

INSPECTION REPORT

HENHAM & UGLEY PRIMARY SCHOOL

Henham, Bishop's Stortford

LEA area: Essex

Unique reference number: 114975

Headteacher: Marilyn Greenhalgh

Lead inspector: Michael J Cahill

Dates of inspection: 15 – 17 November 2004

Inspection number: 266993

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:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	165
School address:	School Lane
	Henham, Bishop's Stortford
	Hertfordshire
Postcode:	CM22 6BP
Telephone number:	01279 850213
Fax number:	01279 850429
Appropriate authority:	Governing body
Name of chair of governors:	Charles Martineau
Date of previous inspection:	11 January 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated in the centre of Henham, a moderate-sized village some six miles from Bishop's Stortford. The school serves an area of mainly well-established owner-occupied houses and some rented accommodation; the school is very popular and around half of its pupils come from outside the village itself. The percentage of pupils known to be eligible for free school meals is below the national average. The school is about the same size as most primary schools with, 165 full-time pupils organised into seven single-age classes. A further 31 children attend the Nursery class part-time. Almost all pupils are from white British families; the percentage of pupils whose first language is not English is very low.

Attainment on entry is broadly average with annual variations in the proportions of higher attaining children and of those with special educational needs. The overall proportion of pupils with special educational needs is well below the national average; there are no pupils of compulsory school age with a statement of special educational need. As well as a range of learning difficulties, the special educational needs in the school include speech or communication needs and physical needs.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19623	Michael Cahill	Lead inspector	Mathematics Science Information and communication technology Physical education
11414	Ann Bennett	Lay inspector	
23805	Margaret Lygoe	Team inspector	Special educational needs English Art Design and technology Music
23056	Terry Manzi	Team inspector	English as an additional language Foundation stage Geography History Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school; it is highly effective in promoting pupils' achievement and their personal development. Leadership and management are excellent and sharply focused on raising standards through improving the quality of education provided. Pupils achieve very well in attaining standards that are well above average and they are prepared very well for subsequent stages of education. **The school provides very good value for money.**

The school's main strengths and weaknesses are:

- pupils achieve very well as a result of consistently good, often very good, teaching that is based on very good assessment of their learning needs;
- very thoughtful and effective provision for pupils' personal development promotes very good attitudes to learning, behaviour and relationships;
- test results in Year 6 in English, mathematics and science are regularly well above the national average; standards in physical education are also well above average;
- the school makes very good provision for pupils with special educational needs and for those with particular gifts and talents, including those for whom English is an additional language;
- the curriculum is very stimulating and well-planned, it meets pupils' needs very well although pupils' developing ICT skills are not fully used in other subjects; there is an excellent range and quality of extra activities;
- excellent leadership by the headteacher and deputy headteacher promote a continual focus on improvement in all aspects of the school's work.

There has been a very good level of improvement since the last inspection in 1999; standards are now higher across the curriculum and the overall quality of education, including the teaching and the accommodation, has been improved.

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	C	A*	A*
mathematics	A	A	A*	A
science	A	A*	A	A

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' overall achievement is very good. Children make a good start in the Nursery and Reception classes, with most achieving well across most areas of learning so that they are well prepared to enter Year 1. Pupils of all abilities build very effectively on their earlier learning so that most have achieved very well when they move on to secondary education.

Over the five years since the last inspection, the school's national test results for pupils in Year 2 have improved in reading, writing and mathematics in line with the national trend.

In 2004, results in reading and writing were well above average and above average in mathematics; overall they were well above average. Standards in the present Year 2, at this point in the school year, are broadly average in reading and writing, and above average in mathematics, science, information and communication technology and physical education. In art and design and in design and technology, pupils' attainment in Year 2 is average. In religious education, pupils exceed the standards of the locally agreed syllabus.

National test results for Year 6 pupils have been improving over the last five years to an extent that is better than the national picture; results have been consistently well above average. In 2004 results were well above average in science and in the top five per cent of school's nationally in English and mathematics; the school comfortably exceeded the targets agreed with the local education authority. Inspection evidence indicates that the standards attained by Year 6 pupils are well above the national average in English, mathematics, science and physical education. Standards in most other National Curriculum subjects are above average. Standards in religious education exceed the requirements of the locally agreed syllabus.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are promoted very well. Attitudes, behaviour and relationships are very good; pupils contribute very well to maintaining a very pleasant and purposeful working atmosphere. Attendance is excellent and punctuality is very good.

QUALITY OF EDUCATION

The school provides a very good quality of education for all of its pupils. The quality of teaching and learning is good, with a significant proportion of very good and excellent lessons. Teachers have high expectations and lesson planning builds very well on the pupils' earlier learning; pupils develop very good work habits and attitudes to their learning. There are very good systems for keeping track of pupils' progress and very good teamwork between teachers and teaching assistants results in pupils of all abilities receiving the support that they need. The curriculum in the Foundation Stage, and for pupils throughout the school, meets their needs very well and there is excellent provision of enrichment opportunities including clubs, visits and visitors. Accommodation is now good although the Reception classroom is small and children do not have easy access to the outdoor covered area. The school offers very good support, advice and guidance for pupils and maintains a very good partnership with their parents. The school enjoys very good links with the community and good links with other schools and colleges.

LEADERSHIP AND MANAGEMENT

Leadership and management are excellent, overall. The leadership of the headteacher and other key staff is excellent and sharply focused on raising the achievement of all pupils. Governance is excellent and all statutory requirements are fully met. The school is very well managed and keeps all aspects of its performance under continuous review.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents express a high level of satisfaction with the school and are very supportive of it; they greatly appreciate the approachability of staff and the information that they receive.

Pupils like their school very much and appreciate that they are increasingly involved in school decisions, and that their voice is listened to.

IMPROVEMENTS NEEDED

There are no major areas for improvement. The school should, however, continue to improve the use of its information and communication technology resources across the curriculum. It should also do what it can to improve the inside and outside accommodation for the Reception class.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The achievement of children in the Foundation Stage is good. Most of the present Reception class children are well on track to exceed the national goals for early learning by the time that they enter Year 1. The achievement of pupils in Year 6 has been very good during their time at the school and standards in Year 6 are currently well above average. Test results in English, mathematics and science in Year 6 over the last five years have usually been well above the national average; test results in Year 2 in 2004 improved to well above average, overall.

Main strengths and weaknesses

- Pupils make very good gains in their skills, knowledge, and understanding in their time at the school.
- Overall national test results in 2004 were very high; standards in physical education by Year 6 are well above average.
- Pupils throughout the school demonstrate standards in information and communication technology and in religious education that are above average.

Commentary

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

Standards in:	School results	National results
reading	17.2 (16.0)	15.8 (15.7)
writing	16.5 (15.1)	14.6 (14.6)
mathematics	17.1 (16.8)	16.2 (16.3)

There were 25 pupils in the year group, 15 boys and 10 girls. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	31.2 (27.2)	26.9 (26.8)
Mathematics	30.4 (28.8)	27.0 (26.8)
Science	31.4 (31.6)	28.6 (28.6)

There were 23 pupils in the year group, 12 boys and 11 girls. Figures in brackets are for the previous year

1. Over the five years since the last inspection, the school's national test results for pupils in Year 2 have improved in reading, writing and mathematics in line with the national trend. In 2004, results in reading and writing were well above average and above average in mathematics; overall they were well above average. Results in Year 6 have been well above national averages over the five-year period; in 2004 results were well above average in science and in the top five per cent of schools nationally in English and mathematics. There are variations from year to year in the

relative performance of boys and girls but, overall, there are no significant differences in the achievement of any group of pupils, including that of the small proportion from minority ethnic families.

2. In 2004, the school exceeded the targets agreed with the local education authority for the proportions of pupils achieving Level 4, and greatly exceeded them at Level 5 in both English and mathematics. Targets for the present Year 6 are appropriately challenging.
3. Attainment on entry is broadly average. Children benefit from the good provision in the Foundation Stage and by the time that they enter Year 1 most meet the national goals for early learning and a sizeable proportion exceeded them in more than one of the areas of learning. Overall, achievement is good.
4. The very good provision for pupils with special educational needs includes sharply focused group support by the co-ordinator, which is in addition to that provided by the team of experienced and well-trained teaching assistants. As a result many pupils with special educational needs make progress that enables them to attain the national average in Year 6.
5. In the present Year 2, the attainment of pupils is currently broadly average in reading and writing, and above average in mathematics, science, information and communication technology and physical education. In art and design, and in design and technology, pupils' attainment in Year 2 is average. In religious education, pupils exceed the standards of the locally agreed syllabus. Overall, taking into account the 2004 national test results and assessments, achievement throughout Years 1 and 2 is good for pupils of all abilities.
6. Standards in Year 6 are well above average in English, mathematics and science; national test results for 2004 amply confirm this. Year 6 pupils are confident and competent users of information and communication technology, although they did not have the benefit of improved resources and an extended curriculum in their earlier years; standards in this subject are above average. Standards are average in design and technology, and above average in art and design, geography and history. In physical education, many pupils attain standards in individual skills and in team games that are well above average. Standards in religious education exceed the requirements of the locally agreed syllabus. Most pupils, including those with particular gifts and talents, achieve very well during their time in the school.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes towards school, and behave very well. The school makes very good provision for pupils' personal development, including spiritual, moral, social and cultural development. Attendance is very high.

Main strengths and weaknesses

- Attendance is consistently high and continues to improve; punctuality is very good.
- Pupils apply themselves very well in lessons.
- Behaviour in class and around the school is very good.
- Very good provision promotes pupils' personal development very well.

Commentary

7. Pupils are keen to come to school and enjoy it. They quickly get to know the routines, and settle comfortably into the supportive and encouraging ethos. They enjoy lessons, are hungry to learn and work industriously. They enjoy challenges and like to tell what they know, and teachers respond well to their suggestions because there is an atmosphere of mutual respect. Pupils develop very well socially during their time in school because they are kept well informed about their learning and allowed to take considerable responsibility. They work together very well, in class and during clubs and other activities.
8. The very strong relationships within school give confidence to the pupils. Individuals and the school council are trusted, and are allowed to initiate and develop their own ideas. Behaviour is very good, improving as pupils move up the school. There have been no exclusions and pupils and their parents have confidence that any reported minor unkindness will be quickly resolved. Pupils have a very good understanding of the school's expectations for behaviour, and want to support the very high moral standards. They care about bad language and pupils' appearance, and through school council, ask the headteacher to do something about these.
9. The pupils' very good behaviour and attitudes towards work, commented on in previous inspections, have been sustained and enhanced. There is now more extensive provision for pupils' personal development through the curriculum and after school activities. There is also a consistent approach to identifying and nurturing pupils' gifts and abilities so that none feels a failure. Teachers seek to build pupils' confidence, to give them opportunities to succeed and become rounded young people. They have provided more music and sport, and have built into daily routines a learning culture that helps pupils both to enjoy learning and to take responsibility for themselves. This does not stand still because new ideas are continuing to be developed which give pupils insights into how they learn, and how they live compared with other places, countries and cultures.
10. Attendance has been consistently very high over a number of years, and has improved still further last year because of the school's work and the strong support given by parents. They are also responsible for the very good level of punctuality. The attendance rate is something to celebrate.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	2.9	School data	0.2
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education for all its pupils. Teaching and learning are good. Curriculum provision is very good overall and opportunities for enrichment are excellent. The school provides very good support, advice and guidance for

pupils and maintains a very good partnership with their parents. The school maintains very good links with its community and good links with other schools and colleges.

Teaching and learning

The overall quality of teaching and learning is good, with a significant proportion of very good and excellent practice. Assessment procedures are very good.

Main strengths and weaknesses

- Lesson planning is very good and builds very well on earlier learning; pupils develop very good work habits and attitudes to their learning.
- Assessment procedures are very good; teachers keep very good track of individual pupils' progress and set work that is appropriate for them.
- The very good teamwork between teachers and teaching assistants creates a very good working atmosphere and ensures that all pupils receive the support that they need in order to achieve to their potential.
- Teachers make good use of information and communication technology resources in literacy and for research purposes, but use in other subjects is under-developed.

Commentary

11. During the inspection the quality of teaching and learning in the Nursery and Reception classes was good in nearly three-quarters of lessons. In Years 1 and 2, teaching was at least good in two-thirds of lessons. In Years 3 to 6, teaching was at least good in three-quarters of lessons with more than two-fifths being very good, and on three occasions excellent. There was no teaching that was less than satisfactory. The overall quality of teaching has improved since the previous inspection. Evidence from examining the work of pupils during the current school year confirms the judgement that the overall quality of teaching and learning is at least good and consistently better than previously, particularly in Year 6. The quality of teaching of English, including the skills of literacy, is very good and pupils achieve very well. In mathematics, including numeracy, teaching was good during the inspection, with one very good lesson observed in Year 6.
12. Over time, consistently good and very good teaching throughout the school, followed by a decided lift in Year 6 at the hands of a truly inspirational teacher, leads to most pupils achieving very well in each of English, mathematics and science. The teaching of other subjects is usually at least good and on occasions very good or excellent. As a result, pupils achieve very well, and develop very good attitudes to learning and a very good understanding of how they learn best.
13. Teaching for pupils with special educational needs (SEN) is good, enabling them to make good progress and to have full access to the curriculum. The support given by teaching assistants is often very good, and groups taken for literacy and numeracy by the co-ordinator also benefit from very good teaching. Teachers ensure that pupils with SEN are included in whole class sessions and value all contributions. The individual education plans are very clearly written, and pupils' progress is monitored very closely.
14. A very strong feature of most of the best teaching observed was that lesson planning built very well on what had been learned most recently. In a Year 1 mathematics lesson, for example, the teacher had analysed the attainment of pupils in the previous lesson and set tasks accordingly. In Year 6 lessons, the teacher is very skilled at building bridges between what pupils know and what they are to learn next, based on a detailed knowledge of each pupils' learning needs. These very good practices help to make sure that pupils of all abilities, including the most able, are appropriately challenged by what they are set to do. Continuous assessment is well done throughout the school and teachers question well which helps the pupils to confirm what they have already learned and to extend their knowledge and understanding.
15. Teachers and other adults, including teaching assistants and volunteer helpers, have consistently high expectations of pupils' behaviour and standard of work. These expectations are securely based on very good relationships and very good teamwork which not only supports pupils' learning very well, but also contributes substantially to maintaining the very pleasant and purposeful working atmosphere that is characteristic of the school. Pupils know what they are supposed to do, and are helped in this, when teachers make sure, in terms that the pupils understand, what they are intended to learn in a lesson. When the concluding part of the lesson is used to check for understanding, pupils are helped to recognise what they have learned.

This practice also contributes greatly to the overall quality of pupils' learning, their very good self-knowledge and confidence in their ability to learn. Assessment, including the pupils' self-assessment, is very good and Year 6 pupils make frequent reference to their individual targets.

16. The school places a high emphasis on building the pupils' self-esteem and their ability to work independently. The foundations for this are very effectively laid in the Nursery and Reception classes. By the time that pupils leave the school they are well on the way to becoming self-motivated and confident learners; many take great pride in the presentation of their work and have developed very well the skills of working with others on group or class projects. Teachers are increasingly using the new interactive whiteboards for teaching purposes, and in some cases, for example in a Year 2 science lesson, the pupils themselves demonstrated their competence. Pupils become confident when using the school's other information and communication technology resources, including the laptops. Year 5 pupils use the Internet for research purposes when exploring ideas for Tudor inspired fabric designs and often word-process their work, notably in literacy. There are fewer planned opportunities in other subject areas and the school rightly sees this as an area for further development.

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (8)	7 (19)	17 (46)	10 (27)	0	0	0

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

The curriculum

The curriculum is very good overall and opportunities for enrichment are excellent. Accommodation and resources are good, overall.

Main strengths and weaknesses

- Pupils enjoy a lively and very well planned curriculum which has coherent links between most subjects, although there is potential for increasing the use of information and communication technology across the curriculum.
- There is an excellent range of additional activities which extend the pupils' experiences.
- The curriculum gives pupils a very good basis for continuing their education.
- Provision for equal opportunities is very good and pupils with special educational needs are very well supported.
- Recent additions to the accommodation have improved provision considerably although space for the Reception year pupils, both inside and out of doors, is cramped.

Commentary

17. Shortcomings in relation to the teaching of literacy have been successfully tackled and the curriculum has improved significantly since the school was last inspected. Standards in English are high. Pupils get a good start in the Nursery and Reception

classes; planning is in line with national guidance and vital skills are thoroughly taught.

18. The curriculum is interesting and highly motivating for pupils, and is particularly strong in Years 3 to 6. The school has adapted very well to providing for single age classes. The recent focus on developing links between different subjects is very effective and makes learning increasingly relevant to the pupils. There is a good emphasis on literacy and numeracy and pupils use these skills within other subjects. Information technology is used well in literacy but there is scope for greater use in other subjects. Curriculum provision for art and design, music and physical education is very good, and pupils have very good opportunities to develop creativity. The school has a good programme for education in matters related to pupils' personal, social, health and citizenship development. Classes have specific lessons each week, but teaching in this aspect is implicit throughout the school day.
19. The school continues to provide an excellent range of activities to enhance and extend pupils' learning. Pupils have outstanding opportunities to take part in a wide range of competitive sport and to learn to play orchestral instruments. There are frequent opportunities to perform in school and to larger audiences of parents and the community. A wide range of visits and visitors also extend the pupils' experiences.
20. The curriculum prepares pupils very well for the next stage of their education and for later life. Literacy and numeracy skills are taught very well, and pupils are well placed to meet the demands of secondary school. Pupils in Years 3 to 6 also benefit from learning French; specialist teachers from the secondary school teach Years 5 and 6.
21. The school is very inclusive¹. Provision for pupils with special educational needs is very good and ensures that all pupils have full access to the curriculum. Individual education plans (IEPs) are clearly written with focused measurable targets. Progress is monitored carefully, and IEPs are reviewed each term. A structured programme to support lower attaining pupils to improve their spelling and reading is having a very good impact. Gifted and talented pupils are actively encouraged to fulfil their potential. Pupils take part in diverse activities including public speaking, music, competitive sport, art and writing for local newspapers.
22. The accommodation has been improved dramatically. Among many changes, the new sports hall has greatly enhanced provision for physical education and other activities. Classrooms for Years 3 to 6 are now enclosed and there is an adequate library area. The school has yet to establish systems to minimise the disruption to lessons by classes walking through the small hall and the Year 5 classroom. The space available for the Reception class, both indoors and outside is very limited and restricts the curriculum for this class.

Care, guidance and support

The school provides very well for pupils' care, welfare, health and safety. It offers them very good support and guidance, and encourages them to take responsibility very well. Pupils participate fully in all aspects of school life.

¹ Inclusion refers to the arrangements to meet the educational needs of all pupils, whatever their gender, ability or background.

Main strengths and weaknesses

- Very good arrangements promote the care, welfare, health and safety of pupils.
- There are very good systems for keeping track of pupils' progress and making them aware of their learning and achievement.
- Extensive involvement of pupils in school life enables them to contribute to its development.

Commentary

23. This area of the school's work is of a very high standard and continues to develop. Pupils are valued, listened to, and treated with respect. Their welfare is prioritised, and the emphasis is on turning out young people who are making the most of themselves and their education. Teachers work hard at understanding their pupils, searching for the key to unlock their potential.
24. There are very good systems in place to care for pupils' welfare. Health and safety procedures are of high quality, child protection matters properly prioritised, and pupils who are unwell receive very good care. Good arrangements are made for pupils starting school. Having identified the need to improve play at lunchtimes, the school has made a good start by introducing a wider range of clubs and activities.
25. Teachers have a clear focus on developing their pupils' independence. They offer very good guidance by encouraging pupils to manage their own work, and by helping them learn to assess their own progress. Older pupils maintain personal files, and write their own targets for improvement.
26. Pupils are increasingly involved in school decisions, and their voice is listened to. They have been consulted through a questionnaire, and they discussed the outcomes. Class and school councils work well, and influence what happens in school. A main strength of the school is the fact that pupils' ideas are valued and acted upon.

Partnership with parents, other schools and the community

The school has very effective links with parents, who value its work. The recent building programme has cemented very strong relationships with the local community. This area of the school's work is stronger than at the previous inspection. There are good links with other schools and education providers.

Main strengths and weaknesses

- Very strong relationships exist between the school and parents who support their children's learning very well.
- Parents are kept very well informed of their child's progress.
- Active involvement with the local community enhances pupils' learning.
- Pupils are very well prepared for secondary school.

Commentary

27. Parents are very pleased with the school's work, one calling it "a perfect primary". There was a very good response to the pre-inspection questionnaire, indicating strong

support in all areas. Parents value the nurturing environment and the fact that their children are well prepared for secondary education in all fields – academic, sporting, musical and social. They find the staff approachable and have confidence that any concerns are dealt with swiftly.

28. Parents are consulted, and their suggestions acted upon, for example by producing a new document "Parent guide to school routines". Regular newsletters tell them what is going on each week. The Year 6 pupils, compiling a school magazine in their ICT lessons, are leading the way in a more visual and effective way of promoting the school's successes.
29. The school keeps parents very well informed about what is being taught, through workshops and termly curriculum sheets. They know how their child is getting on because teachers attach their end of year assessments in English, mathematics and science to pupils' annual reports. The reports are very good because teachers summarise well what the pupil knows, understands and can do, and include clear indications of how to improve.
30. Involvement with the local community is strong, with input from the church, sports clubs contributing their expertise and volunteers working in school. The local community has backed the school and parent body in its successful building project and the community hall will benefit them all.
31. Pupils are very well prepared for transfer to secondary school, through having some specialist teaching, and disciplined routines for homework. There are good links with other local schools, and this is an area the school is keen to develop further.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher and other key staff is excellent, as is governance. Management is very effective.

Main strengths and weaknesses

- The headteacher and her deputy share the same enthusiasm and vision for the school and provide excellent leadership.
- The governing body is very well led and provides excellent support and challenge; the skills of individual governors are used very effectively.
- The school keeps all aspects of its performance under continuous review through rigorous self-evaluation which is focused on further improvement.

Commentary

32. The headteacher and deputy headteacher have a very clear and shared vision for the school that is sharply focused on raising pupils' achievements across the curriculum by continually improving the quality of the provision. The headteacher has very effectively empowered staff so that all know that they and their contributions are valued. As a result there is a very strong shared commitment to providing high quality opportunities and experiences for all pupils, illustrated, for example, by the excellent range and quality of extra-curricular activities.
33. There is a strong culture of self-evaluation to which all members of staff contribute and this both depends on, and promotes, the team ethos on which the school runs. Development planning is very good and the governing body, headteacher and senior staff keep all aspects of the school's performance under continuous review. There are very good systems for monitoring the quality of teaching and learning and pupils' progress, especially in English, mathematics and science. Subject co-ordinators provide very enthusiastic and effective leadership and support in their areas of responsibility. The administrator, caretaker, cleaners and lunchtime members of staff, as well as the teaching assistants, all make essential contributions to the smooth running and effectiveness of the school and this is widely recognised.
34. There is a very strong commitment to equal opportunity and the management of special educational needs is very good. Individual progress is very closely monitored, records are detailed and the great majority of pupils make very significant progress. Pupils who have particular gifts or talents are also very well catered for, not least through extra opportunities in sport and the arts.
35. The governance of the school is excellent, under the leadership of a dedicated and very experienced chairman. The governing body supports the school extremely effectively, having, for example, taken the leading role in progressing the building of the new school and community hall. Individual governors link very well with subject co-ordinators and use their expertise in fund-raising, finance or engineering, very generously for the benefit of the school. Governors are very proud of their school and greatly value its position at the heart of the village community. They hold senior staff to account and when appropriate provide a very good degree of challenge. The

governing body is very careful to ensure that all statutory requirements, including those relating to disability and racial legislation are fully met.

36. The management of the school budget, by the headteacher, administrator and the governing body is very good; best value principles are rigorously applied. The allocation of financial resources supports the school's identified priorities for improvement very well.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	529,763	Balance from previous year	122,368
Total expenditure	530,835	Balance carried forward to the next	121,296
Expenditure per pupil	2,628		

The large balances have been used in the recent building of the school and community hall.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

37. Children start school in the Nursery when they are three years of age; most children spend five terms in this class on a part-time basis. Initially they attend in the afternoon and as they get older they have morning sessions when they are less tired. They then enter the Reception class on a full- time basis. Generally the youngest children only spend one term in this class. However, due to the smaller numbers this year, the youngest children will spend two terms in the Reception class. This is the first year that there has not been a mixed Reception and Year 1 class and this helps teachers to plan and teach the Foundation Stage curriculum very well. The good provision noted during the last inspection has been maintained.
38. The curriculum is good. All elements are covered well and provision for pupils with special educational needs is very good. Outside agencies, school staff and specialists support children's learning very well. Very good relationships between adults and children develop confidence so that children are keen to try and do their best. Very good assessment helps the teachers to identify needs early and thus to seek ways to meet them.
39. In both the Nursery and Reception classes, children achieve well because all members of staff have a good understanding of how young children learn and provide a good range of interesting activities to entice them to do well. Parents are encouraged to help their children learn. Teaching is good overall.
40. Leadership of this part of the school is very good. The relatively new co-ordinator has a very good understanding of children's needs. She is very well qualified and works very well with all staff to provide a good team which works hard to raise standards. She is well aware of weaknesses in the Foundation Stage, such as the lack of easy access to the outside covered area for the Reception class and that their class space is too small. This means that the teacher needs to be flexible in order to plan for, and meet, all the children's needs effectively.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- There is good teaching and the members of staff provide good role models.
- Good behaviour management and systems ensure that children know what is expected of them.
- Children are given good opportunities to work together and to develop independence.

Commentary

41. Children enter school with social skills which are expected for their age. They leave the Foundation Stage with good social skills because the teaching is good and

expectations are high. Teachers and adults set good role models and establish systems which help children develop as confident and co-operative individuals who follow instructions, wait their turn and play well together. Role play areas are set up to help children relate to others and enjoy their friends' company. In the Reception class the children happily clear up after themselves and independently seek their next tasks. They are keen to be busy.

42. Assemblies make a very good contribution towards the children's development. During these large gatherings they listen well and confidently prepare their own performance of dance and story telling.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Good teaching, skilful questioning, and clear explanations, help the children to understand better.
- Very good assessment helps teachers to plan work to meet the children's needs effectively.
- Good links with parents help the children to learn to read.
- Good resources stimulate interest and motivate learning.

Commentary

43. Children start in the Nursery with communication skills which are average for their age. They leave the Reception class with good skills because they achieve well as a result of good teaching which emphasises the development of language skills. Adults listen attentively to the children and model correct language well. They provide an interesting range of activities which give children something to talk about, such as the range of strong smelling spices. They provide a range of equipment, including toy mobile telephones which encourage the children to talk to each other freely.
44. The teachers also skilfully teach the sounds of letters which helps both with reading and writing. The children enjoy these sessions, and as a result, many have a quick recognition of many words and enjoy reading. This is particularly successful as parents are regularly involved in working on groups of words which are sent home. Communication between parents and teachers is very good. Several parents help in school.
45. Activities are well matched to the children's different needs because assessment is very good. For instance, afternoon activities in the Nursery are tailored to meet the needs of the younger children. Here they write pretend messages in the 'home corner' whilst in the Reception class many children write a clearly defined sentence to describe their picture. These well developed communication skills benefit other areas of learning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Lessons are well planned to meet children's needs.
- Activities are interesting and link with other subjects.
- All staff work well together.

Commentary

46. Children start the Nursery with mathematical skills which are average for their age. They leave the Reception class with above average skills overall because teaching is good. Children's calculation skills are good and many children count to fifty. However, teacher assessment shows that their problem solving skills are average.
47. In order to match work to children's needs staff work well to provide practical, interesting tasks. For instance, in the Reception class children construct models from cylinders and cones. and they get used to talking in mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children achieve well because the teaching is good overall.
- Teachers are resourceful and use assessment well.
- Computers are used effectively.

Commentary

48. Children enter the Nursery with limited knowledge of the world around them. The staff uses assessment well and because of good teaching and learning children make good gains in their understanding and questioning about the environment and their past. The standard of children's knowledge is average by the time that they leave the Foundation Stage. This area is noted as in need of development by the school. The lack of easy access to a covered area and to the outside makes it difficult for the Reception class children to make very good progress in this area of learning.
49. In the Nursery class children investigate shadows and understand the need for safety when using electricity. Older pupils explain how to change the size of shadow puppets by altering the distance from the light. Their good communication skills are extended. Older children visit the school grounds to use their senses and paint detailed portraits.
50. Children use computers in class often for word processing and making pictures. They make good progress in using the mouse and keyboard.

PHYSICAL AND CREATIVE DEVELOPMENT

51. No overall judgement can be made about these areas as so little was seen during the inspection. However, playtimes and an assembly rehearsal showed that children's development is at least satisfactory and teaching good. Teachers provide a good range of activities and praise pupils so that they do their best. In assembly children danced well and in time to the music.
52. Class displays show that children are given a good variety of media to work with and are challenged to work together to do their best. In the Nursery they are also extended to value the work of famous artists, such as Jackson Pollock, by creating their own splash painting which is well displayed. In the Reception class children added white to colours to make an attractive castle. They also look closely at faces to paint portraits with details such as pupils in eyes. This is a good link with science and knowledge and understanding of the world. The children's work is valued and enhances several areas of the curriculum such as religious education and the celebration of Diwali.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **very good**.

Main strengths and weaknesses

- Teaching is very good and pupils achieve very well.
- Assessment procedures are very good and support for pupils of all abilities is very good.
- Speaking and listening skills are encouraged very effectively.
- Pupils' written work is very well presented.
- Some Year 2 pupils could be given more challenging reading books.
- Leadership of the subject is very good and standards have risen.
- Pupils have very good opportunities for writing in other subjects.

Commentary

53. Results in the 2004 national English tests in Year 6 were very high compared with similar schools. Year 2 test results in reading and writing were well above average. In spite of an unexpected dip in standards for Year 6 in 2003 the trend is one of rising standards. There is some variation between different groups of pupils. Currently standards in Year 6 are well above average in aspects of English, but are broadly average in reading and writing in Year 2. The school has set challenging targets for 2005 for this group.
54. Teaching overall is very good, and as a result, the pupils achieve very well. The best lessons are briskly paced and the teachers' expectations are very high. Teaching is strongest during Years 4 to 6, and is also very good in Year 1. No unsatisfactory teaching was observed. Skills are taught thoroughly and accurately. Activities are interesting and motivating and consequently pupils are enthusiastic about their work. Very good assessment is a significant factor underpinning the very strong teaching. Teachers know exactly what each pupil needs to do to improve. Questioning is varied very sensitively to ensure that all pupils are challenged and supported. Pupils are confident that their efforts will be valued and they are often eager to contribute answers. Higher attaining pupils are extended, while lower ability pupils and those with special educational needs, make good progress because of high quality support. Teaching assistants are deployed very effectively in all classes. Lower ability pupils benefit considerably from a systematic programme of spelling and reading activities, and some have made excellent progress.
55. Teachers develop pupils' speaking and listening skills very effectively and are themselves very good role models. Paired discussion is a feature of many lessons and this ensures that pupils are involved in using new vocabulary. The teachers' questioning in lessons is a strength and pupils are encouraged to make extended answers. Standards by the end of Year 6 are well above average and many pupils speak confidently using Standard English. Although some pupils in Years 2 and 3 find it hard to listen to others, Year 6 pupils listen attentively to others and take others' views into account during discussions. In a very good lesson in Year 6, groups of

pupils debated the proposition that “the Victorian workhouse system was a necessary evil”. Individuals from each group reported on the discussion. A higher attaining pupil showed mature skills as she presented her group’s findings, summarising the discussion competently. The teacher skilfully helped others to improve their performance.

56. Pupils’ written work is usually neat and well presented, reflecting the teachers’ high expectations. By Year 6, pupils’ writing is joined and legible, and they have a good understanding of how to present different forms of writing. Teachers generally have very good class management skills with the result that pupils focus well on their work. In a very good lesson in Year 4, pupils settled quickly and quietly to start a written activity on newspaper headlines. Each pupil had a good space in which to work, and in the calm working atmosphere, achieved well.
57. By Year 6 many pupils read fluently and with lively expression. Pupils are encouraged to read a wide range of books and enjoy daily reading sessions. From the Nursery to Year 2, systematic programmes of phonics ensure that pupils develop the skills to tackle new words successfully. The school uses structured reading schemes to support pupils during the earlier stages of reading. There is scope for some of the reading books in Year 2 to be more accurately matched to the pupils’ needs.
58. The leadership and management of English are very good. Shortcomings identified in the last inspection report have been tackled successfully. The profile of literacy is high and teachers’ subject knowledge is very good. Improvement since the last inspection has been very good. Teaching has improved and standards have risen. Resources are now of good quality.

Language and literacy across the curriculum

59. Pupils have very good opportunities to use their skills in all relevant subjects. The high standards in all aspects of English enable pupils to research and write competently in subjects such as history, geography, science and religious education. Pupils increasingly use computers for research and to word process their work.

MATHEMATICS

Provision in mathematics is **very good**. Achievement is very good. Standards are above average by the end of Year 2, and well above average by the end of Year 6.

Main strengths and weaknesses

- Very good subject leadership has been the key to improvements in provision and standards.
- Standards in Year 2 have improved to above average.
- The very good systems for keeping track of pupils’ progress and for setting appropriate targets lead to well above average standards in Year 6.
- The use of information and communication technology resources is underdeveloped.

Commentary

60. National test results in 2004 for Year 2 pupils were above average in comparison with other schools with all pupils attaining the national expectation of Level 2 and more than a third attaining the higher Level 3. In Year 6, results were very high when compared with all schools nationally and well above average when compared with other schools whose pupils had recorded similar results in their Year 2 tests. Teaching is good, sometimes very good and pupils build well on their earlier learning; achievement during the time that pupils are at the school is very good. There are very good assessment systems for keeping track of the progress of individual pupils and of year groups. Individual targets for the end of the year are set in October and reviewed in February. This practice has a very positive affect on pupils' achievement.
61. Examination of the work of pupils in Year 2 indicates above average overall attainment and achievement. Pupils make particularly good progress in number work and almost all pupils are well on track towards achieving the national expectation with around 50 per cent having the potential to achieve Level 3. Pupils of all abilities, including the very few for whom English is an additional language, build well on their Foundation Stage learning; achievement is good throughout Years 1 and 2.
62. A lesson for Year 4 pupils focused on solving problems involving consecutive numbers. It was a good example of the emphasis on understanding and developing strategies that characterise the better teaching of mathematics in the school; it was also significant because of the teacher's very effective on-going assessment of pupils' learning. Pupils in Year 6 made very good gains in their learning and achievement in relation to fractions, decimals, percentages and pie charts. Their learning was made more interesting and relevant because the teacher used data from the 1851 Census relating to their village. The lesson was very effective because the teacher very skilfully helped the pupils to connect together different areas of their knowledge. On an earlier occasion, the imaginative use of a mathematics trail involved using the adventure playground and infant playground, measuring diameters of tyres, the perimeter of the barked area, and size of angle at the top of an A frame. This was a good way of relating the mathematics that the Year 6 pupils are learning to everyday life. Overall the quality of teaching and learning are consistently good.
63. Responsibility for leading the development of the subject has recently moved from the headteacher to a new member of staff. There has been very good improvement in standards in Year 6 since the last inspection and standards in Year 2 have risen for the past two years, following a drop. Overall, there has been good improvement in provision and standards since the last inspection. The new co-ordinator has correctly identified improving mental skills as an important area for development and has a well-considered plan for facilitating this. The co-ordinator also rightly sees the phased introduction of interactive whiteboards throughout the school as a catalyst for improving the amount and quality of information and communication technology in supporting teaching and learning in mathematics.

Mathematics across the curriculum

64. There are some good examples of pupils using their mathematical skills, (mainly data handling and graph drawing), in other subjects, for example, science and history. Overall, however, there are too few planned opportunities for pupils to apply the mathematics they are learning outside their mathematics lessons.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are above average in Year 2, and in Year 6, are well above average.
- Very well-informed and enthusiastic leadership and management are supporting pupils' very good achievement.
- The quality of teaching and learning is very good and pupils develop their experimental skills, scientific knowledge and understanding very well.

Commentary

65. In 2004, the teachers' assessments show that nearly all of the pupils in Year 2 attained Level 2, the nationally expected level, while an above average proportion gained the higher Level 3. Overall, standards were above average. In Year 6, results were well above average when compared with all schools nationally, with every pupil gaining the nationally expected Level 4 and three-quarters of pupils gaining the higher Level 5. In the previous years, results have been consistently well above average when compared with all schools. There has been good improvement in provision and standards since the last inspection.
66. Completed work by pupils in Year 2 shows good development of scientific knowledge and of observational and recording skills. Pupils of all abilities correctly identify materials, naming them on a picture and they take part in an investigation about how materials may change, for example, when dough is heated in an oven. There is evidence of good development of recording skills through labelling and putting diagrams in the correct sequence. The more able pupils write independently, for example, noting that you should 'never throw water on electricity.' During the inspection, Year 2 pupils showed good and developing knowledge and understanding of electrical circuits and which materials conduct electricity. The teacher's very good use of the interactive whiteboard in modelling recording enhanced the pupils' learning. Achievement throughout Years 1 and 2 is good.
67. The overall quality of teaching and learning is very good throughout the school and the co-ordinator provides very good, well-informed and enthusiastic leadership and support for colleagues. She has focused on the development of thinking skills and a very well organised workshop for parents on this aspect was well attended. Assessment makes an important contribution to pupils' learning and achievement. There are termly reviews of the National Curriculum level attained by each pupil and a very strong focus on improvement; no ceilings are set.
68. Year 6 pupils engaged wholeheartedly with the challenge of balancing a 10g weight with a 50g weight on their see saws. The level of discussion and explanation was very high. The teacher's excellent subject knowledge and pupil management skills established a very pleasant and purposeful working atmosphere, not dissimilar to a research laboratory, as pupils wrestled with the concepts, experimented, predicted, recorded and calculated. All achieved well during the lesson because of very good

adult support and the setting of tasks that matched learning needs very well. The subject provides many opportunities for using pupils' literacy skills as they improve their written accounts and pupils' numeracy skills are also used and developed well. The co-ordinator rightly intends to develop more planned use of information and communication technology as teachers develop confidence in the use of the interactive whiteboards.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teaching and learning are good and pupils achieve well in developing their skills; there are very good assessment systems for keeping track of individual and class progress.
- Resources are already good and the laptops are used well; the phased introduction of interactive whiteboards is well-considered.
- The subject is very well led and managed and this contributes strongly to raising the level of teacher confidence and use of the improving resources.
- Information and communication technology is not used enough in other subjects.

Commentary

69. In Year 2, pupils' standards of attainment are above average; they become confident users of a good range of software applications. For example, they confidently centre text on their word processor, experiment with illustrating their names in Word Art and paint in the style of Mondrian; they achieve well in terms of developing mouse and keyboard skills. Pupils in Year 6 did not have the benefit of such good opportunities in their earlier years. Nevertheless, earlier work with spreadsheet modelling and word processing was very good, but was below average in multimedia presentations. Overall, standards are above average. This represents good improvement since the last inspection when standards in Years 2 and 6 were average. Pupils make good progress in developing their skills throughout the school; they benefit from good access to computers via the laptop trolley as well as in their classrooms.
70. The overall quality of teaching and learning is good and pupils of all abilities benefit from the extra support in skill-based lessons that are provided by teaching assistants. In a Year 1 lesson, boys and girls made good progress in entering data into a graph drawing program because of the teacher's own very good subject knowledge and the very good support provided by the teaching assistant. In a well taught lesson Year 6 pupils demonstrated well above average competence in a wide range of skills related to desktop publishing as they worked in groups to make a school magazine for the website.
71. The school maintains very good assessment data on pupil's individual achievement on each unit of work. From this it is clear that standards are rising as resources and staff expertise are improved. The leadership and management of the subject are very good; the co-ordinator provides enthusiastic and very well-informed support for colleagues and is making a major contribution to raising standards and achievement.

Information communication technology across the curriculum

72. Information communication technology is widely used in literacy and there are some good examples of its use in other areas of the curriculum, particularly for research purposes. Overall, however, the school recognises that this is an area for further development and regards the phased introduction of interactive whiteboards and associated software throughout the school as part of the means of addressing this.

HUMANITIES

Religious education

Provision for religious education is **good**.

Main strengths and weaknesses

- The curriculum meets the requirements of the agreed syllabus with many cross curriculum links.
- The scheme of work helps teachers to plan work.
- Visits and visitors help pupils understand the wider world.
- The subject co-ordinator is new but has good expertise which is used well.
- There is specialist teaching.
- Teachers' marking often does not suggest ways to improve.

Commentary

73. Pupils' written work and discussions show that the agreed syllabus is covered thoroughly and that standards and achievement are good by the time that pupils leave the school. The good standards noted in the last inspection have been maintained. Both infant and junior age pupils have a good knowledge of a variety of religions. The older pupils show a good, thoughtful understanding of beliefs and values. For instance, in Year 6, pupils compare rich and poor countries and note that 'they are different' and that one is not necessarily better than the other. Pupils' confidence and very good speaking and listening skills enable them to suggest that a rich country, such as the United States of America, still has its poor who have their own problems.
74. The curriculum is good in that it builds on, and enhances, the skills and knowledge gained in other subjects. Time is used very well in that aspects of history, geography, art, design and technology, literacy and mathematics are included. In the local church pupils make scaled drawings of the pulpit. Pupils also visit a temple and mosque which enriches the curriculum and make a good contribution to the development of pupils' spiritual, moral, social and cultural understanding. These visits help to prepare pupils for life in a multicultural society. The knowledge of the very few pupils with English as an additional language is used very well. These pupils are very well accepted, and for instance, are sufficiently confident to talk in assembly about their religion. They know that all pupils have enjoyed learning about Diwali.
75. Overall, the quality of teaching is good and is enhanced by very good specialist teaching which is characterised by very good subject knowledge and the challenges

offered to pupils. The topics and resources offered to pupils are interesting and matched to their needs. Teacher assistants make a valuable contribution towards helping pupils with learning difficulties to express their thoughts. All pupils are encouraged to make a contribution. However, one weakness is that when teachers mark the pupils' work, they do not often suggest how they could improve.

76. The leadership of this subject is good. The leader is new, but has a very good expertise and has ensured that the scheme of work helps teachers to cover all aspects of this subject in an interesting way. Sufficient time is given for the co-ordinator to monitor the quality of teaching and learning. A good range of resources have been purchased to make this subject come alive. Added to this, the school's approach to developing each individual in a harmonious context helps the pupils to understand that differences are to be valued. Parents make a valuable contribution to making this happen.

Geography and History

77. Due to timetable constraints these subjects were sampled by observing a very few lessons and looking at samples of work.
78. In both subjects pupils achieve well by the time that they leave the school. Standards are above average and have improved since the last inspection. Pupils' very good communication skills play a great part in this achievement as well as the leadership of these subjects. The co-ordinators ensure that very good and relevant cross curriculum links are provided together with visits, visitors and connections with other countries which make learning interesting.
79. The curriculum is organised to enable pupils to spend an extended time on one subject so that they can complete research and tasks well by redrafting and improving presentation. Specialist teaching takes place so that teachers' expertise is used well. In one geography lesson the teaching was excellent with pupils challenged to identify a specific location via lines of latitude and longitude, the equator and nearby seas. Previous learning of directions was maximised. The lesson was stimulating and interesting. This was especially so because good links have been made with another country and visitors have been to the school.
80. In history, visits within the locality and to museums interest pupils and their skills in searching the internet help them find information. The school make every effort to find a good range of artefacts which the pupils examine to draw their own conclusions about life in the past.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

81. It was not possible to make an overall judgement on provision in **art and design** since only one lesson was observed. Evidence drawn from many displays, pupils' sketchbooks and collections of work indicate that standards are above average by the time pupils reach Year 6. Standards in Year 2 are average.
82. Displayed work shows that pupils are introduced to a good range of skills and techniques. Good links with other subjects motivate pupils and make learning more

interesting and relevant to the pupils. Computer drawing programs are used effectively in some classes to extend pupils' experience. History is frequently linked with art and design, for example, in Year 2 drawings of the Monument. In a good lesson in Year 5, pupils investigated Tudor fabric designs by zooming in on details on their computers. Standards of sketching were generally good as pupils drew various patterns. During a very good introduction to the lesson the teacher's probing questioning explored pupils' ideas very effectively. Pupils with special educational needs were fully included because of very good support from the teaching assistant.

83. Resources are good, and pupils benefit from using good quality and varied materials. Pupils have good opportunities to produce three-dimensional work, for example, wire sculptures in Year 5. Learning is enhanced by opportunities to work with visiting artists and sculptors, as well as by pottery and art clubs.
84. No overall judgements could be reached on provision in **design and technology** since no lessons took place during the inspection. Teachers' planning and the relatively limited evidence of pupils' work show that pupils do have access to the required curriculum.
85. Completed artefacts and work in progress indicate that pupils' skills in using materials, tools and equipment are of an average standard. Although pupils make a good start in Year 1, the skills of design and evaluation are not developed progressively as pupils get older. Pupils in Year 1 designed, made and evaluated moving vehicles. The completed models generally worked successfully, and some pupils were able to identify aspects they could improve. Purses made in Year 4 and pencil holders in Year 5 are typical of those made by most pupils at this age. Pupils draw and label proposed designs but there is little evidence of pupils describing the expected sequence of work. A detailed and labelled design by an able pupil in Year 5 illustrated his ideas well. There was little other evidence of pupils using their very good literacy, numeracy and good computer skills to produce and evaluate design ideas.
86. The school has identified design and technology as an area for development in the current school development plan.
87. **Music** has a very high profile in the school and makes an excellent contribution to pupils' spiritual, social and cultural development. Only one class music lesson was observed during the inspection, so it is not possible to make an overall judgement on provision. However, music pervades the school and it is rare during the school day to find a time when there is no musical activity in progress. Many pupils learn orchestral instruments from visiting peripatetic teachers and some achieve very well in external examinations. Pupils learn to perform confidently, as individuals and in various groups. There is a wide range of group activities, including brass and wind ensembles, a string group, choir and nine recorder groups. A recorder group competently accompanies the piano during assemblies. Initiative is encouraged, and some Year 6 pupils who have formed a rock band are given time to practise and perform.
88. The enthusiasm and expertise of the subject co-ordinator, the headteacher, and other staff are a significant strength. Pupils enjoy working with, and in some cases learning alongside, their teachers. Some staff are learning orchestral instruments, and join the

various groups in performances. Individual achievement is very good and standards are high. Pupils in the choir sang well as they practised the formal descants for traditional carols.

89. Standards of singing are good. Pupils sing tunefully in assemblies. They learn challenging new songs quickly, for example as they practised for the school production. Teaching in the one class lesson observed was good. Year 6 pupils achieved well as they worked with the teacher to develop a composition using a variety of instruments. Standards were above average. Pupils could maintain their parts, whether melodic or rhythmic, and understood terms such as *crescendo*. The flow of the lesson was disturbed by the movement of other classes through the small hall collecting computers or going to a physical education lesson.

Physical education

Provision in physical education is **excellent**.

Main strengths and weaknesses

- Excellent leadership and management by the co-ordinator promotes enjoyment, achievement and very high standards.
- The excellent provision for out-of-school activities enables pupils to develop very good individual and team skills.
- Excellent staff expertise, accommodation, resources and parental support ensure that physical education is at the centre of the life of the school.

Commentary

90. Physical education has a very high profile in the school and pupils benefit greatly from staff enthusiasm and commitment, greatly improved accommodation and an excellent range and quality of opportunities outside the school day. The school's achievements in competitive sport are considerable. One parent commented that the amount of silverware was almost an embarrassment, but added that pupils' success resulted from very good teaching of skills in lessons and after school sessions. Standards are above average in Year 2 and well above average in Year 6; pupils of all abilities achieve very well during their time at the school. Swimming is organised for pupils in Years 3 and 5 and it is rare for pupils not to achieve the national expectation of swimming 25 metres unaided by the end of Year 5. There are first-rate opportunities for outdoor and adventurous activities, using local resources for orienteering, a local authority centre for canoeing and rock climbing. In addition all pupils from Years 5 and 6 have a residential experience that includes further opportunities in this aspect.
91. The co-ordinator provides excellent leadership and management, based on great enthusiasm and personal expertise. Many members of staff, including the caretaker and teaching assistants give unstintingly of their time to supporting the development of pupils' individual and team skills; there is full equality of access, over time, to these opportunities. A very wide range of clubs is available to pupils and includes specialist coaching, for example, in football, hockey, rugby and dance.
92. Following the impressive fund-raising effort by the school and community, pupils now have the use of a splendid hall as well as on-site fields and hard surfaces. The benefits of the new hall, and the high quality resources that have been built up, were obvious in dance and gymnastics lessons observed during the inspection. Year 6 pupils, for example, had plenty of room in which to develop further a sequence of movements based on the theme of balance and using both apparatus and the floor. There were very many strong features of the teaching and learning in this excellent lesson, based on first class pupil management and relationships. Possibly the most important was the teacher's continual focus on individual improvement and specialist knowledge allied with knowledge of the pupils that enabled her to make the right intervention in the right way at the right time. Pupils came away from the lesson with very good attitudes to physical education and greatly enhanced understanding of their own learning and performance. The role of physical education in raising self-esteem and confidence is very well understood by staff and parents, many of whom provide active support and encouragement.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

93. Provision for personal, social and health education and citizenship is **very good**. The whole ethos of the school is focused on pupils' personal development. Each class has at least a weekly 30 minute slot for this area of the curriculum and subject lessons and assemblies, as well as the arrangements for break times and lunchtimes, all promote personal and social development. Teachers carefully identify pupils who may have low self-esteem and look for opportunities to praise their achievements.
94. An early morning aerobics and stretching session for pupils in Years 5 and 6 literally woke people up, imparted enthusiasm and prepared them for lessons. It also helped pupils to recognise the connection between physical and mental well-being.
95. The school and class councils provide valuable opportunities for the development of citizenship skills. They provide very good opportunities for consultation and for pupils to contribute to school development. Pupils in Year 3 knew that their ideas for improving homework routines were valued because their teacher agreed to try one out.
96. The school provides sex education and pupils are made aware of drugs related issues; Year 6 benefit greatly from their Crucial Crew experience. The annual residential experience for pupils in Years 5 and 6 provides many opportunities for promoting personal development and responsibility.

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	2

Overall standards achieved	2
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities	2
Attendance	1
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	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
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	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

The leadership and management of the school	1
The governance of the school	1
The leadership of the headteacher	1
The leadership of other key staff	1
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).