

# **INSPECTION REPORT**

## **EAST RUSTON AREA COMMUNITY SCHOOL**

East Ruston

LEA area: Norfolk

Unique reference number: 121016

Headteacher: Mrs C Williamson

Lead inspector: Mr M Capper

Dates of inspection: 2<sup>nd</sup> - 4<sup>th</sup> November 2004

Inspection number: 266770

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	First School
School category:	Community
Age range of pupils:	4 - 8
Gender of pupils:	Mixed
Number on roll:	45
School address:	School Road East Ruston Norwich Norfolk
Postcode:	NR12 9JD
Telephone number:	(01692) 650 225
Fax number:	(01692) 650 025
Appropriate authority:	The governing body
Name of chair of governors:	Mrs E Turner
Date of previous inspection:	January 1999

## **CHARACTERISTICS OF THE SCHOOL**

This is a very small first school, which admits pupils between the ages of four (Reception Year) and eight (Year 3). There are 45 pupils on roll, and they are taught in two mixed-age classes. Pupils live in the local and surrounding villages. There is a low level of pupil mobility and pupils come from generally favourable home backgrounds. The proportion of pupils eligible for free school meals is broadly average. There are 14 pupils on the register of special educational needs. This is higher than at the time of the last inspection and, as a proportion, is above the national average, with most of these pupils identified as having moderate learning difficulties. When they join the school at the start of the Reception Year, pupils' attainment is broadly average overall. Most pupils are of white British origin and there are none with English as an additional language.

The school is currently subject to reorganisation proposals as part of a local authority review of provision and is due to become an Infant School in 2006.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23239	Mr M Capper	Lead inspector	Mathematics Science Geography Information and communication technology (ICT) History Religious education Personal, social and health education (PSHE)
1112	Mr P Oldfield	Lay inspector	
23609	Mrs A M Cartlidge	Team inspector	Foundation Stage English Art and design Design and technology Music Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school.** Teaching is good and pupils' learning is supported effectively. Attainment is good in many subjects. Pupils achieve well and have good attitudes towards learning. The school is well led and managed by the headteacher and governors. The headteacher has established a supportive, caring environment where members of staff and pupils feel valued and work well as a team. The school provides good value for money.

### THE SCHOOL'S MAIN STRENGTHS AND WEAKNESSES ARE:

- Pupils' achievement is good in writing, listening, mathematics and science.
- In reading, although achievement is satisfactory, there is insufficient focus on developing pupils' understanding and encouraging them to use information books.
- The headteacher and governors have very effective systems for monitoring and evaluating the work of the school.
- Pupils benefit from working in small groups in many lessons, with teachers and teaching assistants planning work that meets individual needs well.
- Very good levels of care mean that pupils are happy at school and get on very well together.
- The school has a good partnership with parents and the local community.
- There are insufficient opportunities for pupils to work independently or to use their literacy, numeracy and ICT skills across the curriculum.

The school has made good progress since the last inspection in 1999. Key issues from that time have been addressed and pupils continue to make good progress. The school is preparing carefully for its proposed change to an Infant School and is well placed to improve further.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	D	D	C	C
writing	C	A	B	B
mathematics	D	D	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.*

Care needs to be taken when interpreting national test data, as the number of pupils taking the tests each year is very small, resulting in significant variations from year to year.

**Pupils' achievement is good overall.** In the Reception Year, children's achievement is satisfactory. Most children are on target to meet the expectations at the end of the Reception Year in communication, language, literacy and mathematical development. However, several children in this year group have been identified as having special educational needs and, although achievement is satisfactory, fewer are on target than usual to reach the expected levels in personal, social and emotional development or speaking and listening.

Pupils achieve well in Years 1 to 3, and attainment is above nationally expected levels in writing, mathematics and science in Years 2 and 3. In reading, pupils' achievement is satisfactory, with attainment in line with nationally expected levels in Years 2 and 3. Test results in reading have not improved at the same rate as in writing and mathematics, and the school's strategy for developing literacy has focused too much on developing writing rather than reading over this time. In information and communication technology (ICT) and religious education, pupils' attainment and achievement are satisfactory overall.

**Pupils' personal qualities, including spiritual, moral, social and cultural development, are good.** Throughout the school, relationships are very good and pupils behave well. They work hard and are keen to achieve as well as they can. Attendance and punctuality are satisfactory.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good.** Good teaching and very good levels of care mean that pupils learn well. Teaching assistants are used very well, particularly to support children when they are working in small groups in English and mathematics in Years 1 to 3. Teaching of children in the Reception Year is satisfactory, though the pace of learning slows when they are being taught alongside Year 1 pupils at the start or end of lessons. Throughout the school, teachers manage behaviour effectively and have high expectations of what pupils should achieve. This leads to a productive working atmosphere in lessons. Pupils collaborate well but, throughout the school, are given few opportunities to work independently. Assessment procedures are good in Years 1 to 3. In the Reception Year, there are weaknesses in the use of assessment information, which means that work is not always matched closely to individual needs.

The curriculum is satisfactory, but there is a lack of balance in the literacy curriculum, with too little time spent on developing reading skills. There is very little recorded work in science, history, geography and religious education, which means that pupils get too few opportunities to use and extend their literacy, numeracy and ICT skills in lessons. Recent developments in the curriculum for children in the Foundation Stage have helped to improve provision and there is a good awareness of what still needs to be done, now that there are better facilities for these children.

Provision for pupils with special educational needs is good. There is good enrichment of the curriculum through additional activities such as clubs, visits and visitors. These help to make learning interesting.

Levels of care, welfare, health and safety are very good. There is a good partnership with parents, and good links with the local community and other schools. Accommodation has been significantly improved recently and it is now good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher leads the school well and management is good. The headteacher is well organised and has very high aspirations for the school. There are very good systems for monitoring school effectiveness and, as a result, there is a good understanding of what needs improving. The headteacher is supported well by other staff. Governance is good. Governors have a clear understanding

of their roles and responsibilities, and provide good support for the school. Financial planning is thorough and available funds are used well to support learning. Statutory requirements are met in full.

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

Parents are very positive about the work of the school. They are pleased that their children achieve well and they like the small group sizes in lessons. Pupils like school and feel that they are supported well by teachers and teaching assistants.

## **IMPROVEMENTS NEEDED**

### **THE MOST IMPORTANT THINGS THE SCHOOL SHOULD DO TO IMPROVE ARE:**

- Raise pupils' achievement in reading.
- Give pupils more opportunities to work independently and to use their numeracy, literacy and ICT skills in other subjects.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils achieve well and, by the end of Year 2 and Year 3, attainment is good in writing, mathematics and science. Both boys and girls do equally well, and there is no difference between the attainment or achievement of pupils from different backgrounds.

#### **Main strengths and weaknesses**

- Pupils' attainment is above nationally expected levels in writing, listening, mathematics and science by the end of Year 2 and Year 3, with achievement being good.
- Pupils do not achieve as well in reading as in writing; although achievement is satisfactory, there is insufficient focus on developing pupils' understanding and research skills.
- There is too little recorded work in subjects such as science, history and geography, and pupils do not get enough opportunities to use their literacy, numeracy and ICT skills across the curriculum.
- Pupils with special educational needs are well supported and achieve well in Years 1 to 3.
- In the Reception Year, children's attainment is below average in personal, social and emotional development and speaking.

#### **Commentary**

*Foundation Stage (Reception Year)*



1. Children's achievement, including that of those with special educational needs, is satisfactory. Most are on target to meet the expectations at the end of the Reception Year in communication, language, literacy and mathematical development. However, this is not the case in personal, social and emotional development or speaking and listening, where fewer children are on target to reach the expected levels. This is because there are several children in this year group who have been identified as having special educational needs. These children are making satisfactory progress but continue to have immature speech, find it hard to listen and have a limited ability to concentrate. There is insufficient evidence to form a judgement about attainment and achievement in knowledge and understanding of the world, physical and creative development.

### *Key Stages 1 and 2 (Years 1 to 3)*

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

Standards in:	School results	National results
reading	15.8 (15.5)	15.8 (15.7)
writing	15.7 (16.4)	14.6 (14.6)
mathematics	16.9 (15.9)	16.2 (16.3)

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

2. Care needs to be taken when interpreting national test data, as the number of pupils taking the tests each year is very small. As a result, there are significant variations from year to year, according to the number of pupils with special educational needs in a year group. Test results confirm that there is no significant difference between the attainment of boys or girls or pupils from different backgrounds.

3. In 2004, national tests showed that attainment was:
  - in writing and mathematics, above the national average and that for similar schools; and
  - in reading, in line with both the national average and that for similar schools.
4. Test results are supported by inspection findings which show that, in both Year 2 and Year 3, pupils' attainment is above nationally expected levels in writing, mathematics and science and in line with nationally expected levels in reading.
5. Pupils' achievement is good overall in Years 1, 2 and 3. In many subjects, they benefit from good teaching and small group sizes, which mean that individual needs are met well. More-able pupils are given good levels of challenge, and there are good procedures for supporting those who have been identified as gifted and talented.
6. In English, pupils' achievement is best in writing. There has been a strong focus on improving attainment in writing over the last two years and this has been successful, with the proportion of pupils achieving above nationally expected levels increasing significantly. However, reading skills develop less quickly than writing skills. Although achievement is satisfactory, in comparison with national averages, test results for reading have been consistently lower than those for writing over the last three years. This is because teachers miss opportunities to share and discuss texts and illustrations, to develop pupils' interest in books and to improve their ability to make predictions and draw conclusions from what they have read. Older pupils have weak research skills and are inexperienced at finding information in non-fiction books.
7. Pupils' listening skills are well developed. Pupils have good levels of concentration and listen carefully to the teacher and other pupils. Speaking skills are satisfactory. However, some pupils do not speak loudly enough when talking to the class.
8. In ICT, attainment is in line with national expectations, and pupils' achievement is satisfactory. Pupils have good word-processing skills. This aspect of the curriculum is well supported by teaching and by the good use of word-processing skills in literacy lessons. The use of other aspects of ICT across the curriculum is not as strong and this has a negative impact on overall achievement.
9. In religious education, pupils' attainment is in line with the expectations of the locally agreed syllabus. There was insufficient evidence to make an overall judgement on pupils' attainment in other subjects. However, in physical education, pupils showed good games skills in the one lesson seen.
10. Pupils produce very little recorded work in subjects such as science, history, geography and religious education. This limits the opportunities that they have to make purposeful use of their literacy, numeracy and ICT skills.

#### *Pupils with special educational needs*

11. The proportion of pupils on the school's special-needs register is above the national average. It is a good feature that pupils with special needs are identified and supported early. The small group sizes in literacy and numeracy lessons mean that individual attention can be easily given. As a result, in Years 1 to 3, pupils make good

progress and achieve well. In 2004, most reached the expected level for their age in the national tests at the end of Year 2 in English and mathematics. In the Reception Year, the achievement of children with special educational needs is only satisfactory, with the comparatively large size of groups when they are being taught separately making it more difficult to meet all needs.

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

Pupils' personal qualities, including spiritual, moral, social and cultural development, are good. Pupils behave well and have good attitudes to work. Relationships throughout the school are very good. Attendance and punctuality are satisfactory.

## **Main strengths and weaknesses**

- Pupils' personal development is promoted effectively.
- Relationships within the school community are very good.
- Behaviour is good throughout the school.
- Pupils show good attitudes to their work, although there are few opportunities for them to work independently.
- There are good procedures for developing pupils' social, moral and cultural awareness.

## **Commentary**

12. The school promotes pupils' personal development well. Relationships are very good. Pupils get on very well together and happily support each other in lessons. Older pupils play sensibly with younger pupils and there is a very happy atmosphere around the school. This means that pupils are settled in school and are willing to 'have a go' at new activities, contributing to the good attainment seen in many subjects.
13. The school is successful in promoting good behaviour, and high standards have been maintained since the last inspection. Pupils work and play together in a friendly atmosphere where adults expect very high standards of behaviour. Pupils' good behaviour has a positive impact on learning as time is not wasted in lessons and they work well once given a task. Pupils are polite and friendly, and show each other respect by tolerating differences and applauding others' success. Playtimes are well organised; there is a good range of activities available for pupils which ensures that there is a calm and happy atmosphere. All parents in the pre-inspection questionnaire agreed that pupils behave well and are helped to become mature and responsible.
14. There was no bullying or harassment seen during the inspection, and parents and pupils confirm that the school takes any such incidents very seriously on the very rare occasions that they do occur. There have been no recent exclusions.
15. All pupils develop good attitudes towards learning, and their desire to do well is a significant factor in their good overall achievement. They respond well to the high expectations of teachers and enjoy the many interesting activities that are provided in lessons and outside the school day. Pupils work enthusiastically and are keen to take part in practical tasks and achieve well. Teachers give them good opportunities to collaborate with each other, but there are too few opportunities for them to work independently. This hinders their learning in subjects such as reading and ICT.
16. There is a clear and successful emphasis on developing pupils' social, moral and cultural awareness. They are given some regular responsibilities which are carried out well. Pupils proudly wear their badge on the day they have been selected "Special

Agent" – these are the children responsible for taking registers to the office and bringing in lunch boxes. Older pupils also act as hall monitors and door monitors. These activities help pupils to develop an awareness of some of the responsibilities of living in a community.

17. Visits and visitors support learning well and teachers successfully teach the difference between right and wrong. Pupils are regularly involved in fund-raising activities. A recent multi-cultural week has a good impact on learning, giving pupils good opportunities to experience music and art from outside their immediate environment. These activities enable them to recognise the importance of valuing individuals, other cultures and heritages. As a result, the school community is like a family, and pupils with differing needs are supported and integrated well.
18. Pupils make sound progress in their spiritual development. Assemblies contribute well to their spiritual awareness. Regular speakers address assemblies and this gives the pupils a good insight into spiritual and moral issues.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	6.9	School data	0.0
National data	5.5	National data	0.4

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

19. Attendance and punctuality are satisfactory. Attendance levels are broadly in line with the national average. The school works hard to discourage parents from taking their children on holiday during school time, but some do, and this reduces overall rates of attendance.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education provided by the school is good. Teaching and learning are good and there are good assessment procedures. The curriculum is satisfactory and there are very good levels of care, welfare, health and safety, with pupils given good support and guidance. There is a good partnership with parents and the community, as well as with other schools.

## Teaching and learning

Teaching, learning and assessment are good in Years 1 to 3 and satisfactory in the Reception Year.

## Main strengths and weaknesses

- Lessons are organised well and teaching assistants provide very good support.
- Teachers have high expectations and manage behaviour well.
- Assessment information is used well to plan challenging work in English and mathematics in Years 1 to 3.

- In the Reception Year, assessment information is not always used effectively to ensure that differing needs are met.
- There are insufficient opportunities for pupils to work independently.
- Pupils do not always use their skills in literacy, numeracy and ICT to help them learn about other subjects.
- In the Reception Year, children's needs are not always met effectively at the start and end of lessons.

## Commentary

### ***Summary of teaching observed during the inspection in 13 lessons***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1	7	5	0	0	0

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

20. Good teaching and learning have been maintained successfully since the time of the last inspection, and assessment procedures and their use have improved. Parents are very pleased with teaching at the school and pupils know that they are expected to work hard.
21. In Years 1 to 3, teaching assistants are organised very well to support groups of pupils. They are experienced, trained well and kept very well informed by the teachers. Intensive support when they are working in small groups is a highly successful method of teaching at the school and a major factor in the pupils' good learning. Lesson planning is thorough and there is a clear understanding of the role of each member of staff in a lesson. Teaching assistants meet the class teachers daily to discuss the pupils' progress and to plan work for the next day. Because they are heavily involved in planning work, they know what is expected of the pupils and can provide the correct level of support for individuals, including those with special educational needs or those who are gifted and talented, and ensure that equal opportunities are promoted well.
22. In the Reception Year, the teacher or a teaching assistant works with the Reception children as a group for part of each lesson. The teaching assistant gives good support, enabling children to work as a group for many practical activities. However, the pace of children's learning slows when they are being taught alongside Year 1 pupils at the start or end of lessons.
23. Throughout the school, teachers have high expectations of pupils' behaviour and the way they apply themselves to their work. Instructions for tasks are clear and, as a result, pupils are industrious and settle without fuss. Members of staff have good relationships with the pupils and use praise well to encourage them to try hard. Pupils are enthusiastic about their work and keen to learn. This means that they learn new skills and acquire knowledge quickly. In the very good physical education lesson observed in Years 2 and 3, the teacher used her specialist knowledge and very high expectations to encourage pupils to develop ball-handling skills very quickly.
24. There are good assessment procedures, particularly for writing and mathematics, and these are used effectively in Years 1 to 3 to set targets for individuals and small groups and to monitor progress. Assessment information is used less effectively in

the Reception Year because these children often work as one group and their diverse needs are not always met.

25. Pupils with special educational needs are supported well in class and when taught individually. Good assessment procedures and the careful tracking of pupils' progress mean that the school is able to respond quickly to needs as they arise. Pupils with special educational needs have additional detailed assessment files that show the level of support provided and progress towards their individual targets.
26. Whilst high levels of adult support help pupils to achieve well overall, they limit the chance for pupils to take the initiative in their learning and there are too few opportunities for them to carry out their own research. Until recently, the school has been without a library, and pupils have not learnt how to use non-fiction books to find information for themselves. Teachers do not give them enough opportunity to write independently in subjects such as science, history or geography. As a result, there is very little recorded work in these subjects.

## **The curriculum**

The curriculum is satisfactory, with good additional opportunities for pupils to learn. There is a satisfactory range of resources and good accommodation.

## **Main strengths and weaknesses**

- A very large number of teaching assistants have a very good impact on learning.
- There is good provision for pupils with special educational needs in Years 1 to 3.
- There are insufficient opportunities for pupils to use their literacy, numeracy and ICT skills to support learning in other subjects.
- There is a lack of balance in the literacy curriculum.
- The school provides a wide range of additional activities.
- Accommodation is good.

## **Commentary**

27. The curriculum has improved since the time of the last inspection, when there were some weaknesses in planning. The curriculum now meets statutory requirements in full. Good management of the curriculum has ensured that weaknesses have been addressed and there are good systems in place for monitoring current provision. Recent developments in the curriculum for children in the Foundation Stage have helped to improve provision and there is a good awareness of what still needs to be done, now that there is better accommodation for younger children.
28. There is insufficient evidence to judge provision for pupils' personal, social and health education, though planning shows that it includes suitable opportunities for them to learn about sex, relationships and drug misuse. Pupils throughout the school are prepared well for the next stages of their education.
29. The good overall provision for pupils with special educational needs has been maintained successfully since the time of the last inspection. Their needs are identified early and their support and progress are monitored carefully. Pupils are

supported well in small groups during lessons in Years 1 to 3 and they receive additional good daily support towards achieving the clear targets identified in their individual education plans. However, in the Reception Year, provision for children with special educational needs is only satisfactory, with the comparatively large size of groups when they are being taught separately making it more difficult to meet all needs.

30. The school has increased the additional opportunities provided for pupils since the time of the last inspection. There are well-attended clubs for study of the environment ('green club'), sport and music and pupils have the opportunity to take part in a good range of educational visits and to meet visitors from all walks of life. These activities help pupils to extend skills learnt in lessons in subjects such as physical education, music and science. Concerts and art festivals help pupils to develop an interest in the arts. Parents are pleased with the additional activities offered by the school.
31. The school has a very generous allocation of teaching assistants, which means that pupils receive much valuable individual attention, especially in Years 1 to 3. This is a key factor in the good progress made by pupils, as it means that they work in very small groups for much of the time and differing needs are met well.
32. Governors and members of staff have improved the accommodation significantly since the time of the last inspection and it is now good. However, until this term, the lack of a library has had an impact on the curriculum, and pupils have insufficient opportunity to find information in non-fiction books, restricting pupils' research skills. A small fenced outdoor area has been recently developed for Reception children and this is having a good impact on learning.
33. There is a greater emphasis on writing than on reading in the English curriculum, resulting in consistently better achievement in writing. The good skills taught in literacy and numeracy lessons are not being used to promote good learning in other subjects such as science, religious education, history and geography, where there is very little evidence of recorded work, restricting opportunities for the purposeful use of literacy and numeracy skills. There are also missed opportunities for pupils to use their ICT skills other than by word processing in literacy lessons. This has a limiting impact on learning as pupils are not able to regularly practise new skills.



## **Care, guidance and support**

The school takes very good care of the children's personal needs. It very effectively promotes their welfare in a secure and caring environment. Pupils are given good support and guidance for both their personal and academic needs. There are sound opportunities for them to share ideas and views about the work of the school.

## **Main strengths and weaknesses**

- The school takes very good care of the pupils' welfare, health and safety.
- Pupils' personal and academic needs are supported well.
- There are good induction procedures for children when they start school.

## **Commentary**

34. The school has very good procedures in place to ensure the wellbeing of all pupils and, consequently, pupils' needs are met well. The headteacher and a teaching assistant are well informed about child-protection responsibilities and there are well-established procedures to ensure pupils' welfare, health and safety. The property is maintained to a high standard on a daily basis by the experienced and diligent caretaker. All of these factors have a good impact on learning. Pupils are able to work in a stimulating environment and their interests, whatever their circumstances, are promoted and safeguarded.
35. There are good procedures for monitoring pupils' personal and academic development, meaning that needs are very quickly recognised and support is given as appropriate. This is an improvement since the last inspection, when the support and guidance offered to pupils were found to be only satisfactory. This improvement is a result of the very good communication within the school, with members of staff meeting after each lesson to talk about how things have gone. Pupils with special educational needs are well supported in most year groups and their progress is monitored effectively. Adults at the school are very supportive and friendly to all pupils, and relationships between pupils and members of staff are very good. Consequently, the school is able to respond quickly to individual academic and personal needs, leading to pupils feeling secure at school and learning well.
36. There are good induction procedures when children start school. The school has good links with the local pre-school group, which regularly uses its premises. Children from the pre-school group take part in some assemblies and playtimes so that they get to know members of staff before they start school. Parents are welcomed into school at any time to discuss concerns, and new children spend time in the class before they are due to start. These activities help them to settle into school quickly.

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

The school has a good partnership with its parents and carers. Community links, including those with other nearby schools, are good.

## **Main strengths and weaknesses**

- Parents are given good-quality information and are regularly consulted for their views.
- The school is supported well by the Parent and Friends' Association.
- There are good links with other schools.
- The school works closely with the local community to support pupils' learning.

## **Commentary**

37. The school has maintained the good links with parents found at the time of the last inspection. The headteacher has a strong commitment to involving parents in their children's education and she values their views. There are good procedures for consulting parents through questionnaires and the headteacher is readily available if a parent has a concern. The school is quick to respond to issues raised through this consultation. For example, it has increased the amount of information given about the curriculum in response to parental requests. This is beginning to have a good impact on pupils' learning because parents are now able to give their children more support at home, although not all hear pupils read regularly and this is a factor in the comparative weakness in reading.
38. Parents are provided with good information about the day-to-day life of the school as well about their children's progress. Occasions for parents to discuss their children's progress are well planned and well attended. Parents are very supportive of the school because their children are happy; there were no real concerns expressed to the inspection team.
39. The very active Parent and Friends' Association makes a good contribution to pupils' learning. It organises both fund-raising and social activities, which are well supported. Its financial contributions have helped to improve provision in the school and this has had a good impact on learning in subjects such as ICT.
40. There are good links with other schools, particularly with the middle and high schools. The school has been active in a local cluster of schools in providing advice on and support for information and communication technology. These good links provide effective support for pupils' learning. A well-developed induction programme allows pupils to settle quickly when they transfer to the middle school.
41. The school is at the heart of the local community and forms a focal point for parents. Representatives of various faiths visit the school to extend the children's knowledge of religions and this makes a good contribution to cultural development. Visits and visitors are used regularly to extend awareness of the wider community.
42. Good use is made of different specialist agencies to support pupils with particular needs. Parents and other members of the local community help the school in a number of ways; for example, funding from various parish councils and local businesses has helped to pay for the recent building development.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall. The headteacher provides good leadership, with effective management having a good impact on the school's work. The headteacher is

supported well by other key staff and by a hardworking governing body, which ensures that governance is good. Statutory requirements are met in full.

### **Main strengths and weaknesses**

- The headteacher has been very successful in building an effective team.
- Communication within the school is very good.
- There are very good procedures for evaluating school effectiveness.
- The headteacher is well organised, which means that the school can operate efficiently.
- The governing body has a very good understanding of the school's strengths and weaknesses.
- The school management plan has too many targets for the size of the school.
- Financial planning is good.
- The school is preparing well for its possible change in status.

### **Commentary**

43. There has been good school improvement since the last inspection due to the very purposeful leadership provided by the headteacher. She is very well respected by members of staff, pupils, parents and governors, who recognise the many developments that have taken place over the last five years. She has built an effective team, with all members of staff working very well together and having high aspirations for the school and its work. There is a clear commitment to ensuring pupils achieve well. This is reflected in the good expectations seen in lessons and the effective way that members of staff work with one another which, together, are key factors in the success of the school and the good achievement of pupils.
44. Communication within the school is very good. Members of staff meet every day and their views are valued. This has helped to establish a very clear, shared educational vision, with all members of staff strongly committed to achieving high standards in all areas of the school's work. There are rigorous systems for monitoring school effectiveness. Detailed records of pupils' individual test scores are kept and used effectively to set targets for improving attainment. Members of staff have established thorough procedures for analysing test data to identify where improvement is necessary. For example, a weakness in the number of pupils achieving Level 3 in tests at the end of Year 2 was identified three years ago and became a focus for school improvement. Successful strategies were adopted to address the issue and, consequently, attainment in writing has risen significantly. The school has identified the need to raise standards in reading, and has strategies in place to do so.
45. Performance-management strategies and professional development have been used effectively to acknowledge strengths and improve weaknesses. The headteacher has established a climate where the monitoring and evaluation of teachers are accepted as normal. Teachers are regularly observed at work in the classroom. The information gained from this is used successfully to set individual targets for improvement, to acknowledge strengths in teaching, and to identify priorities for personal and professional development. Training for teachers and other members of staff has been given a high priority and has helped to extend teachers' skills. Taken

together, these strategies have had a good impact on the quality of teaching throughout the school.

46. The headteacher is well organised. Although she takes a class for much of each week, her management is good, which means that the school runs smoothly. Good account is taken of national workload agreements for teachers, although the very detailed school-management plan includes too many priorities for a school of this size. The chair of governors is aware of the need to monitor the impact of this on the workload of the headteacher and other members of staff.
47. Governance is good. Governors have a clear understanding of their roles and responsibilities, and provide good support for the school. Specific skills are used well and governors are kept well informed by the headteacher. Governors also carry out their own rigorous monitoring, both formal and informal. Monitoring includes visiting lessons to observe pupils at work, as well as reviewing and evaluating school procedures and policies. As a result, governors have a very good understanding of the school's strengths and weaknesses and are able to play a very active role in shaping the vision and direction of the school. They are preparing well for the possible change in school status in the next four years. There is a clear understanding of what it will involve and how it can be regarded as a positive development that can enhance school effectiveness.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	206,694	Balance from previous year	34,478
Total expenditure	204,892	Balance carried forward to the next year	36,280
Expenditure per pupil	3,865		

48. The daily management of finances by the headteacher and governors is good. Financial planning is thorough, with spending clearly targeted on raising standards. For example, the school has made a conscious decision to allocate a large amount of funding to maintaining staffing levels, especially teaching assistants. This has had a good impact on learning.
49. Best-value principles are successfully applied. The school compares its spending with that of other schools in the local authority and is beginning to evaluate its impact. It has a higher than average carry forward. This is sensibly being maintained to allow for fluctuation in pupil numbers over the next two years and in order that staffing levels can be kept high as the school prepares to become an Infant School.



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

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

Provision for the Foundation Stage is **satisfactory**.

#### **Main strengths and weaknesses**

- Children's attainment is below average in personal, social and emotional development and in speaking and listening.
- Teaching assistants make a valuable contribution towards children's learning.
- Children make better progress in writing than reading.
- Teachers plan interesting practical tasks but there are weaknesses in assessment.
- Recent building improvements are having a good impact.

#### **Commentary**

50. At the time of the inspection, there were only eight Reception children. These are taught in the same class as Year 1 pupils for part of most lessons. Attainment on entry to the school is broadly average, though it varies from year to year, making it unrealistic to compare attainment at the time of the last inspection with that found today.
51. Children's achievement, including that of those with special educational needs, is satisfactory. Most are on target to meet expectations at the end of the Reception Year in communication, language, literacy and mathematical development. However, unusually, several children in this year group have been identified as having special needs in language development or emotional and behavioural difficulties, and they are not on target to reach the expected levels in personal, social and emotional development or speaking and listening. There is insufficient evidence to form a judgement about attainment and achievement in knowledge and understanding of the world, or physical and creative development.
52. Teaching and learning are satisfactory. The teacher or a teaching assistant works with the Reception children as a group for part of each lesson. This is successful in providing children with additional practical activities and satisfactory opportunities to work outside. However, the pace of children's learning slows when they are being taught alongside Year 1 pupils at the start or end of lessons. Teaching assistants make a valuable contribution to children's learning. They know the children well and give them good support when they are working outside the main classroom. All members of staff establish a calm atmosphere at the start of the day and Reception children enjoy taking part in less structured activities at these times.
53. Assessment is satisfactory. There are thorough procedures, though information is not always used fully when planning the next lesson. Children have a wide range of abilities within this group and their needs are not always provided for closely enough, especially during whole-class activities when the less mature lose interest and become restless.

54. Improvement since the time of the last inspection has been satisfactory. Recent developments in the curriculum for children in the Foundation Stage have had a good impact on learning and there is a good awareness of what still needs to be done. The headteacher works with other members of staff to plan and monitor provision, and the school is well placed to improve further now that building work is complete. Good use is being made of the new extension to provide role-play activities and to teach children away from the main classroom. The school has recently provided a small outdoor area which members of staff are starting to use well to promote physical development.
55. Children's **personal, social and emotional development is satisfactory**. There is a good link with the local pre-school and, consequently, children are happy to come to school and settle into class routines quickly. The teacher and teaching assistants have clear expectations of behaviour and set a good example of manners and relationships. Praise is used well to support good effort. Children handle resources sensibly, though due to immaturity many play on their own rather than with others. Some boys have weak concentration and find it difficult to listen when part of a group. There are only limited opportunities for children to take the initiative in their learning and this limits the speed at which children are able to work independently.
56. In the area of **communication, language and literacy**, children achieve well in writing and satisfactorily in speaking, listening and reading. The teacher has high expectations of writing, letter formation is taught well and all children make marks to represent letters. Reading is less well developed. Whilst children know the sounds some letters make, they have too few opportunities to discuss books. Members of staff provide clear instructions for tasks, and children have suitable opportunities to speak to the class. However, there are more children than usual with special educational needs in the current Reception group and these children lack concentration, and have limited listening skills.. There are occasions in the school day, especially when they are being taught alongside Year 1 pupils, where the needs of these children are not fully met and they do not make enough progress because work is not matched closely enough to need.
57. Children's **mathematical development** is satisfactory. Most enjoy joining in counting games and can make a given number of clay sausages up to ten. Members of staff are good at promoting mathematical vocabulary such as 'two more' and 'altogether', though some activities are too difficult for the less able children in the group.
58. In **knowledge and understanding of the world**, children enjoyed exploring the wildlife area, and the teacher's good questioning enabled them to make some careful observations of changes in plants in the autumn.
59. In a part of a **physical development** lesson observed, children demonstrated appropriate skills. They followed instructions well and made various body shapes by twisting and stretching. Most children can hold and control a pencil correctly.
60. Samples of artwork show that in **creative development** children have suitable opportunities to learn skills such as sketching and printing. A role-play area in an adjoining room is under-resourced and provides only limited opportunities to expand

children's knowledge and understanding. Children join in satisfactorily when singing simple number songs.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

Provision for English is **good**.

#### **Main strengths and weaknesses**

- Pupils achieve well in listening and writing, though speaking and reading are less well developed.
- Teaching assistants make a very good contribution towards pupils' learning.
- Good-quality assessment helps pupils to improve their writing.
- ICT is used well to support writing, but there are missed opportunities for pupils to write independently in other subjects.
- The subject is well led and managed.



## Commentary

61. Attainment varies due to the small number of pupils taking national tests each year. Throughout Years 1 to 3, girls and boys, including those with special educational needs, achieve well. This year, attainment is on target to be above the nationally expected levels by the end of Years 2 and 3 in writing and in line with nationally expected levels in reading. This is confirmed by test results at the end of Year 2 in 2004. These also confirm that there is no significant difference between the attainment of boys or girls, or between pupils from different backgrounds. Attainment and progress in English are similar to those found at the time of the last inspection.
62. Pupils have good listening skills. They have good levels of concentration and listen carefully to the teacher and other pupils. Speaking skills are satisfactory. Pupils are keen to talk informally, but some do not speak loudly enough when talking to the class.
63. Achievement in reading is satisfactory. Most pupils use their knowledge of letter sounds well when trying to read unfamiliar words. However, they are less successful at understanding what they read and are often unable to answer simple questions about a text. They are inexperienced at finding information in non-fiction books and consequently lack research skills. The school is working hard to involve parents in their children's learning by encouraging them to hear their children read at home. Most do so, but not all do, and this is a factor in the comparative weakness in reading.
64. Pupils achieve well in writing. This is because teachers have high expectations and writing skills are given more attention in the curriculum than the development of speaking and reading. Most pupils have good attitudes towards these aspects of the subject, listen carefully and write quickly and neatly. They spell simple words accurately. Higher-attaining pupils use punctuation and a wide range of vocabulary well.
65. Teaching, learning and assessment are good overall. Pupils learn well, quickly acquiring new skills and knowledge, especially in writing, because there is a good adult / pupil ratio. Teachers and teaching assistants work together well as a team. Each day, they review what pupils have learnt and plan the next steps. Teachers carefully plan work that meets differing needs and make very effective use of very-well-trained and thoroughly-prepared teaching assistants. Teachers explain the purpose of tasks clearly and are skilled at demonstrating writing and making the tasks interesting. Teachers praise pupils and this is successful in encouraging them to work hard. However, some opportunities are missed to share and discuss texts and illustrations, to develop pupils' interest in books and to improve their ability to make predictions and draw conclusions from what they have read.
66. Pupils with special educational needs are given valuable additional support towards targets identified in their individual education plans. Good records are kept of their progress and changing needs, enabling them to take part in all activities in lessons.
67. Good leadership and management have ensured that good provision, teaching and learning have been maintained successfully since the time of the last inspection, and

assessment procedures in writing have been improved. Thorough monitoring of teaching, learning and attainment provides a good understanding of what needs to be developed next in the subject, with the school now focusing on developing reading skills. The co-ordinator provides a good role model in her own teaching.

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

68. Pupils have insufficient opportunity to use their writing and reading skills in other subjects. Until very recently, the school has been without a library and this has restricted opportunities for pupils to develop independence by searching for information in books. There is very little written work in subjects other than English because tasks are mostly practical. ICT makes a valuable contribution to learning, with pupils demonstrating a good range of word-processing skills.

## **MATHEMATICS**

Provision for mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well and have a good knowledge of basic number concepts.
- The quality of teaching is good and pupils' needs are met well.
- There are good assessment procedures.
- There are insufficient opportunities for pupils to use their numeracy skills across the curriculum.
- Leadership and management are good.

### **Commentary**

69. Pupils' attainment is above nationally expected levels by the end of Year 2 and Year 3. Number skills are particularly strong, with pupils in Years 2 and 3 showing a good understanding of addition, subtraction and multiplication. Teachers give pupils many opportunities to work out problems in their head and expect them to explain clearly the strategy that has been used. This means that pupils quickly acquire new skills in this area of the curriculum.
70. Test results vary significantly from year to year, because of the small size of year groups and the impact of differing numbers of pupils with special educational needs. In Year 3, pupils are building well on the good standards reached in Year 2, when national test results in 2004 showed that attainment was above both the national average and that of similar schools. Test results confirm that there is no significant difference between the attainment of boys or girls, or between pupils from different backgrounds.
71. Pupils' achievement is good because the high number of adults in lessons means that there are good levels of individual support. Teachers are well organised and plan work that is very closely matched to individual need. As a result, all pupils, including those with special educational needs, are well supported. Similarly, the needs of more-able pupils are met effectively. There is good challenge for them in lessons and they

comfortably reach the levels of attainment expected for their ability. More-able pupils in Year 2 benefit from working in groups with Year 3 pupils when it is appropriate.

72. Teaching and learning are good. Teaching assistants are used very effectively, particularly to support children when they are working in small groups. Teachers manage behaviour well and have high expectations of what pupils should achieve. This leads to a good level of interest from pupils and a productive working atmosphere in lessons. Teachers encourage pupils to work collaboratively, which they do well. However, pupils are given too few opportunities to work independently or to apply their skills across the curriculum. Insufficient use is made of ICT in lessons.
73. Assessment procedures have been developed since the last inspection and are now good, with teachers making good use of the information gained to help them plan what pupils need to learn next. Marking is used effectively to identify what has gone well in a piece of work and what needs improving. There is some target setting for individual pupils to show what they need to learn next, but this is limited and pupils are not always clear about how they can improve.
74. The subject is well led and managed, and as a result, progress since the last inspection has been good. Teachers work together well as a team, and there is good monitoring of provision. Self-evaluation is well established and good use is made of test data to identify strengths and weaknesses. This means that there is a clear understanding of what can be improved, and all members of staff have high aspirations for developing the subject.

## **MATHEMATICS ACROSS THE CURRICULUM**

75. Pupils are given some opportunities to apply their mathematical skills across the curriculum, but these are not extensive enough. In subjects such as science, history and geography, there is little recorded work, which means that there are missed opportunities to apply numeracy skills and to record findings.

## **SCIENCE**

Provision for science is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well.
- Pupils have a good knowledge and understanding of basic concepts, but they produce too little written work.
- Teachers plan a good range of exciting and challenging activities, but occasionally there is too much content in a lesson for less-able pupils.
- The environmental area and a 'green club' have a good impact on learning.

### **Commentary**

76. Pupils' attainment is above nationally expected levels by the end of Year 2 and Year 3. This is confirmed by teacher assessments at the end of Year 2 which show that in

most years nearly all pupils reach the expected level for their age (Level 2), with about a third achieving the higher Level 3.

77. Pupils' achievement is good overall. This is because teachers plan practical activities that give pupils good opportunities to think like scientists. Questioning is used effectively to help them develop a good understanding of basic scientific concepts and skills. In Year 1, they talk confidently about different habitats and explain clearly their observations about different animals and plants. Teachers make good use of the school's superb environmental area to help pupils learn about habitats.
78. Pupils in Years 2 and 3 know the names of the planets and understand why there are seasons. They identify healthy and unhealthy food and describe the life cycle of humans. They are beginning to carry out their own investigations and observe and predict accurately. However, they produce very little recorded work and this aspect of the curriculum is underdeveloped. Teachers do not give pupils enough opportunities to use their ICT, numeracy or literacy skills in lessons and pupils are not encouraged sufficiently to use their writing to explain in greater detail their observations or findings.
79. Only two science lessons were timetabled during the inspection. In these lessons, teaching and learning were good. Pupils were given good opportunities to explore ideas for themselves. For example, pupils in Years 2 and 3 found different sources of light around the school and then explained their findings to the rest of the class. This led to a good discussion about what is meant by a 'source of light'. Pupils are very interested in science and enjoy the practical activities that are planned by teachers. As a result, they are well motivated and fully engaged in their learning. There is a good pace to learning, with teachers successfully adapting tasks according to pupils' ability. However, they sometimes try to squeeze too much into a lesson and, consequently, less-able pupils are not given the opportunity to consolidate their understanding of new concepts before they move on to the next activity. This means that, although the achievement of less-able pupils and those with special educational needs is satisfactory, it is not as good as that of other pupils.
80. There is a satisfactory curriculum that is broad and balanced and responsive to pupils' needs. It is successfully enriched by a 'green club' run by a parent. This club is well attended and has a good impact on learning, giving pupils good opportunities to extend their skills and to think about environmental issues.
81. Improvement since the last inspection has been good. High standards of attainment have been maintained and there has been good leadership and management of the subject to address weaknesses highlighted at that time. Members of staff work together closely to monitor provision and they have high aspirations and a clear understanding of what needs improving. The school has identified the need to develop assessment procedures and is currently trialling new systems which assess progress at the end of each unit of work. These arrangements are satisfactory, but the lack of recorded work and target setting means that pupils have little understanding of how they can improve.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision for information and communication technology (ICT) is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils have good word-processing skills.
- Good use is made of early morning sessions to teach new skills to groups of pupils.
- Pupils are given too few opportunities to use their ICT skills across the curriculum.
- The school is well supported by an ICT technician.

### **Commentary**

82. The school has made sound progress since the last inspection and pupils' attainment continues to be in line with nationally expected levels by the end of Years 2 and 3. Their achievement is satisfactory overall, with all pupils, including those with special educational needs, making sound progress in developing skills.
83. Word-processing skills are well developed. Pupils show a good understanding of how different techniques can be used to vary the presentation of their work and make it attractive to an audience. They use 'clip-art' well to make their work interesting and confidently alter typeface and font. This aspect of the curriculum has been taught well, and pupils' learning has benefited from the good opportunities to practise skills in literacy lessons.
84. Teaching and learning are satisfactory. Good use is made of the 'basic skills' session at the start of each day to introduce new skills to groups of pupils. In two of these lessons, seen during the inspection, teaching assistants successfully broke skills down into small parts so that they were easily understood. There was a good pace to learning, and pupils who were finding the activity difficult were given good support. Pupils were well motivated and fully engaged in the activity. More-able pupils confidently supported those who were less able, and together they quickly acquired new skills. However, with the exception of word processing in literacy lessons, teachers do not give pupils enough opportunities to apply their new skills across the curriculum and this hinders overall achievement.
85. There is a satisfactory curriculum that is soundly planned to make learning worthwhile. The subject is well resourced, with a good number of computers for the size of the school. The curriculum is successfully enriched by a well-attended computer club where pupils are able to use a range of programs.
86. Leadership and management of the subject are satisfactory. A strength in the management of provision is the good support given by an ICT technician who is employed by a consortium of local schools. This means that technical problems are quickly solved and advice is available whenever needed.

### **Information and communication technology across the curriculum**

87. Although all classrooms have easy access to computers, these were rarely used during the inspection. Sound links are made between ICT and literacy, with pupils given good opportunities to use their word-processing skills in lessons, but this is less evident in subjects such as science, history and geography. This has a negative

impact on the overall development of ICT skills as pupils do not get enough opportunity to practise and consolidate their learning.

## **HUMANITIES**

Geography and history were not areas of focus for this inspection and there is insufficient evidence to form judgements on provision. No **geography** or **history** lessons were timetabled during the inspection. A scrutiny of teachers' planning and the limited amount of recorded work provided by the school shows that there is a satisfactory coverage of the National Curriculum. However, pupils are not given enough opportunity to use their literacy, numeracy or ICT skills in history or geography lessons, with too little emphasis placed by teachers on encouraging them to write about what they have learnt. There is little evidence as yet of pupils carrying out individual research or using the library to extend their knowledge and understanding as it was stocked in the last weeks prior to the inspection.

### **Religious education**

Provision for religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Insufficient use is made of pupils' writing skills in most lessons.
- Links with the local Anglican church make a good contribution to learning.

### **Commentary**

88. The school has made sound progress since the last inspection. As at that time, pupils' attainment is in line with the expectations of the locally agreed syllabus by the end of Years 2 and 3, and achievement is satisfactory. Pupils demonstrate sound knowledge of the topics covered recently. For example, those in Years 2 and 3 have a clear understanding of some of the basic facts about Hinduism, recalling how Hindus worship and what is meant by the festival of Diwali. However, they produce very little recorded work; none was available for the current academic year. There are insufficient opportunities for pupils to write purposefully in lessons.
89. In the one lesson observed in the older class, teaching and learning were satisfactory. The teacher, who has good subject knowledge, planned an interesting activity including good use of ICT. However, the lesson was too short to finish work and, as a result, learning was not secure. The story of Zacchaeus was well read and there was an interesting discussion on its meaning. Most pupils were well motivated, but a small group of Year 1 pupils who had joined the Year 2 and 3 class for this lesson were not fully involved and found the work too hard.
90. There are good links with the local Anglican church and good use is made of it to help pupils learn about the Christian faith. The local vicar takes an active part in school life and contributes well to pupils' spiritual development.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

This was not an area of focus for the inspection and there is insufficient evidence to form judgements on provision, teaching and attainment.

91. In **art and design**, pupils in Years 2 and 3 have produced some good sketches of still life and village buildings, showing careful attention to the use of shading. Pupils in Year 1 made some good pastel pictures depicting fruit and sunflowers. Satisfactory use is made of ICT to produce artwork. For example, older pupils used a drawing program to make interesting monochrome patterns. The school raises the profile of the subject by taking part in a local art festival.
92. Photographic evidence shows that work in **design and technology** is related to real situations. For example, pupils designed and made sandwiches for their parents and friends as part of a harvest celebration.
93. In **music**, pupils learn to draw symbols to represent their own compositions and sing tunefully in assembly. There are good opportunities for pupils in Years 2 and 3 to learn to play the recorder.
94. A very good **physical education** lesson was observed in Years 2 and 3. The teacher's specialist knowledge was shared very well with pupils as they developed attack and defence skills and improved their control of a netball. The very quick pace of the lesson maintained pupils' interest throughout, and the teacher's very high expectations and systematic approach ensured that by the end of the lesson pupils were working at levels normally seen among older pupils.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

There is insufficient evidence to form judgements on overall provision in personal, social and health education (PSHE) and citizenship, as no lessons were timetabled during the inspection.

95. There is an appropriate curriculum for PSHE and citizenship. There is a good emphasis on adopting a healthy lifestyle, including sex-and-relationships education and learning about the dangers of drugs. Planning is based on a commercial scheme of work that provides a helpful resource for teachers.
96. The school has a caring ethos and all members of staff place a strong emphasis on developing personal and social skills throughout the day. Pupils are encouraged to consider how they can help others. Stories read in assembly often include a moral dimension and help pupils to understand what is right. Teachers provide good models of courteous behaviour and give pupils good opportunities to value others and co-operate in lessons. Members of staff expect pupils to take responsibility for some simple tasks around school such as looking after resources in the classrooms and this helps to develop an understanding of the responsibilities of being part of a community.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

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

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
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	3
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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