new co-ordinator to redress prior weaknesses in provision, on balance improvement since the last inspection is satisfactory.

Language and literacy across the curriculum

57. There are satisfactory opportunities for pupils to use their skills in different subjects although these opportunities do not always draw on them fully enough. For example, pupils write up investigations in science and record evaluations in design and technology. Opportunities are provided to develop skills through other subjects, for example, through writing reports on the Vikings and setting out instructions for a design and technology project. ICT provides opportunities for pupils to enter and edit text.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- ICT is used effectively by teachers to help pupils understand basic computations and data handling.
- Parents appreciate the emphasis the school places on learning multiplication tables.
- Pupils take a pride in their work and standards of presentation are high.
- Assessments are not used well enough to ensure that work is matched to each pupil's ability.
- Management strategies to monitor pupils' progress are not sufficiently well developed to be fully effective in raising standards.

Commentary

58. Overall, pupils' achievement is satisfactory. On entry most pupils reach the early learning goals and standards in Year 2 are currently average. Pupils in the current Year 4 are also reaching average standards. Boys and girls achieve as well as each other. Pupils with special educational needs make adequate progress towards the targets set in their individual educational plans. In the lessons observed there was scope to challenge the more able pupils to achieve more. Pupils who have English as an additional language are fully included and achieve satisfactorily.
59. Overall, teaching is satisfactory. In the few better lessons observed, teachers used a good mix of teaching methods that ensured that pupils were active during the lesson in a variety of different ways, for example, discussing with a partner, using wipe-clean boards, moving to assist the teacher and using practical equipment of various kinds. This helps to ensure that pupils remain interested and concentrate well. In other lessons, there was insufficient activity and pupils were required to listen to the teacher or to engage in a single type of activity for too long. This reduced concentration, particularly amongst boys, and although they continued to behave well, they become over-dependent on adults to encourage them to keep working and finish the task.
60. Teachers do not plan well enough to ensure that all levels of ability within their class are sufficiently well challenged. The tasks and activities recorded in pupils' workbooks are often similar for all ability groups and the more able pupils have often completed the task with apparent ease. Teachers do not consistently target questions to test and extend the more able and as a result their learning is restricted during the formal teaching sessions. For example, on one occasion, the more able pupils were confined to finding doubles within 12 for much of the lesson and this limited their achievement. In most lessons the recently introduced interactive whiteboards are used effectively by teachers to demonstrate and illustrate mathematical ideas. In Year 3, for example, pupils were motivated to order numbers within 1000 by keeping up with the brisk pace set by the teacher through the ICT software.
61. Parents expressed appreciation in their meeting with inspectors for the increasing use of homework and the renewed emphasis on learning multiplication tables. They felt able to help their children at home and furthermore this has helped the school to build a highly effective partnership with parents that is focused on raising standards in basic numeracy.
62. Pupils' work is presented well and teachers' comments to pupils help them to improve. However there is little recorded evidence of dialogue or feedback from the pupil that

would demonstrate that pupils are using the information to make progress. Assessment is a weakness. It not used well enough to monitor and track pupils' progress over time. Due to frequent changes in staffing and systems there is not a reliable set of assessment data from which management or teachers can make valid targets for individuals and groups of pupils.

63. Leadership of the subject is satisfactory. The co-ordinator has made a good start in identifying the strengths and weaknesses in provision. She has sought advice and help and is putting into place a system for tracking pupils' progress and identifying aspects that need improvement. These are signs of good leadership, but the newness of the work means that there has been insufficient time to make its impact more than satisfactory. Standards, teaching, learning and management are sound, as they were at the time of the previous inspection.

Mathematics across the curriculum

64. Teachers make sound links between other subjects and mathematics but this is an area for improvement. Pupils are taught to use mathematical skills, for example, the use of graphs to display data, in lessons such as science but this appears incidental rather than a result of imaginative curriculum planning. There are few examples recorded or on display in the school.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The profile of the subject has been raised across the school and it is now good.
- Practical activities underpin learning well, so that the lessons make sense to pupils.
- Teaching methods promote investigation well and stimulate pupils' interest.
- Leadership and management of the subject are good and this has contributed to good improvement since the last inspection.

Commentary

65. The pupils attain average standards by Year 2, and they are above average by Year 4. Year 2 standards are much better than the well below average standards reported in last year's National Curriculum teachers' assessments, which reflected previous weaknesses in provision and attainment. The Year 4 standards, especially in investigative skills, represent a good improvement since the last inspection in response to better planning of the curriculum and teaching, and good achievement overall.
66. The pupils demonstrated their enjoyment and positive attitudes towards the subject in their recorded work and in their activity and responses in the lessons seen. The pupils in Years 1 and 2 use their well-developed handwriting skills and their care in drawing diagrams to good effect when recording their investigations of animals and their young, and of differing plants and animals. Their reference to 'habitats' illustrates an improvement in their understanding and shows satisfactory achievement. Pupils in Years 3 and 4 made good mention of 'attraction' when writing about magnetism and

'conductivity' when describing how heat is transferred, again showing their good understanding of fair testing and predicting outcomes. This quality of thinking also shows the good achievement of pupils across the range of prior attainments. The pupils co-operated well in the lessons seen, for example, in Year 3, when testing the degree to which materials absorbed water. The pupils shared ideas well to develop their learning. The key aspect promoting increasing standards across the school, however, is the consistent emphasis on pupils learning through direct, practical experience that enables them to build progressively on their previous knowledge and understanding as they move through the school. The teachers' increasing use of the newly acquired interactive whiteboards to promote discussion is another positive feature of the provision.

67. Teaching and learning are good. The teachers are developing opportunities for pupils to learn through practical investigation to good effect. This approach to learning is motivating pupils and makes understanding more accessible for pupils across the range of prior attainments. As a consequence, learning is fun and the positive attitudes of the pupils underpin their successful learning. Teachers are making good links with other subjects, for example with physical education. This was seen with good results in a lesson in Year 2 where the pupils discussed pulse and heart rates and then tested them after a period of physical activity. The value of practical work in encouraging pupils' interest was seen in a lesson in Year 4 where the teacher questioned the pupils well to develop the understanding gleaned from observing and testing how solids can be separated from mixtures. The pupils' good attention makes the teachers' very effective management of their behaviour all the more successful; as a consequence learning is not interrupted. The teachers mark the pupils' work well and assess their progress satisfactorily through questioning. There is scope, however, to make more effective use of the pupils' responses to raise expectations and to inform future learning.
68. The subject has been improved well since the last inspection. The co-ordinator leads the subject well and has been effective in strengthening the planned curriculum and in promoting the increasing emphasis on opportunities for investigation. There is a good supply of resources that extends pupils' learning experiences.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision of ICT is **satisfactory**.

Main strengths and weaknesses

- Resources have been improved to enable more use of ICT to support learning.
- Assessment is not used satisfactorily to help pupils to learn progressively.

Commentary

69. By Year 2 and Year 4 standards in those aspects of ICT where there is evidence are average. All pupils achieve satisfactorily. Older pupils especially have not had the sustained benefit of a full scheme of work so that achievement has to an extent been curtailed. Although teachers keep their own records of work covered, these do not inform future teaching and learning sufficiently.

70. In the lessons seen the quality of teaching and learning was overall satisfactory. A good lesson was seen in Year 1, where questioning and the activity challenged particularly higher attaining pupils. The task was well introduced and pupils were encouraged to use subject vocabulary, such as 'scroll down'. The teacher had high expectations and required pupils to work independently. Thus, although well supported, they were willing to try and learn for themselves. Learning was effective and pupils made good progress. In other lessons challenge was not so evident, and one task, although developing appropriate skills, showed little purpose. All lessons seen were well organised. Classes are split for lessons in the ICT suite; computers do not have to be shared and pupils have the opportunity to develop skills by themselves and for themselves. Good use was made of teaching assistants who supervised and led the rest of the class in purposeful classroom activities.
71. The co-ordinator is enthusiastic about the subject, and currently provides satisfactory leadership and management. A full scheme of work has been introduced, based on national guidelines, and resources much improved, but their use has yet to be fully evaluated. Classrooms have recently been equipped with interactive whiteboards, which are starting to be used to provide effective and stimulating introductions to some lessons. Training on their use and to further develop other ICT skills amongst many new staff has been provided. Planning has been checked and one lesson observed, but monitoring has not yet been sufficiently rigorous to improve the overall quality of teaching and learning and to raise achievement. Improvement since the last inspection, where similar standards were reported, is satisfactory.

Information and communication technology across the curriculum

72. The use of ICT to support learning in other subjects is satisfactory and developing as part of the school's improvement plan. Results of science investigations are entered and compared using a data-handling program; some written work is word-processed for display and shows a good use of and development of word-processing skills.

HUMANITIES

Religious education and history were sampled and are reported below. Geography was not inspected.

73. Due to the timing of the inspection in relation to the school's planned curriculum, only one lesson in **religious education** could be observed. In the lesson seen in Year 1, the teacher made productive use of the school's close links with the local community by inviting the vicar of the parish church to speak to the pupils. The pupils had discussed the role of faith communities prior to the visit and had prepared questions about how the church seeks to help people. The vicar answered these questions and as a result extended the pupils' awareness of the impact of religious belief on people's lives. Throughout this lesson the pupils showed interest, and discussions about fund raising for victims of the recent Tsunami disaster proved relevant to the pupils' understanding. The headteacher, as co-ordinator, leads the subject well and has raised the stature of the subject across the school. The curriculum is planned in accordance with the requirements of the locally agreed syllabus. There is a very good supply of religious artefacts and these are used to good effect to create displays of all the major world faiths in different areas of the school. These help to develop the pupils' understanding of cultural issues as well as illustrating differing religious faiths. The scrutiny of pupils' work also showed their developing understanding of religious belief

and practice and of the pupils' maturing respect of the beliefs of others. There is scope, however, for the school to provide more opportunities for the pupils to write reflectively and to use ICT to enrich their learning. The teachers make good use of the pupils' different beliefs and backgrounds by inviting parents to visit to talk to the pupils. Good links with the school's programme of studies in personal, social and health education and with assembly themes further extend the pupils' learning. Such links and studies make a very good contribution to the pupils' spiritual, moral, social and cultural development.

74. The co-ordinator of **history** has introduced a carefully planned scheme of work that is based on national guidelines. Although it has yet to be monitored and evaluated fully the good range of visits and visitors helps to bring the curriculum alive and provides useful 'first-hand' evidence for pupils' learning. For example, pupils have visited the British Museum for their Egyptian studies and visiting speakers have dressed up and acted out the role.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology and physical education were sampled. Music was not inspected.

75. The abundant evidence in displays of pupils' work in **art and design** in classrooms and public areas around the school show the school's consistent emphasis on this area of the curriculum. The examples on display show that pupils have the opportunity of using a wide range of materials and techniques. Art from many cultures is represented. The school has an effective policy of working with 'artists in residence' (artists who visit and work with pupils in the school) to extend the scope of the curriculum. The subject leader has resourced the subject well but there is insufficient monitoring of standards. Drawing skills are not as well developed as painting and collage.
76. Two lessons in **design and technology** were observed. In a good lesson the teacher had a good understanding of the subject and offered pupils effective feedback on their designs of chairs and as a result pupils made pertinent annotations and additions that made the designs suit their purpose. In the satisfactory lesson the teacher did too much for the pupils and did not let the pupils explore their own ideas sufficiently and this limited their learning. Models and designs on display in the corridors and classrooms are carefully constructed and match the designs with appropriate accuracy. Pupils' evaluations are considered and demonstrate a developing understanding of the materials used. At the time of the previous inspection the schemes of work for design and technology did not cover the requirements of the National Curriculum. The school has addressed this successfully and now all elements of the curriculum are taught appropriately.
77. The school places a strong emphasis on **physical education** and teaching and learning in this area of the curriculum contribute supportively to the pupils' health, welfare and social development. In a good lesson seen in Year 3, the pupils exercised their bodies by exploring different movements to represent machines pulling and pushing. Links with drama developed their creative ideas effectively. In another good lesson in Year 2, the teacher extended the pupils' scientific understanding of the effect of exercise on heart rates and body temperature by developing a circuit of physical activities. Such good cross-curricular links between science and physical education enrich the pupils' enjoyment and learning. An after-school club managed by two parents provides further enrichment. The subject co-ordinator leads the subject well

and ensures that the curriculum is planned and resourced well. Indoor accommodation is good, enabling all pupils to benefit even when the weather is inclement. The school has enriched the pupils' opportunities significantly in recent months by developing a range of outdoor facilities. These include climbing apparatus, large wheeled toys and designated areas for team games and other pursuits. As a result pupils extend their skills and add to their enjoyment of lessons and playtimes. These opportunities are available to all pupils. In addition pupils in Years 2, 3 and 4 experience a carefully planned and executed programme of swimming tuition at the nearby leisure centre. The pupils' enjoyment of these activities contributes to their very good relationships.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education and citizenship was sampled.

78. In the one lesson seen, effective curriculum planning supported the pupils' learning and the teacher made useful links with the values presented in school assemblies. The complete curriculum plan includes all the relevant aspects including the importance of health for life. The school's participation and achievement in gaining the 'Healthy Schools Award' reflect its shared commitment to this area of learning. Work in this area of the curriculum makes helpful links between assembly themes such as 'Honesty' and other aspects of the pupils' spiritual, moral, social and cultural development. Together they also provide opportunities for pupils to learn to value themselves and others. Other productive discussions take place in class-based meetings known as 'circle times' and through the 'School Council' where elected representatives of the pupils raise issues of concern and make suggestions for the future development of the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
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	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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