

INSPECTION REPORT

GREAT WISHFORD CofE (VA) FIRST SCHOOL

Great Wishford, Salisbury

LEA area: Wiltshire

Unique reference number: 126436

Headteacher: Mrs A Jenkins

Lead inspector: Mrs C Huard

Dates of inspection: 6th – 8th December 2004

Inspection number: 266920

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

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INFORMATION ABOUT THE SCHOOL

TYPE OF SCHOOL:	PRIMARY
SCHOOL CATEGORY:	VOLUNTARY AIDED
AGE RANGE OF PUPILS:	4-10
GENDER OF PUPILS:	MIXED
NUMBER ON ROLL:	99
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NAME OF CHAIR OF GOVERNORS:	MR JOHN DILLON
DATE OF PREVIOUS INSPECTION:	2 ND DECEMBER 2002

CHARACTERISTICS OF THE SCHOOL

This is a small Church of England primary school just outside Salisbury. It is currently re-organising from First to Primary school status and currently caters for pupils between the ages of four and ten. As a result, numbers are rising and there are currently 99 on roll, more than at the last inspection. Most pupils attend from the local area, although some attend from nearby villages. Pupils are from a range of backgrounds and there is a broad social mix, although there is little deprivation. The area is above average in socio-economic terms. There are significantly more girls in the reception class and Year 5. There is a staggered entry into the reception class. Many children have attended the pre-school held on the school site. The attainment of children currently in the reception class was

broadly average on entry. The school has no pupils from ethnic minority groups. Few pupils are eligible for free school meals. About 13 per cent of pupils have been identified as having special educational needs, which is also below average. One pupil has a statement of special educational needs. Pupils who have learning difficulties and problems with speech and communication receive additional support. The inspection of religious education is carried out separately by a team from the Diocese.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27290	Mrs Christine Huard	Lead inspector	English Information and communication technology Art and design Design and technology Music Physical education Special education needs
9086	Mrs Rosalie Watkins	Lay inspector	
20230	Mrs Jenny Clayphan	Team inspector	Mathematics Science Personal, social and health education Geography History English as an additional language The Foundation Stage curriculum

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Great Wishford CofE (VA) First School provides a good education for its pupils and gives good value for money. Standards of attainment have improved over the past two years and are now above average. Teaching and learning are good overall, enabling pupils to achieve well. The leadership of the headteacher is very good. There are very good strategies for identifying areas for development, and the whole staff team are committed to further improvement.

The school's main strengths and weaknesses are:

- The very good leadership of the headteacher.
- Standards in English, mathematics, science and music, which are all above average.
- The teaching, which is good throughout the school and motivates the pupils.
- The very good attitudes and behaviour of the pupils, which enable them to learn effectively.
- The broad curriculum with a good range of out-of-school activities.
- The good overall development of pupils' personal qualities.
- The good start to their education which children in the reception year receive.
- Information and communication technology, which is not fully integrated into all subjects of the curriculum.
- The role of the subject co-ordinators, which is not yet fully developed.
- Systems for assessment in the non-core subjects¹ that are not consistent across the classes.

The school has made good improvement since the last inspection in 2002. The school has been successful in raising standards in the core subjects of English mathematics and science, because a team of highly competent new teachers has been recruited who motivate the pupils and enable them to learn effectively. There is still some work to do in fully integrating information and communication technology across all subjects. The role of subject co-ordinators has improved, but, because nearly all staff are relatively new to the school, this is not yet fully developed. A highly relevant training programme for all co-ordinators has been put into place to ensure they are able to take full responsibility for planning, monitoring and evaluating relevant aspects of the school's work.

STANDARDS ACHIEVED

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with a comparable proportion of pupils entitled to free school meals.*

Achievement is good overall. The relatively small number of pupils in each year group means that comparisons with national statistics are useful only when considered in the light of knowledge of the individual pupils. The school's detailed tracking systems show that pupils of all abilities achieve well. Pupils' work over the last year reflects good progress overall. Results of the 2004 national tests show that pupils at the end of Year 2 achieved well above the expected levels in reading and writing. Results were also much improved in mathematics. Overall, improvement over time has been below that found nationally, because of staff recruitment difficulties. However, that situation has now been resolved. When children join the reception year, their attainment is broadly average. They make good progress and nearly all will meet, and many will exceed, the goals expected nationally²

¹ The non-core subjects are: art and design, design and technology, geography, history, music and physical education.

² The six areas of learning covered in the Foundation Stage (reception year) are: personal, social and emotional development, language, literacy and communication, mathematical development, knowledge and understanding of the world, physical development and creative development.

by the time they move into Year 1. In Years 1 and 2, standards are above average in reading, writing and mathematics. In Years 3, 4 and 5 this trend continues and standards are above average in English, mathematics and science. Standards in music are above those expected, throughout the school. Standards in information and communication technology are in line with those expected, although there is insufficient use of information and communication technology across other subjects. Pupils with special educational needs and those who are gifted and talented achieve well, because they are given work to match their capabilities.

Pupils' personal qualities and spiritual, moral, social and cultural development are good. Pupils' attitudes towards their work are very good. They are well motivated, curious and eager to learn. Behaviour in and around the school is very good. Pupils are very polite and have very good relationships with each other and the adults in school. Pupils' cultural development has improved since the last inspection and they are now appropriately prepared for life in an ethnically diverse society. Attendance is satisfactory and punctuality is good.

QUALITY OF EDUCATION

The school provides its pupils with a good quality of education. The quality of teaching and learning throughout the school is good. This means that pupils make good progress and achieve well. The Foundation Stage curriculum is firmly established in the reception year, and a wide range of activities is provided to meet children's individual needs. In Years 1 and 2, pupils learn and achieve well because they eagerly respond to the challenges with which they are presented. Pupils learn effectively in Years 3 to 5 because tasks motivate and interest them. Systems for assessment across the non-core subjects, although satisfactory overall, are currently inconsistent between classes. On a day-to-day basis, assessment is good and teachers use information well to set tasks which are well matched to pupils' capabilities. This is particularly beneficial to pupils with special educational needs and higher-attaining pupils who are set appropriate tasks and achieve well as a result.

The school provides a good, broad curriculum, which is supported by a good range of activities that enrich pupils' learning further. The school takes very good care of its pupils. Relationships with parents and other schools are very good and benefit pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides very good leadership. She has high expectations of what the pupils can achieve and a very good understanding of the areas where improvement is necessary. Governors challenge the school effectively and fulfil their statutory duties. They monitor finances well and ensure that spending is focused on actions taken to raise standards. The staff work together very well as a team but, because most are new to the school and the fact that they all have multiple leadership roles, their roles as subject co-ordinators are not yet fully developed and they are not fully involved in monitoring the work of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive in their views of the school and appreciate the opportunities offered by the school to be involved in their children's education. Pupils say they enjoy their work because teachers make tasks interesting for them. They appreciate being asked for their views; for instance, on improving playground facilities.

IMPROVEMENTS NEEDED

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

- Develop the role of subject co-ordinators.
- Integrate information and communication technology fully across the curriculum.
- Implement consistent assessment arrangements for the non-core subjects across all classes.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well throughout the school. Standards are at the expected level by the end of the reception year and above average by the end of Years 2 and 5.

Main strengths and weaknesses

- Standards in English, mathematics, science and music are above those expected and achievement is good.
- Standards are at least in line with nationally expected levels in all subjects.
- Pupils with special educational needs achieve well.
- Information and communication technology is not used enough across all subjects.

Commentary

1. Although the full range of ability is represented in the intake to the school, the children's attainment on entry to the reception class is broadly average. Due to the good provision, the children make good progress and achieve well. Most children are on course to meet all the specific learning goals for children at the end of the reception year, and children's personal and social development is likely to exceed the level expected. Inspection evidence shows that pupils continue to make good progress in their learning in Years 1 and 2 and attain standards above those expected in speaking, listening, reading, writing, mathematics and science. In Years 3 to 5, pupils are also attaining standards that are above those expected in the core subjects of English, mathematics and science.

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

Standards in:	School results	National results
Reading	17.3 (16.8)	15.8 (15.7)
Writing	16.4 (13.9)	14.6 (14.6)
Mathematics	16.4 (14.1)	16.2 (16.3)

There were 19 pupils in the year group. Figures in brackets are for the previous year.

2. Standards have improved significantly since the last inspection. The school's trend of improvement in test results is below that seen nationally, because there were significant problems with staffing. In the year following the last inspection, standards, in comparison with all schools nationally, were above average in reading, below average in writing and well below average in mathematics. In the tests in 2004, standards were well above average in both reading and writing and average in mathematics. Although fairly small groups of pupils take the tests and statistics are not so reliable, inspection evidence shows that there is a general trend, throughout the school, of rising standards. Standards are also above average in science and music. Standards in other subjects are at least in line with those expected.
3. The school's curricular provision has improved significantly, and this has had a positive impact on pupils' achievement. A further reason for the improvement is due to the headteacher and a new teaching team that have brought a new rigour to teaching and learning and provided a strong focus on raising standards. The school has met its targets and undertaken good analyses of the performance of different groups of pupils in reading, writing and mathematics. This information has helped to ensure that the actions taken have been timely and effective. There is now a need to strengthen these arrangements in other subjects in order to boost attainment across the curriculum.
4. Pupils with special educational needs are catered for well because of the good provision. The school has a policy to teach these pupils within classes on most occasions, rather than in withdrawal groups. As a result of the well-programmed and targeted work, these pupils make good progress, achieve well and attain standards that are in line with the targets in their individual education plans. One of the key reasons for their good progress and achievement is that they are included in all the activities the school has to offer. Furthermore, the school is

very careful to ensure that the achievement of different groups of pupils, such as high and low attainers, and girls and boys, are catered for suitably. There are no significant differences in the performance of boys and girls.

5. As a result of the good provision and the school's focus on core skills, pupils' competence in literacy, mathematics and in particular speaking and listening, enables them to achieve appropriately in other subjects. However, although pupils' skills in information and communication technology have improved considerably, information and communication technology is not used sufficiently across other subjects in the curriculum in order to further aid pupils' learning.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils' attitudes to school and their behaviour are very good. Other aspects of their personal development are good overall. Pupils' spiritual, moral, social and cultural development is good. Attendance is satisfactory and punctuality is good.

Main strengths and weaknesses

- Pupils work hard in lessons, because tasks are calculated to capture their interest and staff skilfully uphold high expectations of behaviour.
- The headteacher and other staff create a very strong feeling of community, so that pupils show much care and consideration towards each other.
- Pupils' cultural development has improved because of the school's good steps to plan and implement ways of widening their experience and understanding.

Commentary

6. Pupils of all ages come to school happily. They enjoy their work and usually concentrate very well in lessons because teachers make tasks interesting for them. They co-operate together successfully, helping each other to learn when this is part of the activity. Even the youngest children follow routines with little prompting, listen carefully when tasks are explained, and join very happily in activities. Pupils' willingness to work leaves little room for misbehaviour. Small lapses arise occasionally, but staff correct these skilfully so they are short lived. Pupils seldom allow themselves to be distracted by the noise of the present building project, though some were slightly restless one day when the work prevented any outdoor play. Very good support for the few individuals with behavioural difficulties helps their improvement towards the school's high expectations. Exclusion is only used as a last resort and is seldom required. Parents are very happy with the way their children enjoy school and with their standards of behaviour. They say bullying seldom arises, and they are confident that any occasional issues are soon resolved.

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
99	1	

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

7. Punctuality is good. Many pupils arrive early and readily join in the activities prepared for them in their classrooms before the official start to the school day. Attendance is similar to that usually seen in other schools. Many pupils show good attendance. Staff identify the few who are absent more often. They make good efforts to help parents understand the importance of regular attendance with the result that attendance has risen a little during recent years.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.9
National data	5.1

Unauthorised absence	
School data	0.5
National data	0.4

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

8. The efforts, expectations and example of all adults in the school combine to make it a very friendly and caring community. Pupils show pride in belonging to it. Christian values are strongly upheld so they have a big impact on pupils' personal development, especially social and moral aspects. Pupils understand that the school's 'golden rules' help them to promote each other's wellbeing. Older ones can explain how they follow the rules because they want to be good and to help each other to be happy. They know unkindness hurts others and is wrong. Pupils are helped to understand the structure of their school community, and to see how every adult and child makes their own contribution to its functioning. Older pupils contribute by looking after the youngest ones, and, in every class, pupils help activities to run smoothly by taking turns at a range of small tasks. Pupils care also for others in the wider community. For instance, as part of their harvest celebrations, they made up food parcels for elderly people in their village community and raised funds for seeds for Africa.
9. A particular strength of the provision for pupils' spiritual development is the skilful promotion of opportunities for pupils to express their own feelings and ideas. For instance, during Advent, pupils thought about the journey to Bethlehem and were then helped to explore the theme of their own journey through life. Teachers bring about an atmosphere of mutual trust, so that pupils listen to each other with respect. A spiritual dimension was also apparent as a giant crane lifted sections of the new building into place. Teachers shared pupils' wonder at the rapid growth of the structure. A similar sense of wonder is introduced into lessons from time to time. The daily assemblies promote prayer and reflection on Christian themes. Pupils speak with great respect of prayers and customs followed in other world religions, even though their knowledge and understanding of the people who follow these in their own country and abroad are a little limited.
10. Cultural development, especially multicultural aspects, has been a focus for development, and teachers now have a structured approach to exploring a range of ethnic traditions, through music, poetry and literature for example. Visitors to school, such as a storyteller, contribute well. In geography, pupils compare their lives with those of others, for instance, in a school in the Solomon Islands. Helped by well-planned visits they learn as well about their own national history and culture. Local traditions get full attention; pupils join in village celebrations of the annual 'oak apple' day, which perpetuates an ancient right to collect firewood in a nearby wood.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching is good overall. The school offers a broad curriculum which is well supported by a wide range of visits and extra-curricular activities. The strong ethos ensures that good care, support and guidance are provided for all pupils. The school has established strong links with parents, partner schools and the local community and these have a positive impact on the learning of the pupils.

Teaching and learning

The quality of teaching and learning is good overall. Assessment is good.

Main strengths and weaknesses

- Teachers are confident and have good knowledge of their subjects and how to use resources most effectively to reinforce their teaching.
- Planning is good and ensures that in nearly all lessons all pupils are provided for, whatever their capabilities.
- Lessons are conducted at a good pace, and teachers have high expectations of their pupils and challenge them well.
- Pupils learn effectively because they are interested in their work and are inspired by their teachers.
- Assessment is generally used well to help track pupils' learning and ensures that work is carefully matched to pupils' needs.
- In a small minority of lessons, the introduction is too long.

Commentary

11. The quality of teaching has improved since the last inspection when it was satisfactory overall. Many areas were identified for development and these have all been addressed successfully. Teaching is now lively and interesting and inspires the pupils to learn. The teachers are confident, willing to embrace new ideas and initiatives and use them to good effect. For example, the school has recently installed data projectors in all classes. The staff have quickly become familiar with these and use them well to enliven lessons and make them more interesting in order to help pupils learn more effectively. Teachers' subject knowledge is good. This enables them to answer pupils' questions confidently and ensure that pupils understand terminology and concepts. Pupils learn effectively because teachers want them to think round a problem for themselves. For example, in an English lesson in Years 4 and 5, the teacher wanted pupils to be able to fully understand how to plan a talk for themselves. They were encouraged to analyse a talk he had prepared and given himself, and identify where and how he deviated from his original plan. The tasks fascinated the pupils, and they worked enthusiastically, with great enjoyment and with very good attitudes. The quality of learning was very good and pupils could explain what they were learning as the lesson progressed.

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	8	18	1	0	0	0

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

12. Teachers' planning is good. Resources are always well prepared and ready to hand. Teachers know exactly what they want their pupils to learn and share this with them. The introductory sessions are full of open-ended questions, encouraging pupils to think and solve problems for themselves. However, occasionally these sessions are too long, particularly for the oldest pupils, which mean that pupils do not always have sufficient time to complete the tasks set. Where explanations are required, they are clear and, again, backed up by questions to ensure understanding. Tasks are carefully prepared and may involve group discussion, and group or individual research. Pupils record accurately. Skills are taught well in English, science and information and communication technology to ensure that the pupils have the means to carry out research for themselves. The sessions at the end of the lessons are used effectively for feedback, recounting what pupils have learned and, on occasions, establishing where pupils are not totally confident. This good self-assessment feeds into the overall assessment of the lesson and influences the planning for the next lesson.
13. Lessons are all conducted at a good pace. Time does not drag. Questioning is focused and often relates to learning in other areas, which establish natural links between subjects. For example, in an art lesson in Year 4/5, pupils were exploring how they could effectively evaluate features of their learning. The questions focused very well on the key elements of research, particularly the Internet and reference books. They looked at how technology, such as digital cameras, had been used to further their ideas. The ideas generated meant that

pupils could show how all these other elements enabled them to take their work forward and evaluate it maturely and accurately.

14. Pupils learn effectively and achieve well because they are being taught the right thing at the right time. The methods of assessment employed by the school are highly appropriate and not unduly complicated. Good systems track pupils' achievements over time in all the core subjects. This ensures that if any changes are identified, they are fully investigated. The school carries out a range of formal assessments which enable staff to keep an eye on the 'big picture' throughout the school. On a short-term basis, marking is helpful and informative to pupils. Self-assessment takes place at the end of most lessons, and pupils readily admit when they have not fully understood a concept or idea. The feedback from self-assessment and marking, which is regularly and conscientiously carried out, generally feeds into planning which is amended as necessary on a day-by-day basis. At the current time, the systems for assessing pupils' progress in the non-core subjects are more informal and teachers have their own particular methods of assessment, rather than there being consistent procedures across the school. This is an area for development.
15. Lower-attaining pupils and those who have individual education plans are supported well in their learning by teaching assistants. Steps in learning are carefully identified and teachers and teaching assistants match work effectively to the needs of these pupils. Pupils who have been identified as gifted and talented are usually provided for well and are given additional tasks and problems to solve in the areas in which they are particularly proficient.

THE CURRICULUM

The school provides a good curriculum which is broad, balanced and meets the statutory requirements. It is supported by a good range of activities which enrich pupils' learning. The accommodation and resources are sound overall.

Main strengths and weaknesses

- There is very good provision for pupils with special needs.
- Teaching assistants are experienced and give highly skilled support.
- A good variety of interesting activities outside the classrooms provide experiences that enrich the curriculum.
- Information and communication technology is not fully integrated across the curriculum.

Commentary

16. The curriculum covers all the subjects required by the National Curriculum. The content of each subject is carefully planned to ensure that the topics are interesting and are dealt with in good detail. Because of the re-structuring of the school to full primary status, staff are now reviewing how to extend planning in the non-core subjects to include reference to the skills to be taught in order that they may be built incrementally. The curriculum for children in the Foundation Stage is good and provides a wide variety of activities that intrigue children and extend their learning well. Activities are designed carefully to challenge children of reception age and the younger pupils in Year 1 at appropriate levels.
17. The school is committed to providing an education that meets the particular needs of all its pupils. The hard work and expertise of teachers and teaching assistants create a warm, purposeful environment which ensures that all pupils are given good access to the curriculum. Planning is detailed and topics are interesting. However, the use of information and communication technology has not yet been fully built into the school's curriculum which means pupils do not have enough opportunities to use and reinforce the skills they are learning. Pupils with special educational or emotional needs are fully involved in the school community.
18. A good variety of creative and innovative activities widens pupils' experiences, raise achievement and promote personal development. One interesting initiative is the friendship

that has grown between the school and the river keeper. Pupils visit the river, learn about it, see its wildlife and understand the conservation measures that are being undertaken. A good range of extra-curricular activities includes musical, sporting and French clubs. Visits to the theatre, Salisbury Cathedral, and other places of historical and geographical interest, and visitors with a wide range of expertise provide further good opportunities for pupils to extend their horizons.

19. Pupils are prepared well for each stage of education. Teachers liaise closely to ensure that pupils' needs are fully understood when they move between classes and key stages. The school is beginning to build firm links with local secondary schools in preparation for becoming a primary school with pupils in Year 6 next year.
20. There are sufficient teachers and teaching assistants to meet the needs of the curriculum. Teachers' expertise is good, and teaching assistants give very good quality support throughout the school. Resources are good and are used well to enhance the curriculum. At present, teachers are doing a very good job ensuring that the quality of pupils' learning is not adversely affected by the extensive building work in progress. Teachers and pupils have had to work in inconvenient and often temporary classrooms for much of this term. The size and layout of the new accommodation indicate that it will be very good when completed.

CARE, GUIDANCE AND SUPPORT

Arrangements for pupils' care, welfare, guidance and support are very good. Very good consideration is given to pupils' views.

Main strengths and weaknesses

- The school provides very good care for pupils within a happy supportive environment.
- Pupils become confident learners because of the very good support from teachers.
- Teachers are interested in pupils' views and ideas and take very good account of them.

Commentary

21. Parents are very happy with the quality of care and support that the school extends to their children from the reception year onwards. When children first start, the way they have first been able to attend pre-school provision on the school premises aids the induction process. In addition, arrangements for initial part-time attendance help reception-age children to adapt happily to routines.
22. Throughout the school, steps to meet pupils' individual needs for guidance and support are very successful. Systems are being appropriately reviewed and extended to support the older age groups who now stay in the school. The headteacher and other staff have a very good understanding of the personalities, backgrounds and needs of each pupil. They care successfully for individuals, including those with particular gifts or talents, and those with behavioural difficulties or other special educational needs. Parents' involvement is welcomed; for instance, those whose children have special educational needs like the way their input is encouraged when individual education plans are reviewed. The headteacher works hard to build sympathetic links with parents in instances where disadvantageous home circumstances get in the way of a pupil's attendance and learning.
23. Staff are also alert to provide for pupils' health and safety. Careful attention is given to risk assessment routines, to underpin pupils' wellbeing across the range of school activities. Ongoing reviews of safety measures during the current building project ensure proper precautions are taken at each stage of the work. The headteacher gives thorough attention to child protection procedures and ensures other staff all have full information about the necessary routines. Pupils' guidance and welfare gain also from the efforts made to liaise effectively with outside agencies and with advisers such as the educational psychologist.

24. Throughout the school, staff encourage good attitudes, hard work and considerate behaviour by their consistently high expectations and by well-judged use of praise and awards. Teachers help pupils to gain a sense of responsibility for their own learning. They invite pupils' views in assessing their own work and in deciding targets for their next steps in learning and this aids pupils' achievements. Pupils add to their own annual reports, and are helped to relate to these as their own self-portraits.
25. Staff are very open to pupils' views. They value their ideas and take them seriously. As well as taking account of pupils' evaluations of their own work, teachers give them plentiful formal opportunities to express their opinions about the life of their school community. For instance, pupils contributed to planning for the transition from first school to primary status by completing a questionnaire. Older pupils recently developed ideas for improving playground resources and helped decide how to spend a small fund given to them by the friends' association.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The school's partnership with parents is very good. Its partnership with other schools is also very good and links with the community are good.

Main strengths and weaknesses

- Very good efforts are made to establish an effective partnership with parents and they are very appreciative of the school's work.
- Partnerships developed with other schools result in a range of initiatives that benefit both pupils and staff considerably.
- Links with the community are used effectively to benefit pupils and are increasingly contributing to local village life.

Commentary

26. Parents are very positive in their views of the school. They value the strong sense of friendly community that staff create. Many are keen to support their children and they are pleased with the way their involvement is encouraged. They find it easy to approach the school with any query or problem, because they know that the headteacher and other staff are always keen to resolve any difficulties. Parents' understanding of the school's work is aided considerably by their very high attendance at the consultation meetings arranged every term. A good choice of times is offered, making it easier for them to come. Staff are alert to follow up any who stay away and they make different arrangements for the few who need this. In addition, pupils' annual reports give parents a very good amount of detail about what has been learnt in each subject, as well as including a clear target for the next steps in learning in each subject.
27. As a result of existing arrangements, many parents feel well informed about their children's work but, nevertheless, the headteacher is keen to find additional ways to inform them. She has plans in hand to improve reports further, so they show how the standards of each pupil's work compares with national expectations. She has already introduced an annual Easter extravaganza, when parents can come into school and see pupils taking part in a wide range of curricular activities. Parents help with this event themselves, by devising costumes so that pupils can portray characters from history or literature. Before the inspection, several parents were unhappy with homework arrangements. This term teachers have tried out new routines. As part of the process, the headteacher is using a questionnaire to collect parents' views on the new arrangements and to find if they would like a meeting for further information and discussion.
28. Similar very good attention is given to building productive links with other schools. Staff work effectively with those from partner small schools on carefully selected projects. These are of benefit to all concerned, because of the way they are designed to develop teachers' skills and aid pupils' attainment. For instance, collaboration on a county assessment research project has been very productive. Other initiatives, such as the development of an ongoing shared

programme of activities for gifted and talented pupils, extend pupils' experience as they work alongside those from other schools. Links with the receiving secondary school also contribute, for instance, when it provides a venue for events.

29. Links with the community are developed to good effect. Visits for studies of the local area, and the use of visitors such as the river bailiff and a local expert on artefacts from the Second World War, help pupils' learning. Strong support from local clergy also contributes; for instance, whole-school assemblies take place in the village church while building work makes it impossible to hold them on school premises. Pupils sing at local carol services and members of the local village community are welcomed to events such as the annual sports' day barbecue. Current enhancements to school buildings include aims to develop the old school hall as a resource for the surrounding community as well as for pupils.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. There are significant strengths in the leadership of the headteacher. Leadership of other key staff is satisfactory. The management and governance of the school are good overall.

Main strengths and weaknesses

- The headteacher's leadership and management are very good. She provides firm direction and has a very clear perception of what is required to bring about improvements.
- Governors fulfil their role in monitoring the performance of the school well.
- There is a good team spirit and all staff are committed to raising achievement.
- The role of the subject co-ordinators is not sufficiently developed.
- The school's finances are managed well.

Commentary

30. The headteacher provides very good leadership. The aims and values of the school place a high priority on the provision of a stimulating and inspiring education for all pupils. The aims and ethos of this school have a strong emphasis on valuing all pupils, whatever their background or capabilities. All that the school does closely reflects these ideals. The headteacher has proved herself to be a highly competent and committed leader. Standards in national tests are steadily improving because the headteacher successfully identified the problems with the quality of teaching and learning and has taken swift and appropriate action to address these. There have been astute staffing appointments and a rigorous programme of monitoring has been instigated which has brought about a positive and enthusiastic response from staff. She has a clear vision for empowering both staff and pupils to give of their best and is focused upon improving teaching and learning in order to raise standards of achievement. She aims to improve the school further, through the re-structuring of the school to full primary status and the continued development of the non-core subjects. Staff, pupils, governors and parents respect and support these expectations.
31. The new deputy headteacher is receiving a good induction to the position although it is too soon to judge the impact he will have on the school. The role of subject leaders continues to be an area for development. This was identified by Her Majesty's Inspectors following the school's last inspection. However, in the last two years the priority quite rightly was to establish a strong and competent teaching team which has necessitated an almost complete change of staffing. As a result, subject responsibilities have only been established comparatively recently. Staff are developing a good knowledge of the strengths and weaknesses in the subjects they are responsible for and are devising good, realistic action plans for the future development of their subjects. As yet, subject leaders have not had the chance to carry out lesson observations.
32. There is good leadership and management of special educational needs. There is a positive ethos in which teachers and support staff work closely and successfully together to cater for the individual needs of those pupils who need extra help. There are good induction procedures for newly qualified teachers and all teachers new to the school to ensure they

settle quickly and soon learn how things work. They are supported well in their professional development to enable them to achieve their full potential.

33. The governing body provides clear direction and good support and fulfils all its statutory duties. It is clear that over the last few years the governors have become more confident and understand their roles and responsibilities better. Governors have been supported well by training given by the local education authority. In order to gain a greater awareness of standards and achievement, some governors visit the school to monitor various aspects of the curriculum. This builds good relationships between staff and governors and gives a greater insight into how the school is organised. Most governors have a good awareness of the school's strengths and weaknesses and meet with staff to discuss action plans to improve different aspects of the curriculum. This is a useful means of evaluating how well the school is tackling weaker areas. The governors are beginning to play a stronger role in the development planning of the school and are not so heavily reliant on the headteacher for guidance in this area. They receive good information on the curriculum through reports from the headteacher and operate effectively in committees, which deal with issues relating to personnel, resources, finance and premises. They have a good understanding of their monitoring role and carefully review progress made towards targets.
34. The headteacher has a clear picture of the school's strengths and weaknesses, and uses monitoring effectively to target action plans for development. There is a shared desire for pupils to achieve high standards, but this does not compromise the broad curriculum and wide range of learning opportunities provided by the school, and the development of all pupils as individuals. A highly positive environment has been developed and maintained, and the school's status as a church aided school is very much at the heart of this. This, combined with pupils' good attitudes and behaviour, makes a significant contribution to their learning. The headteacher receives good support from all the staff and they work very closely together in deciding whole-school priorities for development. The school, quite rightly, has concentrated its initial efforts on raising standards in literacy and numeracy. These areas have been monitored particularly well by the school and the local authority. These activities have contributed to the on-going improvements in the curriculum and quality of teaching and learning, as well as enabling the school to identify priorities for future development. Teachers receive good quality feedback on their work and are able to develop their practice through a well-structured programme of staff development.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	233,669	Balance from previous year	29,336
Total expenditure	236,031	Balance carried forward to the next	26,974
Expenditure per pupil	2,384		

35. The school improvement plan is linked closely to the school's finances. This ensures that evaluations are made on the extent to which all pupils benefit from targeted spending in the curriculum. Finances are managed in an exemplary manner by the school's administrative officer. The headteacher and governing body apply the principles of best value very well. The school administrator plays a key role in this process, ensuring that materials are bought at the best price and keeping everyone informed about the state of the school's finances. The school building programme and the conversion to full primary status, together with the need to restructure the staffing of the school, has seen the school's finances stretched to the limit and the apparent large surplus from last year has all been allocated within the school's current building programme. However, the governors are very aware of the need to ensure that the school remains financially secure and they are well involved in forward planning and carefully consider all options so that the educational provision made for pupils remains as good as possible.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

36. Provision was judged to be at least satisfactory at the time of the last inspection. It is now good because of improvements made to the organisation, planning and teaching of the early years' curriculum. Children enter the reception class with varying attainment but, overall, standards are average for their age. The recently appointed teacher and her two teaching assistants provide a strong team and create a warm, welcoming atmosphere where children are encouraged to work purposefully at a well-chosen variety of interesting activities and to do their best. Planning is clear and detailed, and tasks are pitched at appropriate levels for groups of different abilities. Frequent assessment ensures that the teacher is aware of how each child is progressing, and planning is developed and altered where necessary in the light of these assessments. Children with special educational needs are supported well and this enables them to achieve as well as their classmates.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Most children exceed the standards expected for their age by the end of the reception year.
- Adults understand children very well and have high expectations of children's attitudes and behaviour.

Commentary

37. Teaching in this area is very good and children achieve well. Thorough planning ensures that children are engaged in a wide variety of interesting and challenging activities, and adults support them very well. This promotes an atmosphere where children move purposefully from task to task without being bored. The children behave very well. Any minor lapses are dealt with firmly and sympathetically. The teacher uses very good strategies to encourage the children to think of others and empathise with their feelings. Children co-operate and share well and also work sensibly independently. By the end of the reception year, most children are likely to exceed the standards expected for their age.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The teacher and teaching assistants use opportunities well throughout the day to develop children's speaking and listening skills.
- The teaching of early reading and writing skills is good.

Commentary

38. Adults understand the needs of young children well. Teaching is good and enables children to achieve well. The teacher plans interesting activities that motivate children well. Adults constantly impart snippets of new information and ask stimulating questions that grip children's attention and ensure that they listen attentively and are eager to practise their speaking and explaining skills. By the end of the reception year, the speaking skills of most of the children are above the expected level.
39. Most children have discovered how to record their thoughts on paper and are extremely enthusiastic to practise their emergent writing, although not much is legible at present.

Children are learning the sounds of letters well and are keen to use this knowledge. Several hear the beginning and end of words clearly. There are numerous examples of children's work around the room which show that they write for a variety of purposes, from labelling items to writing letters. Most children are likely to attain the expected level by the end of the reception year, and some will attain beyond it.

40. Reading is developing at expected levels at present. Children are interested in books and use pictures and their knowledge of phonics to work out the text. They all know how books work and are confident to 'read' the story if they do not recognise words. They have regular reading practice, and recognise a limited number of frequently met words. Many children understand what the 'title' of a book means. The great majority of children are likely to attain the expected level and some will attain beyond.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Planning is detailed and activities are exciting for the children.
- There is good teaching by the teacher and her assistants.

Commentary

41. Teaching is good and means that children achieve well in lessons. Well-chosen activities make learning fun, and children respond with good levels of interest and enjoyment. During the inspection, they counted pebbles they heard dropping into a screened bag and tried hard to get beyond six or seven correctly. They also practised counting fruit that they had bought in the class shop into numbered bags. Children understand that numbers can be recorded as figures and are just starting to write one or two. Many children are likely to attain the expected level by the end of the reception year and some will attain beyond.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good planning ensures that this wide area of learning is covered well.

Commentary

42. Good planning and teaching ensure that children enjoy a wide variety of experiences which help them investigate and understand aspects of their world. Children achieve well, because they are interested in the activities provided for them. In a good lesson, children recognised photographs they had taken of buildings in the village and constructed group plans with clearly marked roads and features. This involved a lot of discussion and negotiation as they took turns in drawing onto very large sheets of paper. When children made fruit salad, good teaching ensured that they used their writing skills well to record their recipes. Work on display indicates that they know about some of the animals to be found in jungles and that they have designed and made vehicles from junk materials. They have a growing awareness of their own faith and good respect for others' reflections. Computer skills are a little above those often seen. Several children were fascinated by different fonts and used the toolbar independently in order to change and use a wide variety of print. Most children attain at expected levels for their age.

PHYSICAL DEVELOPMENT

43. It was not possible to make an overall judgement about provision in this area of learning, as ongoing alterations to the school meant that no physical education sessions took place during the inspection and children's playtimes were curtailed. There is good provision for children to practise and develop the skill of using their hands to perform increasingly precise tasks. Children use paint brushes, glue sticks and scissors fairly accurately. They are starting to use circular movements when they paint and write letter sounds. They constructed quickly and efficiently using snap-together building blocks when they were adding three-dimensional models to their plans of the village. Children attain at levels slightly above average in this part of their physical development.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The teacher plans a wide variety of activities that provide children with good opportunities to explore and create.

Commentary

44. Teaching in this area is good and children achieve well. Activities are carefully planned which help children to develop and use their imaginations. During the inspection, groups used the 'fruit shop' to develop dramatic situations well. Children also became deeply involved in building and organising a busy road on the carpet. They enjoy painting and have made pictures of the different kinds of transport that they have modelled. They have also painted pictures and made very impressive masks of animals that prowl in the jungles. Children enjoy discovering the effects of mixing colours together. The large majority of children are likely to attain at expected levels by the end of the reception year.

SUBJECTS IN KEY STAGES 1 and 2 ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve good standards in English.
- The quality of teaching is good.
- Leadership and management are good.
- The good standards of literacy that pupils achieve enable them to fully access the other areas of the curriculum.
- Pupils with special educational needs are enabled to achieve well in English because of the support they receive.
- Information and communication technology is insufficiently used.

Commentary

45. Inspection evidence shows that standards are above average at the end of Years 2, and above expectations in Year 5. This shows significant improvement since the last inspection. Although standards have improved overall, test results at the end of Year 2 fluctuate from year to year due to the small sizes of the year groups, the differing abilities within these, and the number of pupils with special educational needs. However, the trend throughout the school is one of on-going improvement. Higher-attaining pupils are recognised and suitably challenged, and the progress of pupils with special educational needs is good, due to the good support they receive, both within the class and when they are withdrawn from class for additional

support. During the inspection, there was no noticeable difference between the achievements of boys and girls. Pupils' achievements are good overall.

46. Speaking and listening skills are good. In lessons in English and other subjects, teachers use questioning well to encourage pupils to explain what they have learned and to express their opinions. There is very good use of 'talk partners', although pupils are not always asked to feed back their partner's responses. In a very good lesson in Years 4 and 5, pupils answered questions about how they should plan a talk, giving reasons for their answers. This illustrates how pupils are encouraged to think their work through and develop logical thought processes.
47. Pupils achieve well in their reading, because younger pupils are taught well how to recognise letter sounds and are given various strategies to help them read unfamiliar words. Additional reading opportunities are provided for those who need more help. Teachers are careful to provide pupils with a good range of fiction and non-fiction reading material. Pupils are confident readers and enjoy reading books from a range of genres. They understand very well how to use books for research and make good use of the good range of reference books to research different topics. Parents contribute fully to their children's reading development.
48. Pupils achieve well in their writing. Pupils have the opportunity to write for a range of audiences and a variety of purposes. Regular handwriting practice for all pupils builds up skills so that work is well presented and writing is well formed. The very structured approach to building up writing skills ensures that pupils are secure in what is expected of them and produce good work in which they take a pride. However, the presentation of some of the oldest pupils is not always as neat as it could be, detracting from the otherwise good content of work. Those of average and higher ability produce imaginative work, with mainly accurate spelling and punctuation. Pupils with special educational needs are given well targeted support which helps them achieve to their full potential.
49. The significantly good feature of teaching is that teachers have very good knowledge of the curriculum and are careful to build up pupils' knowledge and skills in an organised and progressive way. Care is taken to make clear what is required so that pupils can achieve success. On-going assessment is used well to identify targets for development, for a group as a whole and for individual pupils. Work is adapted to meet the needs of different pupils, and higher-attaining pupils are challenged well. The pace of lessons is very good and maintains pupils' interest. Topics are chosen which stimulate and interest pupils and are relevant to their experiences. Pupils with special educational needs are given support which helps them to achieve well.
50. Leadership in the subject is very good. The subject is co-ordinated by the headteacher who has developed the subject well and continues to look for areas in which the subject can be improved. Assessment procedures provide very good information for setting targets for improvement. There has been good improvement since the previous inspection and the subject has developed well.

Language and literacy across the curriculum

51. The good standards pupils achieve ensure that they are able to participate fully in the other subjects of the curriculum. They have good research skills and there is a good crossover in subjects, so that, for example, writing is used well for pupils to record in science, history and geography. Opportunities for pupils to use information and communication technology to draft and word-process work are limited at present, and this is an area for development.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The curriculum is good.
- Teaching and learning are good throughout the school and standards are rising.
- Assessment is good and is used very well.

Commentary

52. The results of national tests at the end of Year 2 show that attainment is rising and is now similar to most other schools nationally, although it is still below average when compared with similar schools. Lesson observations and analysis of pupils' work show that pupils' attainment is a little above average across the school and that the school puts good emphasis on all areas of mathematical learning. The recently appointed teaching team ensures that pupils work consistently hard, and this is resulting in good achievement throughout the school. Improvement since the last inspection has been good.
53. Teachers show good understanding of the National Numeracy Strategy and adapt it well to meet their pupils' needs. For example, analysis of test results in the summer showed a weakness in aspects of the understanding of number, so extra emphasis is being placed on this area this year. Teachers are clear about what pupils are to learn and plan challenging tasks which pupils find interesting. In a very good lesson for pupils in Years 3 and 4, the teacher devised slightly different tasks on the same theme of using a blank number line for subtraction. This challenged pupils in four groups of differing ability to the limits. The pupils were highly confident, enthusiastic and hard working and achieved very well. Analysis of pupils' work across the school indicates that most teachers set appropriate tasks for pupils of differing ability. All teachers have good relations with their pupils and expect them to behave well and to listen carefully. This makes for an atmosphere conducive to working hard. Teachers use whole-class sessions well at the start of lessons. They ask searching questions to check pupils' knowledge and then extend them so that pupils are encouraged to think and to reason for themselves. Whole-class sessions at the end of lessons are used well to reinforce the day's learning and to give an idea of the next step. Teachers usually refer to their original objectives and raise their pupils' awareness of their learning very well by asking them how far they have understood the tasks. Pupils with special educational needs are supported very well in class by skilled teaching assistants. Tasks are usually adapted well to suit their needs, and this maintains their confidence and interest, and ensures that they achieve well.
54. The co-ordinator has recently taken full responsibility for the subject. Her leadership and management are satisfactory at present because the role of the co-ordinator is not fully developed yet. Teachers plan closely together across the year groups to ensure that their pupils have similar learning experiences and show common cause in wanting their pupils to achieve well. They assess their pupils informally, know them well and keep clear records that show pupils' progress and what their attainment should be at the end of the school year.

Mathematics across the curriculum

55. The use of mathematics across the curriculum is sound. Pupils' numeracy skills are used appropriately in science to record the results of their investigations in the form of simple graphs. Pupils are aware of some chronology in history and in geography they use simple co-ordinates to locate features on plans and maps.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The curriculum is good, although there are too few opportunities for pupil-led investigations.
- Teaching and learning are good and pupils achieve well.
- Too little use is made of information and communication technology to support science.
- Pupils have good understanding of what they have learned.

Commentary

56. Standards have improved since the time of the last inspection and pupils' attainment now is a little above average throughout the school. Analysis of work done by pupils this year confirms this and since pupils enter school with standards that are average this represents good achievement.
57. Teaching is good across the school and pupils achieve well. Teaching was good in all the lessons seen during the inspection and in one lesson it was very good. Teachers have good subject knowledge and high expectations and plan in careful detail. Topics are interesting, and this ensures that pupils are intrigued and want to know more. Teachers share learning objectives which raises pupils' interest and focuses their attention from the start of the lesson. Teachers use resources very well and, in addition, ask skilful questions which fascinate pupils and lead them to think deeply and reason carefully as they extend their understanding. For example, in a lesson for pupils in Years 4 and 5, the teacher used simple resources to demonstrate clearly the movement of the earth around the sun and the moon around the earth. From this, with expert use of questions, the teacher led pupils to deduce how the seasons happen. A question from a pupil extended everyone to think about the reason for eclipses and to make a leap in their understanding. Several pupils in Year 5 report that science is their favourite subject.
58. The school has worked hard to improve standards. Assessment procedures, and particularly pupils' knowledge of their own new understanding, are good, although they are not collated at present in order to predict pupils' progress. Overall, there has been good improvement since the last inspection. The leadership of the subject is satisfactory because the co-ordinator is newly in post and the role is being developed. His subject knowledge and enthusiasm are inspiring the staff. The use of pupils' mathematical skills to record their findings is satisfactory. The use of their thinking, speaking and writing skills is generally good. There was very little evidence seen of the use of information and communication technology.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Pupils are growing in confidence and their skills in information and communication technology have improved significantly and are now sound.
- The leadership and management of the subject are good.
- Information and communication technology is not used enough in other subjects.

Commentary

59. Standards are broadly in line with those expected at the end of Years 2 and 5. This represents an improvement since the last inspection, when Her Majesty's Inspectors found that skills were not taught systematically and pupils' knowledge was underdeveloped. The school's resources have improved and computers are now available in all classrooms. These

computers do not currently have Internet access because of the major building works taking place, but this is planned for in the new building. A portable data projector is used effectively. Teaching is good, enabling pupils to achieve well. Pupils with special educational needs receive good support, enabling them to perform as well as their classmates. The knowledge and understanding of the teaching staff have improved considerably. Teachers make good use of the resources available to develop pupils' skills and understanding in the use of information and communication technology. The school is now in a strong position to raise standards further.

60. Pupils are gaining confidence in using the computers and see information and communication technology as a means to help them make their work more interesting. Pupils in Year 5 confidently log data connected with their science work and explain the next developments. They spoke knowledgeably and with enthusiasm about using software to aid them with their research for their history projects. Pupils in Years 3 and 4 confidently program a robotic toy to 'rescue' an agent from enemy territory as part of their project on the Second World War. Pupils in Year 2 have good mouse control and have a good understanding of some of the tools and how to use them. They could demonstrate, for example, how to import a picture into their work and how to change its size and position. They are developing competent word-processing skills and have used paint programs successfully.
61. The subject co-ordinator provides good leadership and is preparing to hand over responsibility for this area. She is working hard to ensure that teachers and support staff, throughout the school, develop confidence in the use of information and communication technology, by providing training and support in the areas where they lack confidence. She is aware of the areas that require improvement. The extension and improvement of equipment, such as providing a mobile bank of basic laptops, is an on-going aim. Teachers assess pupils' work effectively. Pupils also maintain a good electronic record of their work, including photographs, as well as writing and drawings; this enables the school to judge progress easily.

Information and communication technology across the curriculum

62. The teachers make insufficient use of information and communication technology in other subjects and this is an area for development. Nevertheless, there are some good examples of its useful application. For instance, it is used to very good effect in art and design and it provides effective research material in history.

HUMANITIES

The organisation of the timetable during the week of the inspection provided little opportunity to observe direct teaching in either **history** or **geography** and no judgement has been made about the overall provision in these subjects. **Religious education** was not a part of this inspection, as it is inspected separately by a team from the Diocese.

63. **Geography** and **history** are delivered through a series of topics taught over the course of a key stage. Planning ensures that there is a suitable balance of each during the year. The topics are taught in good depth and contain considerable challenge. Good use is made of pupils' writing skills to record their new learning, and pupils have good opportunities to gain historical and geographical skills as well factual knowledge. For example, in geography, pupils in Year 1 have learned about the village and used simple grid references to find features on a map. Pupils in Years 3 and 4 have learned about the Second World War in history this term and have particularly identified with refugees while pupils in Years 4 and 5 have studied the Ancient Egyptians and have become very knowledgeable about many facets of their lives. They have also considered the excavations made by Howard Carter and the rich historical evidence that he found. Well-chosen visits contribute usefully to pupils' knowledge and understanding. Class teachers make their own assessments of pupils' work after each topic, but these are rather ad-hoc and there is no whole school assessment procedure at present.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No overall judgements can be made in respect of **art and design**, **design and technology** and **physical education**, as too few lessons were observed to be able to make secure judgements as to the quality of teaching and learning.

64. One lesson was observed in **art and design**. Pupils were using a set of portraits of the class to create a montage. The example chosen as an illustration was that of Jimi Hendrix 'Blues' album and made a refreshing change from Andy Warhol images. Pupils worked imaginatively using the Hendrix idea of using the head as an outline. Pupils also use bird and fish shapes effectively creating petals from pupils' hands. They were keen and enthusiastic and took care about the way in which they presented their work. From work displayed around the school and from interviews with pupils it is clear that the full range of the art and design curriculum is explored, including learning about the work of a range of artists from a range of cultures. This contributes positively to pupils' spiritual and cultural development.
65. In **design and technology**, discussions with pupils and examination of the sample of work available showed that the curriculum is adequately covered, and pupils experience the full range of the designing and making process. Good links are made with other subjects. The coordinator has good knowledge of the subject and the action plan for further development is entirely appropriate. Assessment systems are satisfactory.
66. It was not possible to make secure judgements about provision in **physical education** because the major building works taking place during the inspection meant that pupils were unable to have their regular lessons in the hall or outside. However, one lesson for pupils in Years 1 and 2 was observed. This was very good and showed that the school's decision to utilise the skills of specific teachers is a good one. The lesson contained all the required components of a very good lesson with a highly effective warm-up, well-planned learning objective, clear explanations and plenty of opportunities for the young pupils to practise and refine their dribbling skills. The teacher made good coaching points throughout and gradually extended the pupils skills' to enable them to devise and use tactics in a small game. The subject is led and managed well and the well-planned scheme of work fully meets the requirements of the National Curriculum. Assessment systems to be implemented across all classes have yet to be introduced.

Music

Provision in music is **good**.

Main strengths and weaknesses

- The full curriculum is covered well.
- The quality of teaching and learning is very good.
- Pupils are enthusiastic, talented and clearly enjoy their music lessons.

Commentary

67. By the end of Years 2 and 5, standards in music exceed those expected. Pupils make good progress. They enjoy music, and listen and concentrate well in games and activities. Pupils have plenty of opportunities to appraise and perform music.
68. Music has not always been the high profile subject it is today. The school rightly identified the need to improve provision and appointed a part-time specialist teacher to help lead the subject and teach the recorder. This teacher is of very high calibre, provides a very good role model for pupils, and has made a significant contribution to the good improvement achieved. His teaching is of a consistently high standard. Because one teacher teaches all classes the recorder, he ensures there is progression from class to class and the pupils in Years 4 and 5 are tackling considerably more complex work than pupils in Years 3 and 4. The quality of the teaching and learning in other music lessons seen during the inspection was also very good.

The lessons were well structured and, because they interested and excited the pupils, the pupils were well motivated; as a result, they achieve well. There was good learning in the lessons observed because pupils remained strongly focused on what they were doing.

69. The quality of singing throughout the school is high. Pupils have many opportunities to sing, both in class and in assemblies. The pupils have an excellent sense of rhythm, good clear intonation and a very good sense of pitch and tone. Older pupils in Years 4 and 5 know and understand the need for good posture when singing.
70. Teachers are supported by an appropriate scheme of work. The music programme has appropriate cross-curricular links and is providing pupils with a rich diet of musical opportunities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- The ideals of citizenship permeate the life and work of the school and make a strong contribution to its ethos.
- This area of the curriculum is led very well and is having a positive impact on pupils' attitudes and personal development.

Commentary

71. The school works consistently hard to promote the values and principles of citizenship, and its success is illustrated in the very good relationships that exist throughout the school and in the very good roles models presented by adults. There is a strong feeling of belonging to a community and, as the school extends, pupils are starting to have increasing responsibilities, although there is no school council at present. There are good levels of awareness of others. The oldest pupils look after children in reception during the walk to church and sit with them for assemblies. Pupils have good understanding of the reasons for rules and are keen to abide by them. They are starting to contribute suggestions about areas of school life that affect them. For example, they have thought about suitable games for the new playground and have designed a bench for a nearby public area.
72. The values of citizenship are developed well through the programme for personal, social and health education. Pupils are encouraged to express their opinions and to listen to and consider the views of others. They take these lessons very seriously and contribute thoughtfully to the topics under discussion. There was an intensely moving moment in a lesson for pupils in Year 1 and reception when they held hands and in deep silence passed first a squeeze and then a smile round the circle. This set the tone for the session very well.
73. Personal, social and health education plays a very successful role in the school's aim to raise pupils' achievement by building confidence and independence and has a positive impact on pupils' personal development overall. This is because the coordinator leads this area well with a well planned programme. Pupils have a good understanding of the values and responsibilities involved in good citizenship and they are becoming mature members of their community.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
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	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
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	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
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).