

INSPECTION REPORT

GREAT ALNE PRIMARY SCHOOL

Great Alne, Alcester

LEA area: Warwickshire

Unique reference number: 125511

Headteacher: Mr S L Blackman

Lead inspector: Fiona M Robinson

Dates of inspection: 29th - 30th November 2004

Inspection number: 266910

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: Community
Age range of pupils: 5 - 11
Gender of pupils: Mixed
Number on roll: 117
School address: School Road
Great Alne
Alcester
Warwickshire
Postcode: B49 6HQ
Telephone number: (01789) 488 247
Appropriate authority: The governing body
Name of chair of Mr Don Hannah
governors:
Date of previous 18th January 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Great Alne Primary School is located on the edge of the village, about a mile from the outskirts of Alcester. It is a small community-based school, serving children from a wide rural area. The pupils come from a wide range of social, economic and academic backgrounds. Most are white British and there are no pupils at an early stage of English acquisition. The levels of knowledge and understanding of children when they join the school are above average this year. The proportion of pupils with identified special educational needs is broadly in line with the national average. There is one pupil with a statement of special educational need. The percentage of pupils entitled to free school meals is below the national average. The school won the Football Association Charter standard in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22182	Fiona M Robinson	Team inspector	English as an additional language Science Art and design Music
9411	Rosemary Last	Lay inspector	
1189	Sharon Brown	Team inspector	Special educational needs English Information and communication technology Design and technology Physical education
27816	David Williams	Team inspector	Foundation Stage Mathematics Geography History Religious education

The inspection contractor was:

Tribal PPI
1 - 4 Portland Square
Bristol
BS2 8RR

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 637 833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	8 - 13
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14 - 15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16 - 28
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Great Alne is a very effective school that provides a very good standard of education. By the age of 11, the pupils' standards are well above average in English, mathematics and science. Leadership and management of the school are very good. This has enabled the school to make improvements at a very good pace and helps pupils to achieve very well. High expectations and a shared vision are providing a firm steer to the school's work. Good teaching helps to ensure that all pupils succeed. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science are well above average by Year 6.
- By Year 6, pupils' attainment is well above the expected level in information and communication technology (ICT), music and religious education.
- Pupils' attitudes, behaviour and relationships are very good. The school provides very well for the spiritual, moral, social and cultural development of pupils.
- The quality of the curriculum is very good, with particular strengths in arts, sports and extra-curricular activities.
- Pupils are very well cared for and the ethos of the school is very welcoming.
- The school is very well led and managed.
- Links with the community are very good.

The school has made very good improvement since the previous inspection in 1999. Most key issues identified then have been tackled very well. Standards in English, mathematics and science have improved significantly as a result of the school's effective strategies to challenge pupils of all abilities through effective teaching. The school improvement plan is an effective tool for guiding advancement. There are rigorous procedures in place to monitor teaching and learning and teachers' expectations have been successfully raised. The school is well placed to improve further.

STANDARDS ACHIEVED

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

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

Pupils' achievement is very good overall. Most children are on target to meet the Early Learning Goals** by the end of the Reception Year, with a significant number likely to exceed these. The pupils make good progress in the infant phase and demonstrate very good attitudes to learning. By Year 2, standards are above average in reading, writing, science, ICT, music and religious education. They are well above average in mathematics. They are above expectations in all other areas. By Year 6, from an average start on entry

to school, standards are well above average in English, mathematics, science, music, religious education and ICT. Standards are above average in all other areas. There has been recent, accelerated, very good progress in the junior phase, owing to staff changes and some very good, well-targeted teaching. Pupils are well placed to meet or exceed their current targets in English, mathematics and science. Pupils with special educational needs are achieving well in the infant classes, and very well in the juniors.

** The identified targets children are expected to have achieved by the end of the Reception Year.

In the 2004 national tests, pupils achieved well above average standards in English and science, and average standards in mathematics, compared to all schools. There were a significant number of pupils with special educational needs in this year group, which impacted on standards.

The provision for pupils' personal development and their spiritual, moral, social and cultural development is very good. The development of pupils' personal qualities is very good, which leads to the very good attitudes and sense of responsibility they display. Their behaviour is very good overall, and pupils really enjoy coming to school. Attendance is above average and punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching is mostly good throughout the school. Examples of very good teaching were seen in each phase. Learning is effective because the teaching is either good or better. Pupils show the utmost respect for their teachers and are very keen to do their best. Excellent teaching occurs in music and ICT. The teachers' use of assessment is very good in English, mathematics and science, and it is good in other subjects. The school is rightly focusing on improving the presentation and recording of the pupils' work. The curriculum is broad, balanced, relevant and rich. It is enhanced by musical and sporting experiences and a wide variety of trips and visits. Pupils are cared for very well and the school's partnership with parents is good. There are very good links with the community and other schools. Valuable opportunities occur to celebrate pupils' achievement.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher gives strong and very sensitive leadership. He provides a very clear vision and focus to the school's work. Teamwork is very effective and support staff are used very well to support the curriculum. The management is very good. The governance of the school is good. Governors have a good understanding of the strengths and areas for development of the school. They are supportive of the school's work and have a strategic overview. They conscientiously fulfil their statutory duties. There is a good awareness of the impact of teaching and learning on standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents believe this is a good school. They are very happy with the quality of teaching and the high expectations of staff. Most of their views are positive. Pupils are proud of their school and like it very much. They are happy with the teaching they receive.

IMPROVEMENTS NEEDED

The school has no significant weaknesses. The following minor issue should be considered for improvement.

- Encourage children to take greater pride in the way they present their written work across the curriculum.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well in the Reception/Year1 class and the Year 1/Year 2 class. The pupils achieve very well in the juniors, because of a very good curriculum and very good, targeted teaching. Standards are mostly above average by Year 2 and well above average by Year 6 in English, mathematics, science, ICT, religious education and music. They are above average in all other areas.

Main strengths and weaknesses

- Children receive a good start to their education.
- Well above average standards in Year 6 in English, mathematics and science are the result of very good teaching.
- Standards are very good in ICT and music. In religious education, they well exceed the expectations of the LEA Agreed Syllabus.
- The achievement of pupils with special educational needs is very good overall.
- Pupils' work is not always presented as well as it should be.

Commentary

1. When children start school in the Reception/Year 1 class, assessment data shows that their attainment is above average, but the cohorts are small and attainment can vary year-on-year. The children respond well to good teaching and make good progress over time. Most meet the Early Learning Goals in all areas of learning and a significant number exceed these. Pupils in Years 2, 3 and 6 were average on entry, and there are a significant number of pupils with special educational needs in these year groups, which can impact on standards.
2. Overall, standards have risen throughout the school, especially in the junior phase. Pupils with special educational needs achieve well in the infant classes and very well in the juniors. Work is matched effectively to their ability and the pupils are supported well in their learning.
3. The table below shows that in 2004, standards in Year 2 were above average in reading and average in writing and mathematics. There was a significant minority with special educational needs in this year group, which impacted on standards. Current standards are above average in reading, writing, science, ICT and music. They are well above average in mathematics. They exceed the expectations of the LEA Agreed Syllabus in religious education. They are above expectations in all other areas. Pupils are on target to meet or exceed their current targets. They are achieving well as a result of good or better teaching and very well planned work.

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

Standards in:	School results	National results
reading	17.4 (17.3)	15.8 (15.7)

writing	15.5 (15.8)	14.6 (14.6)
mathematics	17.4 (17.8)	16.2 (16.3)

There were 16 pupils in the year group. Figures in brackets are for the previous year.

4. The table below shows that in 2004, standards in Year 6 national tests were well above average in English and science, compared to all schools. They were average in mathematics. Pupils achieved well in relation to their prior attainment. They were a significant number of pupils with special educational needs in this cohort, which had an impact on standards, especially in mathematics. Current standards are well above average in English, mathematics and science. Girls tend to achieve higher standards than boys. The school has put in place effective strategies to narrow the gap. There has been good improvement in English, mathematics and science, with very good recent achievement especially by boys in Year 6. Overall, standards are well above average in ICT and music. They are good in all other areas and well exceed the expectations of the LEA Agreed Syllabus in RE. All pupils achieve very well by Year 6.

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

Standards in:	School results	National results
English	29.7 (30.9)	26.9 (26.8)
mathematics	27.3 (29.1)	27.0 (26.8)
science	30.0 (29.1)	28.6 (28.6)

There were 18 pupils in the year group. Figures in brackets are for the previous year.

5. In Years 1 and 2, achievement is good because of the good provision made for the pupils' development. All pupils achieve well in relation to ability and their progress is charted carefully in English, mathematics and science. Pupils make very good progress in Years 3, 4, 5 and 6, with appropriate challenge for the higher achievers, and those with special educational needs. Parents are generally happy with the standards their children achieve. Inspectors agree with their views.
6. Standards have improved significantly since the time of the last inspection, especially by the end of Year 6, in English, mathematics, science, ICT and music. This is due to effective teaching and, in particular, very good assessment procedures in the core subjects. Pupils apply their literacy and numeracy skills well and are encouraged to present their written work carefully. Their ICT skills are usually well deployed in English, mathematics and science.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour, relationships and personal development, including their spiritual, moral, social and cultural aspects, are very good. The levels of attendance and punctuality are good.

Main strengths and weaknesses

- The pupils tackle all aspects of school life enthusiastically and with a great deal of confidence.

- The quality of relationships is very good, helping to create a positive climate for learning.
- The school fosters pupils' personal development very well, helping them to become more mature and to take responsibility for their actions.
- Behaviour is very good in lessons and very good overall.
- Attendance levels are above the national average.

Commentary

7. As at the time of the previous inspection, pupils have very good attitudes to their work. This has a positive impact on their achievement throughout the school. They want to do their best and are prepared to make maximum efforts in their lessons. After-school clubs are popular and well attended. At the art club, for example, pupils were reluctant to leave after working hard on their Clarice Cliff designs and the results of their labours were proudly shared with their parents at the end of the session.
8. In every class, the relationships between pupils are very good. The pupils are happy to co-operate and collaborate with each other, celebrating each other's achievement. This harmonious atmosphere pervades the whole school. For instance, Year 6 pupils befriend those in reception, who value this support greatly. They speak of their special friend warmly, attend assembly together and look out for each other in the playground. Pupils of all ages talk of respecting and liking their teachers; this helps them learn and achieve effectively in the mixed Reception/Year 1 and the infant class, and very well in the juniors.
9. Behaviour in and around the school is very good overall and learning can take place unimpeded. At lunchtimes behaviour is good. Staff communicate their high expectations for behaviour very well and consistently apply the policy. Pupils understand the rewards and sanctions responding positively. Occasional inappropriate behaviour is checked suitably and improvement is supported well. Bullying, racial discrimination and other forms of harassment are rarely issues. Most pupils and parents are confident that any such conflicts are dealt with swiftly and to their satisfaction.
10. The school gives a high priority to building pupils' self-esteem and confidence, and as a result of the inclusive ethos and the strong programme of personal, social and health education, pupils' personal development is very good. They have confidence in themselves, are willing to take on tasks and respond very well to the trust staff put in them. One instance of these qualities in action is the very recent publication of the first issue of the school's newspaper, *Golden Gossip*, a varied collection of news items and views. This paper is the responsibility of Year 6 pupils.
11. All pupils' spiritual, moral, social and cultural development is also very good. They enjoy the grounds of the school, finding the environmental area a source of wonder and the pond fascinating. They take advantage of time for reflection in assemblies and circle time*. Some of the youngest pupils tell of their amazement at how much they have grown since they were babies.
12. Pupils of all ages will speak of right and wrong and can describe rules that should be obeyed. The oldest are prepared to honestly discuss moral dilemmas. A strong sense

of justice is displayed by pupils. They share views, listen to each other very well, and try to solve problems together in an amicable way. They are courteous and polite towards adults as a matter of course. Pupils are very aware of the diversity of world cultures and of their own rich culture. Religious education, art and music make significant contributions to this.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.9	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. Levels of attendance remain better than the national average and are within the top 35 per cent in the country. Both the rates of authorised and unauthorised absence are below the national average. Punctuality also remains good; there is virtually no lateness after the registers close, and little before. Registration is accurate. No time is wasted, enabling lessons to start on time. There have been no exclusions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good overall. Teaching and learning are effective. Teachers’ planning is very well structured, which aids learning considerably. The curriculum is very good, with particular strengths in arts, sports and extra-curricular activities. Pupils are very well cared for and links with parents are good. There are very good links with schools and colleges.

* During circle time children sit in a circle and discuss personal feelings and thoughts.

Teaching and learning

The quality of teaching and learning is good.

Main strengths and weaknesses

- All pupils experience good teaching and learning is effective.
- There is a very good insistence on very good standards of behaviour and equality of opportunity in learning.
- Teaching assistants work successfully with their pupils.
- Assessment is good and comprehensive records of pupils’ attainment are maintained.
- The presentation of written work is not as good as it should be and is a focus for attention.

Commentary

14. The quality of teaching and learning is mostly good throughout the school. The samples of pupils’ work show evidence of good teaching quality. Most work is presented well; however, the school has a current focus on improving the presentation of work across the curriculum.

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	10	10	3	0	0	0

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

15. The quality of teaching has improved significantly since the time of the last inspection. There are no significant weaknesses in teaching; instead there are many strengths. Those that stand out are very good planning which results in work being matched well to pupils' ability and enables pupils to build upon their existing skills and knowledge in an effective way, the insistence on very good standards of behaviour, and a strong commitment to ensuring that all pupils have equality of opportunity to succeed. Marking has improved and pupils understand what the next steps in learning are. The newly appointed staff, especially in the junior phase, are having a significant impact on the quality of teaching and learning, resulting in higher standards by Year 6.
16. Teaching is good in the Foundation Stage and in most subjects throughout the school, with very good teaching being seen in English, mathematics, science, ICT, music and religious education. Excellent teaching occurs in music and ICT.

Examples of outstanding practice

A Year 1 music lesson for a mixed-ability group, where outstanding teaching resulted in pupils making excellent progress and achieving a very good understanding of long and short sounds in music.

The teacher inspired pupils from the outset and engaged excellent productive learning from all, including the higher achieving and those with special educational needs. Initially, there was very good consolidation of pupils' prior knowledge and understanding through questioning. For example, 'What sort of sounds have we been thinking about?' The pace of teaching was brisk and there was very good development of pupils' vocal skills and refinement of performance. Teaching strategies were very effective. The pupils enjoyed playing the game Fade or Float, with very good development of pupils' percussion skills. They made predictions of sounds and enjoyed testing their ideas. The highlight of the lesson was to make vocal sounds by blowing bubbles and making chopping-up vegetable sounds to the song 'We like making soup.' By the end of the lesson, they had all achieved very well and enjoyed following real bubbles until they popped. The lesson was inspiring because of the outstanding challenge, pace and content of the teaching. There was excellent development of their musical vocabulary and sound and rhythm work.

An excellent Year 3 and Year 4 lesson for a mixed-ability group in the ICT suite, where excellent teaching resulted in pupils making excellent progress in understanding how changing the different features of a car affects the distance travelled.

This was an outstanding and very well planned lesson carried out in an excellent working environment. The pupils' attention was captured by the teacher at the outset. They had a very clear understanding of their task and there was appropriate challenge for pupils of all abilities. For example, the higher-achieving pupils worked very well together to produce the perfect car and recorded their findings very well. Excellent use was made of their ICT skills and their achievement was outstanding because of the high level of co-operation between the pupils. All pupils were able to explain what a simulation was. One pupil explained that it is 'Something you want to do but not everyone might be able to do, so the simulations let us have a go.' At each stage of the lesson, there were high expectations and a high level of challenge. The teacher gave very clear and precise explanations and made excellent use of questions to take their learning forward. For example, 'What can we do with the software?' and 'How do we use and control the software?' There was a brisk pace to the teaching and he acted as an excellent role model by demonstrating how to design a virtual car. By the end of the lesson, pupils had a very clear understanding of the meaning of 'virtual' and demonstrated an excellent knowledge of features such as axles and chassis. There was an excellent pace to

the teaching and pupils with special educational needs were supported very well in their learning by the teaching assistant. Their confidence was raised and their designs were successful. The lesson was outstanding because excellent teaching had captured the pupils' interest and resulted in all pupils achieving extremely well. By the end of the lesson, they had all become successful balloon car builders and demonstrated an excellent understanding of how changing the different features of a car affects the distance travelled.

17. The work of teachers is greatly enhanced by that of teaching assistants, who have responsibility for some aspects of work with pupils with special educational needs. The assistants carry out these roles very effectively and pupils benefit greatly from this assistance, as observed in the teaching of reading and group work in mathematics and English.
18. Pupils think that their lessons are interesting and enjoyable. Inspectors agree with this. Pupils with special educational needs are taught well. All pupils work well and extra challenge is planned for higher-achieving pupils. The activities provided are matched carefully to the needs of individuals and groups. They are well motivated and there is a happy confidence in learning. This results in all pupils achieving very well by Year 6.
19. The system for assessment is good and it is used well to plan the next steps in learning for pupils of all abilities. It is very good in English, mathematics and science, and is impacting very well on pupils' learning by Year 6. There is a programme of regular assessment of key skills and knowledge in all subjects and teachers make effective use of their assessments. The quality of the records of pupils' attainment is good. This shows good improvement since the last inspection.

The curriculum

The curriculum is imaginatively planned, of very good quality and covers all National Curriculum requirements. It enables pupils to achieve well throughout the school. A very good range of extra-curricular activities, visits and visitors enriches the curriculum. Accommodation is good, and resources are very good overall.

Main strengths and weaknesses

- The curriculum is very well planned and delivers a comprehensive and broad range of learning experiences.
- There is very good provision of extra-curricular activities.
- Very good provision for special educational needs pupils.
- Accommodation is good. Resources are very good.

Commentary

20. The school provides a very good quality curriculum that meets statutory requirements. The Foundation Stage offers a full range of learning experiences for children, based on the national guidance. The curriculum for Years 1 to 6 is broad and well balanced and covers all the elements of the National Curriculum. Religious

education follows the locally agreed syllabus. All subjects have an appropriate scheme of work which is followed across the school.

21. The school provides a curriculum which strives to bring out the best in its pupils. It is a curriculum which interests and involves the pupils. Recently the structure of the school mornings has been changed appropriately to allow longer periods of time in which to deliver subjects.
22. The school builds into the yearly timetable an opportunity for focus weeks, which centre on a particular theme. So far the school has held such weeks for science, culture, history and books. These have proved very successful in enriching the curriculum. These weeks utilise various visitors such as authors, poets, athletes and so on, and enable the pupils to look in greater depth at different aspects of other cultures and, for example, at scientific developments. The school provides a rich range of musical opportunities, and there are specialist teachers who make a strong contribution to these opportunities. Great store is set on the provision for personal and social education, and this has a very positive impact upon the school's ethos. The school makes good provision for health, drugs and sex education, and pupils' citizenship skills are developed well.
23. The school provides a very good range of extra-curricular activities for its pupils. There are clubs for athletics, netball, football, music, French, indoor athletics and art. There are visits to museums such as Lunt Fort in Coventry, and St John's museum in Warwick. Pupils have visited Charlecote Park on a geographical focus. Visitors with particular skills come in to school to further enhance the curriculum. As yet the school does not provide a residential visit opportunity.
24. Curriculum provision for pupils with special educational needs is very good. These pupils make at least good progress against their specific targets because of good assessment, timely review and effective leadership and management. There is an appropriate number of teachers and a good number of teaching assistants. Teachers and assistants work well together. The effective use of teaching assistants has a positive effect on pupils' achievement.
25. Overall, accommodation is good, with the accommodation being well used. There are plans in hand to further improve the accommodation by the development of an outdoor play area. Funds have been earmarked for this project.

Care, guidance and support

Provision for the care, welfare, health and safety of pupils is very good, as is the provision of support, advice and guidance provided for them. The school involves pupils in the life of the school well, treating with respect their suggestions and ideas.

Main strengths and weaknesses

- Staff build up very good relationships with pupils and act as very good role models.
- Pupils feel safe and secure. They receive very good care from the school community.
- Pupils are very well supported with very good advice and guidance given to all of them, helping them to achieve highly.

- Pupils have a good understanding of how to improve further, especially in the core subjects.
- Staff know their pupils very well and very effectively support their personal development.
- Every child is respected and their achievement in all aspects of school life is celebrated very well, boosting their confidence.
- The school council is proving an effective way of involving pupils in the life of the school.

Commentary

26. At the last inspection, the provision for the support, guidance and welfare of pupils was rated good; it has improved and is now very good.
27. Great Alne Primary School is a happy, caring community where pupils trust staff and, in this secure environment, learning flourishes. The quality of relationships between staff and pupils is very good. Pupils say that it is easy to talk to members of staff and that nearly always staff make time to listen to them. Induction of new children at any age is effective and handled sympathetically. Pupils are helped to settle happily and play a full part in school life.
28. Throughout the school, the staff know the pupils very well and in this friendly environment pupils are encouraged to do their best. In general, pupils have a good idea of how to achieve more, especially in English, science and mathematics. They use peer appraisal and self-evaluation well. However, pupils do not always present their work to the best of their ability. Pupils with special educational needs, including the gifted and talented, are usually supported very well and consequently achieve well, if not better. The achievements of all are monitored and celebrated both in the classroom and in assemblies. This helps to build their confidence and self-esteem. The personal, social and health education curriculum makes a substantial input to the support and guidance for all pupils; it underpins their personal development. Year 6 believe they will be prepared well for the next stages of their learning in the secondary sector.
29. Very good care is taken of the pupils by staff. The headteacher has had recent and relevant training in child protection, follows local procedures, and briefs his staff thoroughly when appropriate. The staff confirm their understanding of procedures. The health and safety of the school community are given great importance and all, including the governing body, are determined to make the school as safe as possible. For example, a risk assessment programme is fully in place and the accident book is monitored regularly. Lunchtime supervisory staff look after the pupils well. The road crossing patrol outside the school makes a very positive contribution to families' safety as they go to and from the school gates.
30. Pupils are involved fully in the life of the school, with their opinions being sought both informally and more formally. The school council, now in its fourth year, acts as a forum for views expressed by all pupils. The elected members discuss these ideas, their implications and the use of the budget at regular meetings chaired by the headteacher. Pupils can see that their comments and efforts do make a difference, as

in the purchase of the newly arrived equipment to enrich break times, and this helps them to feel valued and understand more about citizenship.

Partnership with parents, other schools and the community

The school's links with parents are good, whilst the links with the community and other schools are very good. Such links improve and augment the learning opportunities for pupils well.

Main strengths and weaknesses

- Links with the community and other schools are very productive.
- Parents support learning in the classroom and at home well and this enhances their children's learning.
- The Friends Association of the school offers good support, both through fundraising and social events.
- Most parents are very pleased with the school.
- Communication with parents is good.
- A few parents believe two-way communication could be improved.

Commentary

31. Overwhelmingly, parents are pleased with the school. They recognise the value of its caring ethos and the ways in which they are encouraged to be involved. They appreciate what it offers and achieves. They believe that: their children like school and behave well; there is very little anti-social behaviour; teaching is good and their children make good progress; children with special educational needs are well provided for and do well; teachers expect children to work hard, but are fair; the school is well led and managed; there is a good range of after-school clubs; induction arrangements are good and their children are encouraged to become more mature. Inspection evidence confirms all these strengths. All parents are encouraged to become involved in their child's learning and this has a beneficial impact on progress.
32. Both in comments to inspectors and in response to the questionnaire, a small number of parents mentioned they did not find it as easy as other parents to approach teachers, as they were unable to get into the playground directly before or after school. However, there was general acknowledgement that a mutually convenient appointment could be made. A small minority of parents felt that they did not always know how well their child was progressing or how to support their learning most effectively. Inspection evidence found that information offered to parents about the school and about their children's progress is good. It comes regularly in a variety of formats, including the parent consultation sessions, annual progress reports for every child, reading and homework diaries, notice-boards outside the school, newsletters and the school's website. Formal or informal approaches from parents are welcomed by the teachers. Inspectors found that the processes for consulting with parents were good.
33. Several parents help in the classroom, around the school and on school trips. This impacts well on pupils' attitudes to learning. Volunteers felt well briefed by teachers and knew that their contributions were appreciated. All help from parents is valued

by the school, which works hard to make best use of the partnership between school and parent.

34. Parents, staff and members of the local community are active in supporting the Friends, which contributes not only money but organises social events. Currently the school is buzzing as it gets ready for the Christmas Fair at the end of this week. Funds raised purchase resources to support the children's education. Children also regularly organise fund-raising activities for charities and are supported by their parents and the community.
35. The school maintains strong links with the local church and the community through regular planned events during the year. Instances of this are the harvest service at the church led by the pupils, their performances at the Memorial Hall at Christmas and in the summer, the news page in the parish magazine and invitations to open afternoons to see the school at work. Visits and visitors provide very good enrichment for the curriculum, supporting pupils' personal, spiritual, social, cultural and moral development very well. For example, residents give details of local history and neighbourhood clergy contribute to assemblies effectively. Community links are better than at the time of the last inspection.
36. Great Alne Primary School works very effectively with other schools to develop and improve the quality of education. The local primary cluster is running behaviour management training for midday supervisory assistants in January. One example of co-operation with the secondary sector is the Alcester High School link which results in such advantages as staff exchanges, training opportunities in ICT, use of facilities and resources, improved support and continuity for special education needs pupils, and involvement of gifted and talented pupils in a space project. The school liaises effectively with several secondary schools to ensure that transfer at the end of Year 6 is a positive experience for the pupils.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is very good. Governance is good.

Main strengths and weaknesses

- The school is very well led and managed.
- Standards, achievement, teaching and learning are monitored very well.
- Teamwork is very good and everybody is doing their best for the pupils' education.
- The management of the school is very effective because systems for evaluating its work are rigorous.
- The governors have a well-established vision for the school and a good understanding of the strengths and weaknesses of the school.

Commentary

37. The headteacher provides very good, sensitive and supportive leadership that motivates staff to give of their best. He is loyally supported by very good key staff and this enables the school to improve at a good pace. Good teaching ensures that pupils achieve well, while shared vision and high expectations are providing a very clear direction to the school's work. In partnership with pupils and governors, the

headteacher and staff have created a vibrant, positive ethos. All feel involved and valued for their contribution to the life and work of the school. The headteacher is well supported by new and existing teaching staff, and very competent teaching assistants. The staff team are dedicated and hardworking. They are strongly committed to improvement and work very well together. As a result, there has been significant recent improvement in pupils' standards and achievement, especially in the junior phase. Staff lead and manage their subjects with commitment and enthusiasm. They provide very good role models for other staff and pupils.

38. The governance of the school is good. Governors bring expertise to their roles and have a good understanding of the work of the school through regular reports from the headteacher. They are well involved in many facets of school life and support and encourage extra-curricular activities. The Chair of Governors works closely with the headteacher and provides a very experienced steer to the work of the governing body. They are well aware of the school's strengths and weaknesses and act as critical friends to the school. They are fully involved in prioritising and planning issues in the School Improvement Plan and have actively participated in the school's self-evaluation process. The governors ensure that statutory requirements are met.
39. Teachers and their teaching assistants form very effective teams. This makes a very positive contribution to pupils' learning, attainment and development. There is a very good team spirit amongst all the staff and a shared commitment to succeed. Induction and mentoring systems are very good. Performance management procedures and the professional development of staff are good. The school's contribution to initial teacher training is very good and very good links have been made with universities and colleges. The school is involved in initiatives and projects for the higher-achieving pupils and self-assessment in music.
40. The finances of the school are managed well and the budget has been used efficiently to lead the school forward since its previous inspection. The process of school improvement planning is used very effectively to guide development and links closely to budget planning. The secretary makes a very good contribution and plays a key role in the efficient day-to-day running of the school. Strengths found at the time of the previous inspection have been maintained and best value principles are central to management and the use of resources. The school has an adequate budget and the carry forward is planned to fund improvements to the Foundation Stage outdoor classroom and refurbishment of the accommodation.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	338,894
Total expenditure	329,079
Expenditure per pupil	2,836

Balances (£)	
Balance from previous year	34,316
Balance carried forward to the next year	40,217

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

There are 18 pupils in the current Reception class, of whom 13 are under five at the time of inspection. Provision for pupils in the Foundation Stage is good. This status has been slightly improved since the previous inspection. The previously identified shortcomings in role-play and outdoor play opportunities have been well addressed, with a new covered outdoor area being developed. The attainment of children entering the Reception class varies from year to year, from standards at those typically found nationally, to above. The attainment of pupils in the current Reception class, upon entry, is slightly above that typically found nationally.

Children's achievement is good. They make good progress and they are on course for the majority to meet the nationally expected levels by the end of Reception, and for a significant minority to exceed them. This applies equally to all six areas of learning in the Foundation Stage. The broad and balanced curriculum is very good. The quality of teaching and learning is good. Planning is detailed and is matched well to the abilities of the children. Children with special educational needs are well supported by teachers and assistants. Boys and girls achieve equally well.

Leadership and management of the Foundation Stage are good. Assessment procedures are good, and wide-ranging records are kept. Parents have many valuable opportunities to visit the school and are kept well informed as to their children's progress. The use of the accommodation has improved since the last inspection, and plans are well under way for the new outdoor area which will enhance the Foundation Stage curriculum. Resources are well used for both indoor and outdoor activities.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships are very good.
- Staff create a purposeful atmosphere which develops children's independence.
- There are clear simple routines for children to follow. This allows children to fit in quickly.
- Expectations in this area of learning are high.

Commentary

41. Children enter school with satisfactory, and in some cases good, personal and social skills. The vast majority of the children have experienced pre-school provision of some sort. The school quickly develops this with a range of simple, clear routines which help the children settle into school life with the minimum of delay. Children are encouraged to articulate their feelings and during the regular circle time they are encouraged to share any concerns they may have. The teacher has high expectations and provides the children with clear examples of how these can be achieved.

42. The quality of teaching and learning is good. The teacher has a clear understanding of what she wants to achieve with the children and works towards this. Consequently, children are well on course to meet the Early Learning Goals by the end of Reception, whilst a significant minority are likely to exceed these expectations. The children respond well to the routines and systems. Behaviour is therefore good and children are attentive and enthusiastic. They sit quietly and listen carefully during lessons. They wait patiently for each other to speak whilst holding the toy during circle time.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The staff provide many opportunities for children to develop their speaking and listening skills.
- Adults encourage children to use appropriate varied, interesting language.
- There is a thorough emphasis placed upon the acquisition of basic phonic skills.

Commentary

43. The literacy skills of children entering Reception are slightly above those expected. Overall, children's achievement in this area of learning is good. They make good progress and most are on course to meet, and in many cases, exceed the Early Learning Goals by the end of Reception.
44. The quality of teaching and learning is good. Adults give attention to use of a wide vocabulary, and children are expected to listen carefully to adults and to each other. Good use is made of books, pictures, cards and display. There are many opportunities to focus upon phonic skills and this provides the children with a solid basis for acquiring further reading and writing skills. Those children with special educational needs are well supported by teachers and assistants. Effective systems are employed when dealing with pupils with particular needs.
45. The majority of children name the sounds of the majority of the letters of the alphabet, and many read and write simple short words such as, 'and', 'it' and 'me'. A significant minority of children are able to write short sentences with neat, readable writing. Children have reading books which they take home and share with parents. This encourages children to develop a love for books and literacy. Children learn to say and sing rhymes and traditional verses. Displays are colourful and interesting and help children learn the rhymes such as *Humpty Dumpty*. Children are given lots of encouragement and are praised for their efforts.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Practical activities support children's learning.
- Skills are built upon in a logical sequence.
- Use of the interactive whiteboard involves and encourages pupils.

Commentary

46. Achievement is good. Children make good progress and most are in line to attain the expected goals by the end of the Reception Year, with a significant minority in line to exceed them. Children with special educational needs are supported well and also make satisfactory progress. The daily mathematics lesson uses the national guidance to teach children about numbers for counting and calculating and about shape, space and measures. Many children recognise numbers to five and count confidently to ten and beyond. Some recognise numerals to 20 and add and subtract objects up to a total of ten.
47. Teaching and learning are good. The teacher's subject knowledge is good and she monitors children's progress well. A suitable range of practical opportunities including play with sand, water, and construction toys ensures that children develop the ability to recognise and name a variety of common shapes, and compare items by length, height or weight. The classroom environment reinforces mathematical development with colourful displays which show children's work with two-dimensional and three-dimensional shape. Bonfire-night rockets comprising cylinders and cones helped the children to see how three-dimensional shapes are used in lots of situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching and learning are good; staff provide a wide range of interesting activities that encourage children to learn.
- The teacher's high expectations help children to achieve well.
- ICT is well used to enhance learning.

Commentary

48. Standards upon entry to Reception are broadly as expected. Most children are on target to meet the Early Learning Goals in this area of learning, and a significant number are on target to exceed these. Children achieve well. They make good progress because they experience a wide range of interesting and challenging activities.
49. The quality of teaching and learning is good. Use of the whiteboards and ICT in general inspires the children. They were able to look at an X-ray displayed on the whiteboard, something which made the subject of skeletons more meaningful. There is good use made of ICT to support children's learning. Children discuss the various body parts and bones and showed a growing knowledge and use of appropriate vocabulary. Several practical play areas in the classroom help the children to explore this area of learning. The Alne baby clinic, situated in the classroom, was busy with

much diagnosis and treatment by these young children. Stethoscopes were used and named, and the children entered into the role-play enthusiastically.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Well-planned lessons, with clear objectives set.
- Very good teaching.
- Well linked to other areas of learning.

Commentary

50. Most children are on target to meet the Early Learning Goals in this area of learning, and a significant number are on target to exceed these. Standards in this area of learning are good because of very good teaching. Children achieved very well in a gymnastics session because the teacher and children modelled the skills required for balancing very well.
51. Clear instructions are given and children respond well. They are encouraged to work well together and to model examples of good work for their peers. The result is that positive relationships between children are further strengthened, which links in well with their personal and social development.

CREATIVE DEVELOPMENT

52. There was no opportunity to see creative development being taught and so it is not possible to give an accurate judgement on provision. However, there was considerable other evidence in the form of children's work, wall displays, photographic evidence and so on, all of which suggests that standards are at least satisfactory. Good links could be seen between creative development and other areas of learning. The pupils had made paper rockets for bonfire night which were made from cones and cylinders. Skeletons had been cut out with appropriate fine motor skills, and line drawings showed a neat and considered approach. The children's work was well displayed and showed that good work was valued.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are above average at the end of Year 2 and well above average at the end of Year 6.

- Pupils of different abilities achieve very well as a result of at least good quality teaching.
- Pupils with special educational needs are well supported, and gifted and talented pupils are well challenged.
- ICT is used very effectively to support learning.
- Excellent relationships and very good attitudes to learning enable pupils to learn successfully.
- The subject is well led and managed.
- Presentation skills are not as good as they could be in some classes.
- Pupils do not write at length frequently enough.

COMMENTARY

53. Standards are well above average at the end of Year 6. They are above average at the end of Year 2. The good standards found at the last inspection have been sustained in Year 2 and well improved in Year 6, where the 2004 National Curriculum test results for Year 6 pupils indicated high standards, including when compared to the performance of similar schools. These pupils achieved very well in English in relation to prior attainment. There were a significant number of pupils with special educational needs in this group, who achieve very well in relation to ability.
54. In Years 1 and 2 there are good opportunities provided for pupils to extend speaking and listening skills across all subjects, with role-play, drama and discussions being regular features. By the end of Year 2, pupils of all abilities demonstrate very good speaking and listening skills. They speak confidently in a variety of contexts. These skills are built upon very effectively in Years 3 to 6 so that by the end of Year 6, pupils have a very good command of English, using a wide variety of more complex vocabulary with good understanding. In discussion, pupils listen attentively to the contribution of others, ask questions to develop ideas and make contributions that take account of others' views. For example, in a poetry lesson, one Year 6 pupil referred articulately to the poet's 'play on words' and the majority appreciated the subtle humour in Michael Rosen's poem *You Tell Me*. The outside amphitheatre is used well for drama and role-play both in English and in other subjects.
55. Standards in reading are very good across the school. Year 2 pupils read with very good expression and fluency. They have a good range of strategies to help them read more complex vocabulary and are happy to discuss their favourite authors. The majority are avid readers with a love of books, both fiction and non-fiction. Year 6 pupils build successfully on these skills. They read a wide range of texts, and express preferences for authors, poets and styles. The school promotes a love of books through a range of good quality texts within classrooms and the library, and through events such as book week when authors and poets are invited into school.
56. Standards in writing are above average at the end of Year 2. Standards are well above average by the end of Year 6 for a significant number of pupils. In Years 1 and 2, the writing of the higher-attaining pupils is organised, imaginative and clear, with good use of punctuation. Sentences are well structured, with an increasing use of descriptive language, for example in *The Bear Hunt*, one pupil wrote about a 'narrow gloomy cave' and 'swirling, whirling snowstorm.' Throughout the school, pupils write for a good range of purpose and an increasing awareness of audience. The writing of

all pupils communicates meaning in both narrative and non-narrative forms. In Year 6, higher attainers use powerful descriptions and increasing use of more complex sentences. There is a good emphasis on grammar and spelling. Higher attainers present well-balanced arguments using persuasive language to good effect. They write formal and informal letters with good understanding, analyse non-fiction texts and extract relevant information accurately. There are good examples of diaries, such as the diary of Macbeth, playscripts, instructional writing and poetry. For example, in Year 3 and 4, pupils write in the style of *The Magic Box*. One pupil wrote, 'I will put in my box the tenth planet of the universe; the ivory tusk of a Mammoth; the golden sword of a pirate; the thirteenth sign of the Zodiac; a mixture of moon dust and blue paint.' Another wrote, 'A baby's first smile; a scale from a dragon's tale.' Pupils have a good understanding of similes and metaphors. Pupils' work is valued through displays and published poetry anthologies, increasing their sense of pride in their work. Pupils are being provided with more opportunities to write at length in narrative or non-narrative form. Presentation skills are not as good as they could be in some classes and this is not always addressed through effective marking. Sometimes pupils do not take sufficient care in their work; however, the school is appropriately focusing on neater presentation.

57. Teaching is consistently good, with teachers providing very good role models for pupils. They value the contributions made by pupils in lessons. Pupils are well challenged because teachers have high expectations and their subject knowledge is very secure. Behaviour management is very good throughout the school. Pupils enjoy excellent relationships with their teachers and each other, which help them to learn successfully. Pupils with special educational needs are very well supported by carefully matched tasks and high quality support staff. Gifted and talented pupils are clearly identified and very well challenged. As a result of this very good attention to inclusion, pupils of different abilities achieve very well. Marking is usually linked effectively to target setting. Very good use is made of ICT to support learning. Teachers and pupils use smart boards with confidence. Pupils' attention is held very well and smart boards are proving beneficial in developing pupils' learning. The subject is well led and managed. The subject leader has a good knowledge of the strengths and areas for improvements in English. Theatre visits and involvement in projects such as the Royal Shakespeare playwriting project enrich the subject very well.

Language and literacy across the curriculum

58. Overall, pupils use their literacy skills very well to support work in other subjects. Their very good skills in speaking and listening are used extensively across the curriculum in support of questioning, discussions and group work. Pupils' competence in reading and their ability to research, retrieve and collate information from a range of sources are used well in science, history and geography topics. For example, in Year 1 and 2, pupils use literacy skills effectively to describe their route to school; read a complex text on the smart board; and describe a journey from Alcester to Great Alne. They describe their route from home to school articulately and with good awareness of geographical features and language. Writing skills are put to very good effect in such subjects as religious education, history, geography and science.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are high throughout the school.
- Lessons are well planned so that pupils learn in a logical sequence.
- The effective use of ICT enhances delivery of mathematics.
- Some learning objectives are a little vague.

Commentary

59. Standards in the current Year 2 are well above those expected nationally. Standards are also well above those expected in Year 6. The dip to average standards in the 2004 Year 6 test results was due to the number of pupils with special educational needs in the cohort. Standards are back on track now. Pupils' current achievement is good in the infant classes because of well-planned lessons and effective use made of the smart board to support pupils' learning. In the junior classes, effective teaching by newly-appointed staff has resulted in recent, accelerated, very good achievement by Year 6. The achievement of pupils with special educational needs is good in the infants because they are usually well supported, and there are effective support structures in place. It is very good in the juniors. Other pupils, including higher-attaining pupils, are well challenged, especially in Years 5 and 6. Boys and girls generally make equally good progress.
60. Nearly all the pupils in the current Years 2 and 6 are working at least within the expected range for their ages and often higher. This is due to very good teaching with very well planned work, and tasks being matched well to their abilities. As a result, pupils have good or better numeracy skills. By Year 2, most are developing a good understanding of place value and are becoming confident with numbers to 100. Year 6 pupils have a very good grasp of operations with decimals and fractions and can complete written calculations accurately. They can use a variety of mental and written strategies to solve problems and use appropriate mathematical language to explain their methods. Pupils' mental arithmetic skills are very good by Year 6. Pupils' understanding of shape and measure is appropriate for their ages.
61. The quality of teaching and learning is very good. In all lessons seen, teaching was at least good, with the majority very good. Lessons are very well prepared and work is delivered in a clear sequence, which helps pupils build upon previous skills. Relationships between pupils and teachers are very good and adults set very good examples for others. Teachers work effectively with classroom assistants to provide good support for the lower-attaining pupils. Teacher expectations are always high, and teacher subject knowledge is very good, with accurate use of mathematical vocabulary. Very good lessons were characterised by good pace, clear learning objectives and effective use of resources, such as the interactive whiteboards. Pupils enjoy their mathematics experiences, and their attention and concentration are very good.

62. The management of the subject is good. The co-ordinator is new to his role but shows a very good understanding of the subject's profile across the school. There is a wealth of assessment material collected from all areas of the school, which is used well to plan pupils' targets throughout the school. The co-ordinator is actively involved in monitoring planning, teaching and learning.

Mathematics across the curriculum

63. Mathematical skills are developed very well across the curriculum. This helps to reinforce pupils' understanding of mathematical concepts by using them in practical and relevant ways. For example, they are used to record findings in science investigative work, and data in geography. Links between mathematics and ICT are very well established.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are well above average in science by Year 6.
- The quality of the curriculum is very good.
- Pupils' investigative skills are developing well.
- Teaching is good.
- Good use is made of assessment to inform planning.

Commentary

64. In the 2004 national tests, standards in Year 6 were well above average in comparison with all schools. The school has improved the quality of the science curriculum since the previous inspection. It is now very good. There has been more emphasis placed on investigative work. This has been very successful so that pupils now demonstrate a good knowledge of fair testing. Standards this year are above expectations by Year 2 and well above expectations by Year 6. Achievement in science is good in the infants and very good in the juniors. The pupils' skills and knowledge are built on very well in the juniors, especially by the subject co-ordinator in Years 5 and 6.
65. A current focus is on the improvement of presentation of the results of science investigations. Teachers match work well to pupils' ability and adults support pupils well in their learning. The subject co-ordinator is providing very good, clear educational direction for work in this subject. Effective use is made of ICT to support pupils in their learning. For example, they record the results of their investigations in tables and enjoy using the computer microscope to look at insects.
66. Examination of pupils' work and discussions with them show that investigative skills are developing well. Pupils throughout the school are developing a good understanding of fair testing. In Years 3 and 4, pupils gained a good understanding of the function and names of muscles, aided by the teacher's effective use of a model to demonstrate what happens when we extend our arms. Pupils achieved well

through good teaching and clear explanations. There was also good development of their scientific vocabulary in this session.

67. The quality of teaching is good throughout the school. Very good teaching was seen in a Year 6 science lesson where pupils were mixing solids with water. This enabled the pupils to gain a very clear understanding of what a fair test was. They co-operated very well with one another and were very keen to share the outcomes with the rest of the class at the end of the lesson.
68. Good use is made of assessment to inform planning. There are very good systems in place to monitor and improve the provision. The school has a good capacity to improve further. There has been very good improvement in monitoring progress since the previous inspection. Very good use is made of the outside conservation area to support pupils' learning. They have a very good knowledge of the flora and fauna of this area as a result.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **very good**.

Main strengths and weaknesses

- ICT has improved very well since the last inspection.
- Standards are above average at the end of Year 2 and well above average at the end of Year 6. The achievement of all pupils is good.
- Teaching and learning are of good quality and some teaching is excellent.
- ICT is well led and managed.
- The subject is very well resourced and the accommodation is very good.
- Cross-curricular links are very good.

Commentary

69. The school has improved its provision in ICT very effectively since the previous inspection and it has stayed abreast of rapid developments in technology, curriculum and teaching methods. The provision of a well-equipped computer suite for the focused learning of the skills and knowledge in the subject has enhanced learning very well. Parental support has been very strong in ensuring high-level provision. Provision is further enhanced by the introduction of interactive whiteboard technology in every classroom, which is proving very effective in enriching pupils' learning.
70. Standards are above average at the end of Year 2 and well above average at the end of Year 6, and pupils achieve well. Pupils work with confidence, enjoyment and good collaboration as they work with computers and other technology, such as the digital camera. Year 1 pupils set up their work on the computer unaided by Year 6 pupils. By Year 6, pupils are confident and skilful in their use of professional software, such

as presentation, spreadsheet and word-processing packages. The effective use made of computers in other subjects consolidates and extends skills and knowledge well.

71. A major factor in the subject's success is the team effort of the staff and their willingness to learn. All the staff have improved their expertise well. Teaching and learning are of good quality, with some excellent teaching seen. Very good planning is firmly focused on skills and knowledge. In the excellent lesson seen, pupils worked independently, in pairs and small groups, with confidence and enthusiasm as they investigated simulations using computers and the smart board.
72. Test-driving the balloon car provided great excitement. Learning was fun and pupils were totally engrossed in the task. Collaborative skills were very good as pupils recorded results in a table. Very effective questioning and a very good focus on technical vocabulary extended pupils' knowledge and understanding very well. The management of pupils in most lessons is very good and most pupils behave very well. Learning is enhanced through teaching and pupils' confident use of the smart board.
73. Leadership and management of ICT are very good. The subject leaders have managed the rapid improvement of provision, resources and staff expertise very well. Monitoring, reviewing and evaluation are good. Subject leaders provide excellent role models for other teachers. Good links with the local high school provide regular access to a technician. The school is keen to engage in events and projects that will enhance the curriculum and challenge pupils further. For example, for four years, Year 5 and 6 pupils have been involved with the Rolls-Royce challenge, involving ICT, design and technology, and science, working with a team of trained engineers. Other exciting challenges are planned, such as an on-going transitional project for Years 5 and 6 and Years 6 and 7.

Information and communication technology across the curriculum

74. Cross-curricular links in ICT are a strength. The school has successfully fostered ICT skills in other subjects and through projects involving ICT, design and technology and science and also the Nu Tec music project. Year 5 and 6 pupils used a combination of musical instruments and technology to perform their own compositions based on 'the fairground' and 'the haunted house'. Pupils created their own video to introduce themselves. This work was to a very high standard and the school is rightly very proud of the DVD produced. Music and ICT skills were enriched by the experience. Teachers and pupils use smart boards with confidence, enriching lessons as a result. ICT is now an integral feature of pupils' learning in all subjects.

HUMANITIES

75. Owing to timetabling, it was possible to see only one **geography** lesson. Therefore it is not possible to make a judgment on overall provision. However, teaching and learning in this Year 1 and Year 2 lesson were very good. Pupils' attitudes were very positive, and prior knowledge was shown to be good. Pupils were studying their own locality and were able to discuss articulately the elements of Great Alne which make it distinct. Good use of ICT was made, particularly the interactive whiteboard, which engaged the pupils and made the lesson more interesting.

76. Displays revealed how pupils had built a weather map, complete with relevant symbols. ICT skills had been used well to build up a photographic map of the local area, which could then be compared to a local map. Examination of all the available evidence suggests that standards in geography across the school to be at least good.
77. Similarly in **history**, it is not possible to judge overall provision as only one lesson was observed. ICT was well used to enhance this Year 5/6 lesson, and to develop skills of finding information from various sources. Pupils used the ICT suite to interrogate websites which held information on their chosen topic, *Wealth and poverty in Tudor times*. The pupils used the websites effectively to find additional data, and to check previous knowledge. Pupils' attitudes were positive and they were keen to explore the subject further.
78. Displays around the school and pupil work books showed a wide range of historical study having been undertaken across the school. There was evidence of detailed work on Greece and ancient Britons. The pupils had looked at elements of Tudor times and compared them with life in modern England.
79. The humanities element of the curriculum is well managed and resourced. Overall, on the limited evidence available, standards in humanities are at least satisfactory.

Religious education

Provision in religious education is **good** overall and often **very good**.

Main strengths and weaknesses

- Standards exceed expectations by Year 2. They well exceed expectations by Year 6.
- Pupils cover a wide range of work about world religions.
- Teachers' subject knowledge is good.
- Pupils are encouraged to reflect upon what they learn.
- The subject is very well resourced.

Commentary

80. Pupils attain good standards by Year 2 and very good standards by Year 6. These standards are higher than they were at the time of the previous inspection. Pupils' achievement is good in the infants and very good by Year 6 because of good teaching and very well planned work. An analysis of their work shows very good coverage of a wide range of religions and related topics, reflecting very good curriculum provision. Very good use of visits and visitors adds relevance to pupils' learning experiences. For example, there are very good links between the school and local churches, with ministers from the community visiting regularly.
81. Teaching and learning are good overall and often very good. Teachers' subject knowledge is good, and lesson planning is usually clear. Pupils show a high level of interest in the subject. In one lesson, pupils watched an ICT presentation about the Sikh Gurdwara or temple. They listened respectfully and with great interest and were

able to show prior knowledge of this faith. In another lesson, pupils discussed elements of the Hindu faith and again were able to demonstrate a good knowledge of the subject. The subject makes a significant contribution to pupils' personal development, helping them to gain an understanding of, and respect for, people's differing cultures.

82. The leadership of the subject is very good. A new scheme of work has been introduced, which is popular with staff and pupils. A considerable amount of finance has been spent upon increased resources, and the profile of religious education has been raised within the school. Development has been good since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. No lessons were seen in art and design and design and technology. It is not therefore possible to make a firm judgement about overall provision; however, the limited evidence suggests that it is good in both areas. Inspectors spoke to co-ordinators about their work, talked with pupils about what they had learnt and looked at pupils' work.
84. It is evident from teachers' planning, the prospectus and discussions with pupils that work planned in **art and design** is good, varied and interesting. This is an improvement on the previous inspection when it was found to be satisfactory. A lively approach was evident in an after-school art club, when pupils from Years 3 to 6 concentrated very hard as they planned, composed and painted their paper plates in the style of Clarice Cliff. They mixed bright colours in paint successfully, following the teacher's very good demonstration. The pupils then collaborated very well with their partners to evaluate and praise each other's work. The teacher supported all pupils, including those with special educational needs, well in their learning.
85. The curriculum is very good. It is broad, balanced, relevant and rich. It is enriched by experiences such as working with artists in residence or working on special projects, for example the multi-cultural week in the summer term. Years 5 and 6 pupils have produced lovely pottery designs based on the themes of *Macbeth* and the Midsummer Festival. Junior-aged pupils produce good quality designs in the style of Jackson Pollock and Piet Mondrian. Year 1 and Year 2 pupils have produced good quality weavings and collages, drawings and paintings of fruit. Standards are above expectations for pupils by the end of Year 2 and Year 6. Pupils, including those with special educational needs, achieve well according to work examined. Displays are bright, purposeful and colourful around the school. There are very good links with Diwali, a recent religious festival. Year 3 and 4 pupils have produced a colourful Diwali display featuring good quality rangoli patterns and mondi patterns. The co-ordinator is providing very good clear educational direction for the subject. The school has developed very good cross-curricular links. This is a very good improvement on the previous inspection.
86. **Design and technology** was sampled during the inspection but not in sufficient detail to provide a firm judgement on provision. No lessons were observed in design and technology. However, planning indicates that an appropriate curriculum is in place. It is evident from planning, the subject leader's evaluation of provision, a portfolio of work from pupils of all ages and good quality displays that skills are

developed systematically. Work seen is of a standard better than that seen nationally. The curriculum is firmly focused on the consolidation and extension of skills and knowledge. The emphasis is as much on planning and the evaluation process as it is on the design and making of a wide range of products. The introduction of design and technology booklets in every year group has contributed to this well-structured process.

87. Work seen included designing and making a moving picture in Years 3 and 4, building on the lever and bird-mouth pop-up cards made earlier. Slippers designed by Years 5 and 6 were of a good standard. Pupils had earlier investigated and tested slippers, and selected their final design before making the final product and evaluating the outcomes.
88. Design and technology is well led and managed. The subject leader has good expertise and experience. The subject is well resourced, contributing effectively to pupils' learning. Good cross-curricular links with other subjects, such as ICT and science, through the Rolls-Royce project enhance the quality of provision.

Music

Provision in music is **excellent**.

Main strengths and weaknesses

- Standards in music are well above average by Year 6.
- Music makes a very good contribution to pupils' spiritual, moral, social and cultural development.
- The quality of teaching and learning is very good.
- The co-ordinator provides excellent leadership for this subject.

Commentary

89. Standards are well above expectations by the time pupils are 11. The quality of the curriculum is very good and the specialist teacher makes very effective use of assessment to track pupils' progress and to plan the next steps in their learning. The subject makes a very effective contribution to pupils' spiritual, moral, social and cultural development. Pupils spoke excitedly about the recent multi-cultural week and their rich and varied experiences, such as listening to African drumming, Asian music and music from South America. There has been very good improvement since the previous inspection in the use of ICT for composition work. The new music scheme inspires the pupils in their learning. For example, a group of Year 3 and 4 pupils worked very hard on composing six musical items for Noah to take to another planet. Their attitudes, values and personal qualities were very good, as they practised, refined and performed for the whole class.
90. Overall, the quality of teaching and learning is very good. There is a very good pace to the teaching and high expectations of behaviour. All pupils achieve very well, including the higher-achieving pupils and those with special educational needs. Excellent teaching in a Year 1 lesson resulted in all pupils having a very good

understanding of performing as a class orchestra. The pupils achieve high standards in their composition work and demonstrate a competent understanding of rhythm.

91. Very good cross-curricular links are evident. Year 5 and Year 6 pupils gave an excellent fairground performance using an exciting combination of musical instruments and technology as part of a very successful music project. Concerts and performance make a highly valuable contribution to pupils' overall musical experience. The video of the *Bossy King* indicated a high level of performance, with very good quality singing and percussion work. Pupils have the opportunity to learn a wide range of instruments, including records, guitars, drums and woodwind instruments.
92. The co-ordinator provides excellent educational direction for the subject. Her enthusiasm inspires pupils to perform in instrumental groups and musical projects. The school even has its own high quality music room used very well to nurture and develop their talents. This is used very well by the specialist teacher, peripatetic teachers and pupils' instrumental groups and pop group for practising and refining their skills. The school has just become involved in an innovative way of using ICT to record and monitor the progress of pupils. Through videoing and recording their work, they are involved in their own self-evaluation of individual progress.
93. **Physical education** was sampled during the inspection but not in sufficient detail to provide an overall judgement on provision. Two lessons were observed. It is evident from planning, the subject leader's evaluation of provision and the lessons seen that the curriculum is satisfactory. Pupils enjoy their physical education lessons and work with enthusiasm. All pupils achieve the desirable 25 metre length in swimming before the end of Year 6. In this respect, standards are above average.
94. In a Years 1 and 2 gymnastics lesson, pupils moved at speed in different directions. All could balance on different parts of the body. Many used complex shapes and imaginative ideas to create a sequence of balances. Standards were above average and all pupils in this lesson achieved well as a result of good, challenging teaching. In a Year 5 games lesson, based on ball skills, pupils could pass and defend with the expected skill and a few were better than this. Collaborative skills were good. Pupils demonstrated a high level of independence and their self-discipline was strong. Standards in this lesson were as expected and pupils achieved well. Very good provision for extra-curricular activities enhances the curriculum effectively. Activities include football, netball, athletics and rounders as well as an annual sports day and participation in cross-country events. An inter-school competition is also held annually.
95. The leadership and management of physical education are good, with sound evaluation of the strengths and areas for improvement. For the future, the subject leader plans to use non-contact time to work alongside colleagues in a monitoring and subject role. The subject is well resourced but the small hall restricts opportunities for the oldest pupils in gymnastics. Good use is made of the outdoor provision.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship (PSHEC) is **very good**.

Main strengths and weaknesses

- Provision is planned very well into the curriculum.
- Cross-curricular links are clearly identified and developed well.

COMMENTARY

96. The arrangements for PSHEC, including drugs education, are very good. Pupils' citizenship skills are developed very well through circle time, religious education, science and music. This area contributes very well to pupils' spiritual, moral, social and cultural development. The school sees pupils' personal development as an important part of its work. The arrangements for drug and health education are very good. Pupils learn about the importance of a healthy diet in science. Pupils are learning how to develop a healthy and safe lifestyle. They gain confidence and interact very well with others.
97. The very caring school ethos supports pupils' personal development and circle time provides very good opportunities to share feelings and to discuss a range of topics. These sessions are effective in building the pupils' confidence and enable them to share their feelings with others. As pupils get older, they are given increasing responsibility, preparing them well for the next stage of their education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3

Overall standards achieved	2
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	3
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	2
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
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	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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