

INSPECTION REPORT

FITZHERBERT CE VA PRIMARY SCHOOL

Fenny Bentley, Ashbourne

LEA area: Derbyshire

Unique reference number: 112883

Headteacher: Mrs Joan Foster

Lead inspector: Dennis Maxwell

Dates of inspection: 6th - 7th June 2005

Inspection number: 266827

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Aided
Age range of pupils: 5 - 11
Gender of pupils: Mixed
Number on roll: 53

School address: Ashes Lane
Fenny Bentley
Ashbourne
Derbyshire
Postcode: DE6 1LD

Telephone number: 01335 350362
Fax number: 01335 350262

Appropriate authority: The governing body
Name of chair of Mrs Clare Sales
governors:

Date of previous 17th May 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

FitzHerbert Primary is a Church of England, Voluntary Aided school, and is much smaller than other primary schools. Nearly all children come from white British heritage families; two children are from Chinese backgrounds. The level of mobility amongst the pupils is below average. The socio-economic circumstances of the families with children at the school are more favourable than usual. The proportion of children known to be entitled to free school meals is below the national average. The proportion of children identified as having special educational needs, which are mostly related to general learning difficulties, is below average. No pupils have a Statement of Special Educational Needs. There is a range of attainment amongst the children on entry to reception, but it is average overall. The school gained a Healthy Schools Award in 2005.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8798	Dennis Maxwell	Lead inspector	Mathematics Science Art and design Design and technology Music Personal, social and health education and citizenship Physical education
14756	John Lovell	Lay inspector	
19916	Deborah Kerr	Team inspector	English Geography History Foundation stage Special educational needs

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	18
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	20
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good, improving school where children flourish. The Christian values and ethos of care and respect are very good. The school has resolved recent difficulties through effective leadership and management and is set well to make further improvements. Pupils enjoy their work and achieve well because teaching is good. The school gives good value for money.

The school's main strengths and weaknesses are:

- Standards are above average by Year 6 in English and mathematics; pupils are less skilled in science.
- Pupils have very good attitudes and behaviour throughout the school and positive relationships.
- The school has devoted considerable effort to English and mathematics recently but does not have a schedule to review all subjects and their related assessment procedures.
- Reception children receive a good education but the school does not have an enclosed outside area for children in the foundation stage.
- The care, welfare and support for pupils, including those with learning difficulties, are very good.
- Most parents feel that they have good relationships with the school.

The school has made satisfactory improvements since the last inspection. However, this masks the good recent improvement in pupils' achievement and standards as a result of determined action by the headteacher and governing body. There are now good, cooperative working relationships between the teachers and as a result pupils' previously significant underachievement has been turned around. The school has addressed all the issues identified at the last inspection. Teaching of the youngest children is now good, for example, and standards in ICT are better because the school has invested in equipment with the help of parents.

STANDARDS ACHIEVED

Achievement is good through the school. Children in reception are on course to exceed the early learning goals which children nationally are expected to reach by the end of reception. Standards of current work in Year 2 in reading, writing and mathematics are above average and pupils achieve well. Standards in the work seen at Year 6 in English and mathematics are above average, and they are broadly average in ICT and science, where pupils' investigational skills are not extended. On occasions pupils' handwriting and presentation are untidy.

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

Science	E*	E	E	E
---------	----	---	---	---

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

The trend in the school's Year 6 results, when compared with all schools since 2000, is below the national trend but there has been a sharp improvement since 2002 through the impact of improved teaching. Pupils on average were over a year behind in 2002 and were still below average overall in 2004. However, early analysis of the results for 2005 indicates very good improvement over 2004 since standards overall appear to be well above the national average and very high compared with similar schools. At Year 2, early analysis of the results for 2005 indicates good improvement since standards overall are very high against the national average and well above the average for similar schools. Taking the three-year average from 2002 to 2004, since numbers in the year groups are small, results were above the national average in reading and writing and very high in mathematics. In relation to similar schools, results were average in reading and writing and well above average in mathematics. The trend in results at Year 2 is in line with the nationally improving trend to 2004 but appears to be above to 2005.

Pupils' personal qualities are very good. Their spiritual, moral, social and cultural development is very good overall, although they have less knowledge of others' cultural traditions. Pupils take a very good interest in their activities and try hard to do their best. Their very good attitudes to school help promote their achievement. Pupils have very good relationships with each other, the older children for example taking care of younger ones or those who need help. This has a significant influence on the ethos of the school. Behaviour and attendance are very good.

QUALITY OF EDUCATION

The quality of education is good. Teaching is good throughout the school, with several examples of very good teaching. Reception children take an active part in class presentations and discussions. They generally have a good balance between planned tasks where they gain new skills and free choice activities, although there is no outside play area to help develop imaginative, physical and other skills. Pupils in Years 1 and 2 make good gains in language and mathematical skills through well-structured tasks. Teachers use many strategies, for example, for children to work productively with others. Pupils talk animatedly and listen well when asked to discuss ideas in small groups. Teaching is good in Years 3 to 6 and has a strong impact on pupils' achievement. Basic skills are taught well and pupils develop good collaborative and independence skills through challenging tasks, although less attention is given to their investigational skills in science or research skills.

Teachers provide tasks to interest and engage the children in all subjects. There is a good range of activities to enrich the curriculum outside formal lessons. The school provides a warm and welcoming environment with very good care and welfare. The partnership with the local community and other schools is good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. Recent teaching appointments are creating a strong cooperative team of teachers keen to take responsibility. The headteacher gives good direction. Good management ensures that key priorities are identified although more formal schedules for curriculum review and other procedures are required. Governors provide good governance and have improved working arrangements. They ensure that the school meets statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents generally have a good opinion of the school that is well justified. A very few parents mention points of concern which the inspectors find are usually resolved quickly. Parents think teaching is good and children are expected to work hard. Children enjoy school and think it is a good place to learn with their friends. Older pupils enjoy opportunities to take responsibility. The school council provides a good way for pupils to make their views known.

IMPROVEMENTS NEEDED

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

- Improve investigational work in science and raise standards in handwriting and presentation.
- Strengthen the work of subject leaders, with a review system for the curriculum and assessment procedures.
- Make provision for a secure outside play area for foundation stage children.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good. Children achieve well in the foundation stage and reach almost all the early learning goals by the time they enter Year 1. Pupils also achieve well in Years 1 and 2 and in Years 3 to 6. Standards in English and mathematics are above average in Years 2 and 6.

Main strengths and weaknesses

- The school's recent focus on English and mathematics has had a good impact on pupils' standards, although the quality of handwriting and presentation of work is variable.
- Pupils achieve very well in reading and develop an enjoyment of books.
- Investigational skills in science are less developed.
- The good range of tasks in all subjects and the enrichment activities motivate pupils to learn new skills and improve.

Commentary

1. Children in the foundation stage achieve well because teaching and learning opportunities are good. Standards are above average. Children make good progress in their personal, social and emotional development, communication language and literacy, mathematical development and physical development. The small number of children in the current reception year and the lack of an enclosed outside area affect some opportunities to promote pupils' learning.
2. Results in the Year 2 national tests for 2004 were above average in reading and writing and well above average in mathematics, taking the three-year average as a more

reliable indicator of standards than any single year with such small year groups. The trend in standards is in line with the nationally improving trend, but lies above it although the information should be interpreted carefully with so few pupils in each year. Early analysis of the 2005 results indicates further good improvement and that standards overall are very high in comparison with the national average.

3. Standards in Year 2 pupils are currently above average in reading, writing and mathematics. Pupils are achieving well and their good progress reflects the good teaching they now receive. Standards in speaking and listening are also above the levels expected. The recent school focus on these skills has been effective, for example in helping pupils to discuss their ideas with others. Pupils develop an enjoyment of books as a result of the teachers' effective strategies. Pupils heard reading in Year 2 made good use of their knowledge of phonics to help them read new words. In writing achievement is good, with the exception of handwriting where it is only satisfactory. In Years 1 and 2, pupils learn to become increasingly independent in their writing, for example by using word banks. Pupils are taught a fluent handwriting style but there is room to improve handwriting and presentation further by spending more time on regular practice and by having higher expectations of what pupils can achieve. Pupils enjoy the challenge of mental calculations and problem solving which teachers provide. They are developing good skills across all aspects of mathematics and numeracy.
4. Standards in science are broadly average. Pupils know about healthy lifestyles, for example, and use early reasoning skills to identify the main food groups. Standards in ICT are average. Pupils are rapidly becoming knowledgeable about how to operate the recently installed interactive whiteboard and they all know of electronic gadgets in the home. It was not possible to form judgements on standards in other subjects but evidence from pupils' books and work on display indicates good developing knowledge and understanding, for example, of the processes of design and technology.
5. The three-year averages in the national tests at Year 6 for English, mathematics and science are all well below the corresponding national averages. However, there is a significant trend of improvement since 2002 in all subjects, which corresponds with the time when the headteacher made progress in addressing staffing issues. Standards in the 2004 Year 6 national tests were above average in English but still well below average in mathematics and science. Early analysis of the results for the 2005 national tests indicates very good improvement from 2004 since standards appear well above the national average. From 2002 the trend in standards is above the nationally improving trend through the impact of effective management.
6. Pupils with special educational needs are fully included in all the school's activities and achieve as well as their classmates. They make good progress in learning, and in the development of self-esteem and confidence. This is due to the support they receive and to the account teachers and teaching assistants take of the carefully chosen targets in their individual education plans. Pupils who have behavioural problems achieve well in the well-ordered and calm environment the school provides. Pupils with special educational needs often receive individual attention from the teacher and skilled classroom assistants, whilst higher attaining pupils are well catered for in most lessons with tasks that provide additional challenge.
7. Standards in Year 6 are above average in English and mathematics and average in science. In English, standards in speaking and listening, reading and writing are above average. Pupils listen to each other carefully and maintain discussion for an extended

period. Older pupils of all abilities are confident to ask and answer questions and speak out to the class. Pupils write across a range of genres and for a wide variety of purposes. The work of higher attaining pupils is lively and imaginative, and they use interesting vocabulary. Pupils learn to become increasingly independent in their writing by using dictionaries and other research skills. Pupils' handwriting and presentation are sometimes untidy.

8. In mathematics, pupils develop good numeracy skills and are generally quick and accurate in their mental calculations. Their recorded work shows the good influence of recent teaching by the emphasis on consistent methods and layout. Pupils enjoy a challenge. In Years 3 and 4, for example, pupils tackled a range of problems related to mathematics in the environment enthusiastically. In Years 5 and 6, pupils demonstrated developing problem-solving skills such as being methodical and recognising pattern. In science, pupils generally have secure subject knowledge but are less skilled in carrying out investigations in a controlled way to ensure their findings are reliable.
9. Most other subjects were sampled and it was not possible to form a judgement on standards, other than for ICT and geography. However, examples of pupils' work indicate at least satisfactory achievement. In art and design, younger pupils understand how differing features of buildings are designed for a purpose. There is evidence that pupils apply the design and technology processes of planning, making and evaluating, and produce attractively finished products such as wheeled vehicles and hats. In geography, pupils have carried out their studies of Chembakolli in India in appropriate depth and detail. Pupils develop an understanding of place through regular map work and can identify similarities and differences between the local area and a contrasting locality. In ICT, older pupils solved a simulation control problem of filling a beaker with lemonade by turning 'switches' on or off in sequence. Some older pupils demonstrate good skills by producing pages for the school's web-site using attractive graphics, imported photographs and links.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good and are significant strengths of the school. They reflect the very good caring ethos of the school. Pupils' personal development is very good overall, with their social and moral development being the strongest features. Pupils' attendance and punctuality are very good.

Main strengths and weaknesses

- Pupils' attitudes and behaviour are very good, and this helps to create an orderly community in which everyone is valued and everyone can learn.
- The caring ethos of the school permeates all activities and helps to promote pupils' very good relationships with each other and with staff.
- The very good role models provided by the staff ensure that pupils know the difference between right and wrong and behave very well.
- Pupils' moral and social development is very good and their spiritual and cultural development is good.

Commentary

10. Pupils are very well behaved, polite and courteous, and respond very well to the very caring ethos of the school. Members of staff have a positive impact on pupils' personal development by consistently reinforcing good behaviour. Pupils enjoy the range of activities planned for them and are eager to learn. When given opportunities to work independently or in groups, pupils work co-operatively, sharing and valuing ideas, and concentrating very well on the task. They show a considerable pride in being members of the school community and in wearing their school uniform. They are interested and involved in the wide range of activities that the school provides, both in lessons and out of school hours. Parents are supportive of the school, and very happy with the values which it promotes. Pupils' behaviour in lessons and around the school is very good overall. Staff deal quickly and effectively with the few incidents of inappropriate behaviour that occur. No incidents of bullying were seen during the inspection and no pupils have been excluded from school.
11. Very good relationships between all members of the school's community underpin its work, and have a very positive effect on pupils' learning. The encouraging and purposeful atmosphere which teachers create in lessons shows pupils they are valued and increases their confidence. Pupils with special educational needs show the same very positive attitudes to school as their classmates. They enjoy their lessons, concentrate well and try hard to succeed at their work. Pupils feel secure in taking risks, in sharing ideas and in volunteering answers to tasks about which they are uncertain. They are supportive of each other and their teachers. Pupils are very forceful in expressing the view that everyone within the school is equally important and that all members of the school community need each other. Pupils are happy and secure, and enjoy school life in an atmosphere where all are valued and where they value each other. They respond well to the help provided, and enjoy the praise that is often given. They enjoy receiving rewards, and particularly enjoy 'golden time.' These rewards are strong motivators, especially for the younger pupils. Pupils of all ages mix very well at playtime and lunchtime. The positive picture found at the last inspection has been maintained and improved in some areas.
12. The very good attendance found at the time of the last inspection has been maintained. Attendance is well above the national average and there is no unauthorised absence. The figures reported below have shown further improvement in the last year. Most pupils arrive punctually for the start of school. Registration practice is generally efficient and parents are very good at ensuring that their children attend school regularly and arrive punctually. Most absences arise through sickness or medical visits.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.1	School data	0.0
National data	5.1	National data	0.4

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

13. Pupils have a very good understanding of right and wrong which is promoted throughout the school. They benefit from the very good role models set by the adults in school, particularly in relation to co-operating and working together. When pupils show qualities such as honesty, politeness, and helpfulness, these are rewarded alongside academic achievement. All pupils are very aware of the class and school rules and this helps the school to be a very orderly community. Values are promoted through the

school's programme for personal, social and health education, where a developing sense of citizenship is encouraged through the whole-class discussion periods.

14. Pupils have very good social understanding and skills which are promoted through opportunities to take responsibility, such as by acting as a librarian or befriending a pupil who is lonely, which they do with commitment and pride. In all classes pupils are keen to act as monitors, helping the smooth running of the class. The school council meets regularly and makes a very good contribution to the school community. Pupils are encouraged, through all school activities, to be honest, trustworthy, and well mannered and this is exemplified through the support which pupils give to each other in lessons and at play. Pupils develop a very good understanding of the needs of others through visiting speakers, sharing their own experiences and activities to support a range of charities such as Barnardo's and Cancer Research. Every week, the school hosts a 'community lunch' which is open to all local residents and pupils enjoy meeting such visitors.
15. Pupils' spiritual awareness is good. Spirituality is promoted well through opportunities for reflection, assemblies and the celebration of art, music and the natural world. Pupils' awe and wonder is promoted through lessons where, for example, they experience delight when they complete a circuit and light a bulb or when they look at bluebells or the trees in the surrounding Peak Park.
16. Pupils are provided with a curriculum that promotes a good understanding of western culture in subjects such as history, art, music and English, and of their local heritage through activities such as well-dressing. Pupils' knowledge of different cultures related to life in a multi-cultural society is less developed. Subject planning shows it is promoted through religious education when pupils learn about the major world faiths, and in geography where they study a village in India. This work is supported well by visitors such as a group of Indian dancers and a display of Indian dress so that pupils respect and value the cultures of others. The school has active plans to form links with a school that has pupils from diverse ethnic origins, to improve pupils' understanding of living in a multi-cultural society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching is good throughout the school and pupils receive a satisfactory curriculum. The quality of care is high. The school has satisfactory formal links with parents and a good partnership with the local community and nearby schools.

Teaching and learning

Teaching is good overall, and sometimes very good. Pupils learn well because the teachers engage strongly with them. Assessment is satisfactory.

Main strengths and weaknesses

- Teachers choose tasks to interest and challenge the pupils.
- Teachers create good conditions for learning so that pupils achieve well.
- All pupils are included very well in the activities and helped to succeed.
- Assessment procedures help track pupils' progress in English and mathematics but are less developed in other subjects.

Commentary

Summary of teaching observed during the inspection in 16 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	9	3	0	0	0

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

17. Teaching is good in the foundation stage, in Years 1 and 2 and in Years 3 to 6. The pattern of teaching is evenly good across the school. This is a more consistent picture than at the time of the last inspection. The extent of good and very good teaching observed is greater and indicates good improvement.
18. For the foundation stage children, teachers have put a relevant, practical curriculum in place which meets their needs. It is designed well to compensate for the arrangement to work alongside older pupils for some of the day. The teacher, nursery nurse and classroom assistant share the same high expectations of the children to ensure that provision is good. Teaching and learning are good in the foundation stage and children achieve well as a result. All areas of learning are planned for appropriately. However, the lack of a secure covered outdoor play area limits what teachers can provide and outdoor activities are not planned in any systematic way.
19. Across the school, teachers' behaviour management is very good. This is instrumental in helping pupils to listen to others, as for example when explaining the sequence of steps at a pedestrian crossing. Minor inattention or calling out is usually handled quickly and teachers maintain a good pace and purpose to lessons. Pupils' very good relationships, both with each other and with their teachers, are significant influences on their learning. As a result, pupils are confident to contribute or ask for help when they need it. Pupils in Years 5 and 6, for example, collaborated very well during their science experiments so that their understanding improved.
20. The teaching of pupils with special educational needs is good. In most lessons they benefit from additional support from a classroom assistant or adult helper. Assessment for these pupils is good. Individual education plans identify the next steps of learning and teachers review these regularly with the special needs co-ordinator.
21. Planning is generally good, provides a clear focus for lessons and takes good account of the needs of pupils of differing attainment. The mixed-age classes present a challenge for teachers to meet the varied demands, but they do meet them and work very hard to ensure all pupils are extended and feel success. The planning takes good account of assessments in English and mathematics, but this is less evident for other subjects. In English, for example, teachers give good feedback to pupils about their work, both through marking and as the lesson progresses, so that they know what they need to do to improve. Teachers plan work in line with national guidelines and are beginning to adapt these to help make topics relevant. Teachers have high expectations of their pupils. The careful lesson structures enable pupils to learn step by step so that they are prepared well for success in their independent tasks. Most pupils are very productive.

22. Teachers create good interest and attention through their lively presentations so that pupils are keen to learn and contribute. Their explanations are good, based on good subject knowledge, and they are careful to adapt discussion and questioning to the pupils' differing levels of attainment. They use a good range of teaching strategies which promote pupils' achievement well, for example arranging for pupils to talk in pairs to prepare their ideas. Teachers are developing growing confidence in the use of the interactive whiteboards. This was seen, for example, in slowly revealing photographs of buildings for pupils to interpret the features, and to promote pupils' appreciation and analysis of poems.
23. Early skills in English and mathematics are taught well so that by Year 6 pupils write expressively with a good command of standard English. Their mathematical skills are demonstrated through mostly quick, accurate calculation and their understanding of relationships in tables of results. Teachers give careful attention to skills across all subjects so that pupils learn confidently. Pupils learn the processes of planning, making and finishing their products in design and technology, for example, and the skills of observing change in science. Here, however, there is insufficient attention to ensuring pupils set up experiments under controlled conditions.

The curriculum

The curriculum provided by the school is broad and reasonably balanced. There are good opportunities for enrichment, particularly through sport and visits out. The accommodation is satisfactory. Resources are good.

Main strengths and weaknesses

- The curriculum is enriched well through clubs, visits and visitors.
- There are very good opportunities for sports activities and competitions which enhance pupils' physical education programme.
- The lack of a secure outdoor area in the foundation stage limits opportunities in all areas for learning through play.

Commentary

24. The school provides a broad range of interesting and practical experiences so that the curriculum meets statutory requirements and caters for the needs of all its pupils. Teachers make good use of published schemes of work in all subjects to ensure that the requirements of the National Curriculum are fully met. They plan individual lessons carefully to ensure work is adapted to the needs of all their pupils. They have worked hard to keep up-to-date with developments in the core subjects of English and mathematics, and have refined their planning to enable pupils to build systematically on what they have already learnt and undertake new work with confidence and enthusiasm. The quality of provision in other subjects is generally satisfactory because they have not been evaluated in such a regular and systematic way and science in particular is ready for early review. There is an effective programme for personal, social and health education in place which makes a positive contribution towards pupils' good personal development. Pupils who have special educational needs have full access to the curriculum that the school provides. Classroom assistants play a particularly valuable role in ensuring they are fully included in lessons by adapting work for them and helping them keep up.
25. Pupils' learning is enhanced in many subjects by visits and visitors, and by the strong links with other local schools. The local area is used well as a resource for learning and pupils make termly visits to places of interest such as Pickford House and the Derby Museum in connection with their topic work. Sporting links with local schools are very

strong and pupils enjoy the many sports clubs, competitions and outdoor activities on offer to them. Pupils in Years 3 to 6 benefit enormously from the two residential trips offered by the school and for many pupils they are a highlight of the year. Strong links with the local secondary school build pupils' confidence and ensure a smooth transition to Year 7.

26. Children in the reception year have daily opportunities to play outside but they are restricted by the lack of a secure fenced area.

Care, guidance and support

The care, guidance and support for pupils are very good overall. Pupils are known very well as individuals and this is a positive factor in the very good pastoral support provided for pupils. There are good procedures for involving pupils in the development of the school community for the benefit of all of its members.

Main strengths and weaknesses

- Induction arrangements are good and form the basis of very good relationships between pupils and staff.
- Pupils with special educational needs are very well supported.
- Pupils' views are valued and they are involved well in considering improvements.
- Procedures to promote pupils' care and welfare are very good.
- Procedures for ensuring that pupils work in a healthy and safe environment are good and these are supported by very good provision of first aid.

Commentary

27. Induction arrangements are good. These arrangements start the work of developing very good and trusting relationships between pupils and member of staff which give pupils the confidence to seek support and guidance when they have concerns about their work, or a personal problem, or when they want to share a success or news of something special. Members of staff provide a very good response to such requests and, through their very good knowledge of pupils as individuals and monitoring of pupils' personal and academic development, provide very well informed pastoral support, advice and guidance. The care and support of pupils have improved since the last inspection and weaknesses in monitoring pupils' personal development have been overcome.
28. Pupils with special educational needs are very well supported. Any outside agencies that are involved are invited to reviews. A number of agencies give very good support to the school, including the behavioural support team, which is proving beneficial in supporting teachers who may have to cope with potentially disruptive pupils in their classes. Pupils with special educational needs are identified early on and their progress is monitored carefully. School records show the school works closely with outside specialists, and acts on their advice to ensure that these pupils receive the best possible help whilst they are at the school.
29. The school has good procedures to involve pupils and seek their views. The governing body receives regular reports from the school council, which is elected in a secret and hotly contested ballot involving all pupils. The school council meets regularly with the

headteacher and contributes ideas based on the members' consultations with their peers although, currently, the school recognises that there are insufficient formal opportunities to feed back to other pupils. Pupils feel that their contributions are valued and that they have a beneficial impact on aspects of school life.

30. The school's procedures for ensuring the safety and well-being of pupils are very good overall. First aid provision is very good and all but one member of staff are qualified to provide assistance in the event of an emergency. Safe practice is promoted well in lessons. Equipment is regularly checked and tested and the school has a portfolio of risk assessments which includes detailed assessments for all off-site visits and activities. In appropriate cases, such as the right of way crossing the school's grounds, external advice has been secured to ensure that any risk is minimised.
31. Child protection procedures meet requirements and members of staff have a good understanding of what to do in the event of any concerns. The school exercises its responsibilities with vigilance and care. There are very good arrangements in place to ensure that appropriate checks are made of any adults who support or work with pupils as staff or on a voluntary basis.

Partnership with parents, other schools and the community

Parents have a positive opinion of the school and the education which it provides. The partnership between school and home is sound and that with other schools and the community is good and plays a positive role in supporting pupils' learning at school and at home.

Main strengths and weaknesses

- Parents are happy with the school's provision for their children.
- Links with the community and other schools are good and enrich the learning opportunities available to pupils.
- Reports to parents are not consistent in setting out information on pupils' progress.
- The Friends of FitzHerbert School successfully support the work of the school.

Commentary

32. The positive views of parents reflect an overall high level of satisfaction with most aspects of the school's provision. They have excellent views of the progress that children are making, the quality of teaching, the high expectations of staff and the support and encouragement to help pupils become mature and independent. A small minority of parents express some concerns about bullying and the ease with which they feel that they can approach the school with any concerns or complaints. Inspectors support the positive views of parents and found that communications with parents were satisfactory but could be improved to strengthen the partnership between school and home. Inspectors found that where bullying is identified, it is quickly and effectively addressed and that because members of staff know pupils very well as individuals, they are very effective in identifying and resolving incidents.
33. The annual reports are satisfactory. Reports demonstrate the very good knowledge that teachers have of pupils and they inform parents about the work that pupils have completed and their attitudes. However, they are not always consistent in their style and content and sometimes fail to provide parents with clear targets or guidance as to what their children need to do next. Newsletters and general information provided to parents are satisfactory.
34. Most parents support their children well at home by sharing books with them and taking an interest in their homework. A few help in school on a regular basis. All parents have completed a home/school agreement to reinforce the partnership between parents and the school. This underlines the strength of support which the school receives from parents, several of whom choose to send their children to the school from outside the usual catchment area. Parents of pupils with special educational needs receive regular information about their child's progress. They work in close partnership with the school and these joint efforts ensure pupils make the same rate of progress as their classmates.
35. The Friends of FitzHerbert School is run by a small but hardworking committee. It successfully raises funds to provide additional resources and learning opportunities for

pupils by, for example, providing an interactive whiteboard and subsidising visits and trips. The work of the Friends is appreciated by staff and benefits pupils very well.

36. The school is a valued part of the local community and many of its events involve the wider community, such as a weekly community lunch and rambles. Good links with the community and a wide range of visits and visitors support pupils' personal and social development as well as widening their experiences and giving them opportunities to learn about the needs of others.
37. The school plays an active part in the local group of schools. Its good links with the secondary school support the transfer of pupils at the end of Year 6 by providing opportunities to visit and gain an understanding of what secondary schooling will be like.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the headteacher and other key staff is good. Governance is good and the effectiveness of management is good.

Main strengths and weaknesses

- The headteacher works very hard for the benefit of the children and provides strong direction.
- The work of subject leaders is still developing and school does not have a manageable system in place for regular curriculum review and development.
- The governors are effective in making improvements.
- Overall, management is good but some procedures need to be tightened up.

Commentary

38. The headteacher provides good leadership and is continuing to take the school forward. The school has made satisfactory improvements since the last inspection, addressing the weaknesses noted then, and identifying sound current priorities. Standards in English and mathematics have improved substantially since 2002 through a good combination of focused effort, teamwork and clear targets, for example, and pupils' attainment in ICT is better through the impact of improved facilities and the work of the subject leader. The headteacher and governors have created a strong team where all members of staff contribute effectively to developments. This is reflected in the very good inclusive atmosphere, where all pupils are encouraged to succeed. Significantly, the school has overcome the resistance to change noted amongst the staff previously.
39. The pressures on the headteacher as class teacher and foundation stage coordinator, as well as the person who oversees daily routines and makes provision for forward planning, present difficulties in sustaining the efficient procedures identified at the time of the last inspection. The governors are addressing this by appointing a third full-time teacher from September to share the foundation stage and Key Stage 1 class, releasing time and responsibility for the headteacher and making better provision for preparation time and monitoring. The headteacher, who is also the English coordinator, has good procedures to make regular lesson observations and the arrangement extends to the mathematics coordinator. Their checks on pupils' work, as well as good

performance management procedures which involve governors, inform their discussions about progress and future priorities. As a result, the school's improvement plan acts as an effective management tool to direct and evaluate progress. However, the school has concentrated on English and mathematics recently and, as a small staff, has not established a regular arrangement to review subjects and their related assessment procedures. The headteacher and other teachers monitor planning to ensure the curriculum meets statutory requirements.

40. The management of the provision for pupils with special educational needs is good. Administrative tasks are carried out efficiently and funds targeted for special educational needs are spent appropriately. All staff are aware of pupils' individual needs and work as a team to ensure these are fully met.
41. The work of the governing body is organised well to provide time for discussions as well as routine business. The governing body ensures that the school meets statutory requirements. Several governors contribute to school life, by hearing children read and taking an assembly for example, and these as well as formal visits help inform them about strengths and weaknesses. Governors have begun to present a written report on their visits to help accumulate a record of their observations. There are direct links with the core subjects, although currently not with others, but the governing body has begun a good arrangement to invite subject leaders to their meetings to share and discuss progress. The governors make their decisions with a view to the impact on provision and pupils' learning. They have evaluated the benefits of the extensions to the two classrooms and improved ICT facilities, for example.
42. The governing body sets a budget with clear educational principles in mind and makes staff appointments a priority. School finances are managed efficiently, with a good understanding of the need to obtain value for money. Governors have made very good arrangements to manage the workload of staff. The school administration is efficient so that the school and routines run smoothly. The school's expenditure per pupil is above average, which is usual for a small school. The school's carry-forward figure is higher than usual because governors are holding funds in reserve against the likely fall in roll over the next two years, but it is within the local education authority guidelines for small schools.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	175 513
Total expenditure	163 525
Expenditure per pupil	3 085

Balances (£)	
Balance from previous year	11 512
Balance carried forward to the next	23 500

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

43. The Foundation Stage is the time that children spend in the reception class. The size of the class varies significantly from year to year, but attainment on entry is generally average. Overall provision for these children is good because the headteacher provides good leadership and management to ensure that activities and organisation take account of their needs. Teachers have worked hard to put into place a relevant, practical curriculum that meets their needs, and compensates for the fact that they have to work alongside older pupils for some of the day. The teacher, nursery nurse and classroom assistant work closely together to ensure children experience a well-organised and productive day. They share the same high expectations of the children and lead by example, ensuring all children have a good start to their school life.
44. Teaching and learning are good and children achieve well. School records show that by the time they leave the reception year the children are expected to have achieved almost all the early learning goals set for them in the six areas of learning. The school records indicate that children do slightly better in personal, social and emotional development, communication language and literacy, mathematical development and physical development, where children generally exceed the early learning goals, than they do in knowledge and understanding of the world and creative development. However, during the inspection it was not possible to make judgements about standards, teaching, learning and children's achievement in knowledge and understanding of the world or creative development. These areas of learning are planned for appropriately and some of the children's art and craft work seen was of a high quality.
45. Children in the reception year have daily opportunities to play outside but the lack of a secure fenced and covered outdoor play area limits what teachers can provide. Children do not have easy access to sand and water play, for example, and outdoor play and role play are not planned in any systematic way to help children build on previous learning experiences. The teacher ensures that children have supervised time outside each day in the school grounds and the adventure playground to compensate for the limited accommodation. Children also benefit and gain skills by taking part in the planned physical education sessions in the school hall with other children in the class in Years 1 and 2.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because staff have high expectations and make them clear.
- Supportive relationships ensure children feel secure and confident.

Commentary

46. Consistently good teaching ensures that, during their time in the reception class, children develop confidence and independence in this area of learning. They are likely to exceed the standards expected for them by the time they enter Year 1. Teachers' expectations of what children can do for themselves and how they should behave are very high. Children enter the classroom happily and settle down quickly in the morning. They understand the classroom routines and join in confidently with the older pupils.

They play sensibly together and on their own in the free play sessions and make choices about their work and play activities with a minimum of fuss.

47. All adults have very good relationships with the children. They are calm, well organised and approachable and treat children with respect and courtesy. They explain clearly in a way that children understand exactly what is required and children feel safe and happy in the school. They enter the hall confidently for whole-school assembly and lead quietly and sensibly back to their classroom at the end. School and classroom rules are made very clear from the start and children know why it is important to observe them. This leads to warm and trusting relationships and helps the children to behave in a friendly manner to one another.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Careful planning ensures that children have a wide range of opportunities to develop their language skills at their own pace.
- The basic skills of reading and writing are taught systematically.

Commentary

48. Children achieve well because the teaching is good. By the time they leave reception children are well on course to exceed the standards expected in this area of learning. Members of staff promote the development of speaking and listening very well by widening children's vocabulary in a variety of ways. They insist on careful listening at all times and ensure that children listen to each other courteously and take turns to speak. The very good relationships that exist between adults and children mean that children are confident to ask questions and talk about their work.
49. Children are taught their letter sounds systematically and are introduced to simple reading books as soon as they start school. In whole-class sessions, teachers give the youngest children opportunities to join in at an appropriate level by modifying work and targeting them with simpler questions, when sharing a 'Big Book' with them, for example. They are heard reading regularly at home and at school and teachers keep detailed records of their progress. From the start children are taught the skills of writing and are given regular opportunities to practise their letters and write independently, using simple word banks for support as their skills develop.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- There are regular, planned opportunities which promote children's mathematical development.
- Mathematical concepts are taught well through practical activity.

Commentary

50. Teaching and learning are good and children achieve well because the teacher and nursery nurse make learning fun. The teacher makes very good use of visual aids and practical activities promote counting skills. Work in children's books shows that they have regular opportunities to record their practical mathematical experiences. There are examples of the children working with numbers to 10 and beyond, calculating more than/less than a given number and colouring simple fractions of a shape. Children benefit from joining the rest of the class in the daily opportunities to develop their number skills and learn the language of mathematics. Representations such as number lines displayed clearly in the classroom help the children to see early relationships with number. Children are on course to exceed the expectation in this area.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Physical education is well taught in formal lessons and children achieve well.
- Children have regular opportunities to play outside.
- There is limited adult input into outdoor play.

Commentary

51. Children achieve well because the quality of teaching is good. Most children are on course to exceed the standards expected by the end of the year. Teachers have high expectations of what the youngest children can achieve and they benefit from joining in with the rest of the class in physical education lessons and team games. Teachers look out for them and give individual coaching and encouragement to help them participate fully, when running short obstacle races, for example. Children are well controlled in their movements around the classroom, and are at the stage of development expected for their age in their use of pencils, paints, scissors and tools, as their art and craft work demonstrates. Children have daily opportunities for outdoor play in a closely supervised session but there is little adult input into their play to extend or challenge their learning. Playtimes provide additional good experience because members of the school council oversee the allocation of games equipment and children play a good variety of games which enhance their skills.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision in English is **good**.

Main strengths and weaknesses

- Teaching and learning are good and pupils achieve well.
- Teachers use a wide range of teaching methods to make lessons interesting.
- Basic skills are developed well across the curriculum, although handwriting and presentation vary in quality.

- Pupils have very positive attitudes to learning.

Commentary

52. Standards in English are above average at Year 2 and Year 6, and all pupils in both year groups are likely to reach the levels expected for their age in national assessment tasks this term. The school's results vary significantly from year to year and care has to be taken when interpreting national data because of the small numbers of pupils in each year group. Pupils this year are achieving well to reach these above average standards and their good progress reflects the good teaching. Pupils with special educational needs achieve well and often receive individual attention from the teacher and skilled classroom assistants, whilst higher attaining pupils are well catered for in most lessons with tasks that provide additional challenge.
53. Standards in speaking and listening are above the levels expected. There has been a recent school focus on developing these skills. Pupils are given good regular opportunities in lessons, both in English and in other subjects, to discuss their ideas in pairs and small groups before reporting back to the class or writing them down. Pupils in a Year 1 and 2 geography lesson were impressive in the way they shared ideas about man-made and natural features. They listened to each other carefully and organised each other to take turns, maintaining quiet discussion for an extended period. Older pupils are used to interrogating a classmate in the 'hot seat' and pupils of all abilities are confident to ask and answer questions and speak out to the class, or to the school in assemblies.
54. Standards in reading are above average. Pupils achieve very well because pupils in Years 1 and 2 are heard reading each day and they develop an enjoyment of books as a result. Teachers use a wide range of strategies for teaching and practising reading. There is a structured reading programme so that pupils read through a published scheme, as well as opportunities for choice. They are heard often by adults at school and most read to adults at home also. Teachers of younger pupils hear them read before the school day begins and plan regular opportunities in lessons for group guided reading when more advanced reading skills are taught. Reading books are attractive and of good quality, and teachers make very good use of 'Big Books' to model reading skills. Phonics are well taught from the start. Pupils heard reading in Year 2 made good use of their knowledge of phonics to help them blend sounds and read new words.
55. Standards in writing are above average and achievement is good, with the exception of handwriting where achievement is only satisfactory. Pupils write across a range of genres and for a wide variety of purposes. The work of higher attaining pupils is lively and imaginative; their vocabulary is well chosen. Pupils demonstrate an awareness of their target audience, when writing a formal letter of complaint, for example, and use interesting connectives to keep the reader's attention. Pupils learn the techniques of successful authors, using them as models for their own work, and in one lesson seen Spike Milligan proved an inspiration for Years 3 and 4 pupils writing humorous poetry based on the 'Veggy Lion'. In Years 1 and 2, pupils learn to become increasingly independent in their writing by using word banks and by applying their phonic knowledge to unknown words.
56. Pupils are taught a fluent handwriting style but there is room to improve handwriting and presentation further by spending more time on regular practice, and through staff having higher expectations of what pupils can achieve.

57. Teaching and learning are good and there are very good features to most lessons. Teachers plan work in line with national guidelines for the subject and have high expectations of their pupils in most respects. They establish a hardworking and business-like approach to lessons and no time is wasted. Pupils have very positive attitudes to learning. The very good relationships that exist within the classroom mean that pupils are confident to contribute or ask for help when they need it. Behaviour in lessons is very good and pupils are very productive. A feature of all lessons is the careful structure which enables pupils to learn step by step so that they are set up for success. Teachers give good feedback to pupils about their work, both through marking and as the lesson progresses, so that they know what they need to do to improve. Teachers make very good use of the electronic whiteboards as a teaching tool, and use other aids such as flash cards, pictures and group activities to keep lessons practical, relevant and interesting.
58. The subject has been led and managed well for some time, and teachers are constantly reviewing provision. Assessment procedures are good in English. Improvement since the previous inspection has been satisfactory. Pupils are making better overall progress than they were at the previous inspection but not enough has been done to address the weaknesses in handwriting and general presentation of some children's work.

Language and literacy across the curriculum

59. Pupils use their language and literacy skills very well in other subjects. There are good examples of personal and reflective writing in subjects such as religious education and history. In many lessons pupils are given opportunities to discuss their work or present their ideas to the rest of the class.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well because teaching is good.
- The curriculum and activities provide interest and challenge.
- The subject coordinator provides good leadership and management.

Commentary

60. Standards in the work seen are above average by Year 2 and Year 6, indicating that standards have been maintained since the last inspection, although this masks significant improvement since 2002. Pupils with special educational needs are supported well so that they achieve in line with their peers. Pupils in Years 1 and 2 take a lively interest in the activities and are keen to contribute. They listen well to others and learn new skills well. Pupils in Year 2 have good numeracy skills, adding $37 + 30$ confidently for example. In a well-structured lesson, the class teacher used the interactive whiteboard effectively so that pupils entered the answers on a 100 square. The questions were adapted well for pupils of differing attainments although the mental steps to get answers were not reinforced for those who were unsure. Pupils worked productively during group work. A good task for Year 1 pupils encouraged them to build columns of odd and even answers in two colours so that they understood the emerging relationships. Year 2 pupils are beginning to understand the links between addition and multiplication through good practical representation. Discussions with pupils and their previous work demonstrate good achievement through the impact of good teaching.
61. Pupils in Years 3 and 4 responded well to the challenge of applying their mathematical knowledge to problems beyond the classroom. Most pupils collected data for a traffic survey, timed each other running around the playground and followed compass directions successfully. In a very good lesson for pupils in Years 5 and 6, the class teacher's high expectations and challenging tasks promoted very good achievement. Pupils in Year 5 had 15 1p coins and found the numbers of 1p coins to place in each of four bags in order to make up any price to 15p. Pupils in Year 6 made up values from 1p to 10p using imaginary 3p and 5p coins and began to recognise that 7p is the last one requiring change. Pupils applied their numeracy skills well and improved their problem-solving skills, such as setting out their results methodically. Pupils' previous work shows above average standards and good achievement across mathematical topics.
62. The quality of teaching and learning is good. Planning is thorough, although it contains few references to the teaching strategies to be used. Teachers engage strongly with the pupils to challenge and extend them. Good subject knowledge informs their

discussions and questioning so that pupils are encouraged to reason, particularly in Years 3 to 6. Good relationships and praise stimulate pupils to sustain their efforts and their attitudes and behaviour are very good. The developing use of ICT and practical resources promotes good learning. Pupils' work is marked; the quality of marking shows recent improvement by setting out how pupils may improve.

63. The subject curriculum is fully in place and teachers have kept the subject under review recently. There are good opportunities for pupils to apply their knowledge and to extend their problem-solving skills. Assessment procedures are good and enable pupils' progress to be tracked. The subject leader has strong teaching skills and provides good leadership and management. There has been good improvement since 2002, after a difficult period, and satisfactory improvement overall since the last inspection.

Mathematics across the curriculum

64. Pupils have a good variety of opportunities to see and apply mathematics in other subjects. In art and design, for example, pupils interpreted the differing shapes of buildings to suggest their use. In design and technology pupils measured and drew plans of the hats they designed, cutting the materials to size. In science, pupils time their experiments and record their results in tables. In ICT pupils use graphic designs to create web pages. Pupils are able to explain their use of mathematical ideas clearly and demonstrate good numeracy skills where they are needed.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- In lessons teaching is good so that pupils achieve well. However, there is insufficient emphasis on investigational skills.
- Pupils have very good attitudes towards tasks in science.
- The approach to science and the curriculum are overdue a review.

Commentary

65. Pupils' achievement is good in lessons through the impact of good teaching. However, achievement is satisfactory overall. Pupils with special educational needs are supported well so that they achieve in line with their peers. Pupils in Year 2 understand the main food groups and how it is important to have a balanced diet across them for healthy living. They know that dishes such as spaghetti Bolognese include pasta from cereals. The higher attaining pupils are confident in using general terms such as dairy products and understand something of the food values in them. Pupils are keen to contribute to class discussions and respond well to the teacher's praise. They work well independently and have satisfactory skills in recognising and sorting pictures of differing foods. Pupils' previous work indicates satisfactory coverage of the topics through the year, and that standards are average and achievement satisfactory.
66. By Year 6 pupils have made good progress in their knowledge of science topics but standards in the work seen are average overall because their investigational skills are less developed. However, standards in the 2005 national tests at Year 6 are likely to

be above average. In a well-managed lesson for pupils in Years 3 and 4, the pupils studied samples of rocks and recognised that they had been formed from differing processes. The higher attaining pupils used observations well to interpret features such as crystals or fossils. In an interesting lesson in Years 5 and 6, pupils put five different substances in water, stirred and observed the effects. They noted that some substances dissolved, some fizzed and some just made the water cloudy whilst timing their observations. The pupils began to make reasonable interpretations which demonstrated satisfactory understanding, for example, that some substances dissolve and others do not. However, the pupils were not challenged to set up their experiments in a controlled way, for example by measuring the amount of water or salt, so that only broad interpretations were possible. Pupils' previous work indicates good progress in their knowledge across the differing topics such as living things, electricity and properties of materials. They have carried out a selection of practical experiments and recorded them appropriately.

67. The quality of teaching and learning is good in lessons although it is satisfactory overall because there is insufficient emphasis on setting up controlled experiments. Good relationships encourage pupils to contribute. Tasks are chosen well to provide interest and pupils sustain effort well through their good attitudes. By Year 6, pupils work well collaboratively so that they are organised and make relevant observations. Teachers make effective interventions and use their good observations to help pupils interpret their results. However, pupils are not learning a range of experimental skills for controlled investigations so that results are reliable. Pupils' work is marked, with some helpful comments; whole-school assessment procedures are still developing.
68. There is no science coordinator at present because of staff changes but this is expected to be resolved in September. In addition, science has not been the subject of a review recently since the school has been advised to focus on English and mathematics. The headteacher and governing body recognise that the time is right for a thorough review. The science curriculum is satisfactory but requires more attention to practical investigation. There is no formal monitoring of science lessons but teachers look at children's work regularly. A member of the governing body contributes to monitoring the curriculum and provision through visits and discussions. The school has begun to give attention to teaching and provision in science in order to raise standards, and improvement since the last inspection is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Standards have improved since the last inspection.
- Teachers are beginning to use the interactive whiteboards effectively.

Commentary

69. Pupils' achievement in ICT is satisfactory and standards are average by Years 2 and 6. In a good lesson in Years 1 and 2, pupils were introduced to the wide range and use of electronic equipment in the home or at school. Most pupils explained how familiar items worked through electronic control, such as for a television, a game machine and, at length, a pedestrian crossing. All pupils were included well in the discussions

although those who were uncertain were not helped by having real examples to see. The higher attaining pupils know, for example, that you may have to type in a password for security reasons. The majority of pupils understand that there is a sequence of steps to follow before a computer program is opened.

70. The teacher with pupils in Years 3 and 4 created very good interest by using the interactive whiteboard to pose a challenging control problem. Pupils understood the need to enter commands in sequence in order to burst a series of balloons and they gradually refined the steps. They achieved well because the teacher used their suggestions to show whether they worked - or not - in order to burst all six balloons. Pupils in Year 6 used a trial and error approach successfully to determine the simulation sequence needed to fill a tumbler with lemonade. Their keyboard and mouse skills were satisfactory and they cooperated well. A group of Year 6 pupils has contributed to the design of the school's web-site. There is evidence of good skill in producing animated titles and graphics, hyper-links and an attractive design. Pupils have very good attitudes towards their work in ICT.
71. The quality of teaching and learning is satisfactory overall at this time. However, there are good features. Teachers provide interesting tasks with good challenge and use their good subject knowledge to engage the pupils in discussions through their good presentations and are becoming familiar with the use of the whiteboard. Questioning is clear and teachers ensure all pupils are included, often by adapting questions for pupils of differing attainments. Pupils make good gains in understanding as a result, although sometimes opportunities to use the equipment directly are limited and tasks do not often provide opportunities for pupils to develop their research skills, for example through finding information.
72. The subject leader has a good understanding of the role and brings good insight to the opportunities for learning which ICT presents. Leadership and management are satisfactory at this stage because arrangements for formal monitoring and review are not yet established and the school has yet to agree an assessment system. Nevertheless, the school has made good improvement since the last inspection, at which time standards were below average.

Information and communication technology across the curriculum

73. Teachers are using the facilities of the interactive whiteboards increasingly imaginatively in all subjects to introduce ideas and improve learning. Art and design, English and science, for example, all benefit from images and information displayed. Pupils are often invited to enter information, as in identifying the answer to a sum on the projected 100 square, but they have fewer opportunities to use the class computers as part of individual work or a group task. The subject leader is aware of the need to extend the range of supporting software for use in other subjects.

HUMANITIES

Geography was inspected in full and is reported below. History was not inspected. Religious education is subject to a separate inspection by the Diocese.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Some aspects of teaching in geography are very good and geography is taught systematically in line with national guidelines.
- The subject is used well to support literacy skills.

Commentary

74. Teaching is satisfactory overall and pupils achieve satisfactorily. Work in pupils' books in Years 3 to 6 demonstrated that they had carried out their studies of Chembakolli in India in appropriate depth and detail, and that standards are at the levels expected for their age. They develop an understanding of place through regular map work and can identify similarities and differences between the local area and a contrasting locality.
75. There were some examples of very good teaching in aspects of the lessons seen. For example, teachers made very good use of the interactive whiteboard for visual aids and map displays. As a result, pupils in Years 1 and 2 are familiar with maps of the world and higher attaining pupils can find the British Isles without help. Pupils in Years 5 and 6 understand scale and direction, and have the skills to estimate distances on a map of India. Some literacy skills are developed well through geography. Younger pupils learn effectively through opportunities to discuss their work in pairs, groups and as a class. Pupils in Year 1 learning about islands in the 'Katie Morag' book suggested the Isle of Struay must be made up as it was 'in a fiction book not a non-fiction book'. Pupils in Years 3 to 6 record some of their work independently but there is little evidence that they use their research skills to find things out for themselves from reference books, CDs or the Internet. Pupils report that they do not make much use of the local area or school grounds for practical fieldwork. The subject leader provides satisfactory leadership. The subject curriculum and assessment procedures are not currently included in a schedule of reviews.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were sampled.

76. In **art and design** pupils are offered many opportunities to explore design in the environment and the effects of colour and style. In a very good lesson in Years 1 and 2, pupils were challenged to identify and interpret design features of buildings as images of photographs taken by the teacher were slowly revealed through the interactive whiteboard. Pupils were highly motivated by this aesthetic experience and went on to sketch part of the school building, taking account of symmetries and proportions. In **design and technology** there is good evidence that pupils are developing skills and understanding of basic processes in making attractively finished products. Pupils in Years 3 and 4 have designed and made photograph frames, for example, and in Years 5 and 6 pupils created a lively range of hats. Pupils' recorded work shows careful attention to the planning and design stages but there is less evidence that their finished products have been evaluated for how they might improve. Pupils sing out well during assemblies and benefit from the experience of a **music** teacher who provides regular lessons. In **physical education**, pupils are generally active during playtimes and enjoy physical exercise such as football and skipping.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

77. The school gives a strong emphasis to pupils' personal, social and health education in keeping with its aims and values. Pupils have good opportunities to discuss issues of concern to them. They are also encouraged to think of the needs of others in the wider community. Their personal development is frequently promoted through the good use of talking partners, and pupils are happy to talk with any of their friends. In one lesson observed with the older pupils, the teacher applied some very good conflict resolution during role play in pairs, although the pupils were not always challenged to think fully through issues. The school council provides good opportunities for pupils to make their views known on citizenship and related matters and to take some responsibility. The subject leader ensures that pupils follow a relevant scheme of work and governors take a close interest in this aspect of the pupils' development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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