

INSPECTION REPORT

HOLYWELL PRIMARY SCHOOL

Sittingbourne

LEA area: Kent

Unique reference number: 118549

Headteacher: Mr D Day

Lead inspector: Paul Missin 19227

Dates of inspection: 7th – 9th March 2005

Inspection number: 267064

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	203
School address:	Forge Lane Sittingbourne Kent
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Appropriate authority:	The governing body Holywell Primary School
Name of chair of governors:	Mrs Deborah Martin
Date of previous inspection:	March 1999

CHARACTERISTICS OF THE SCHOOL

Holywell Primary School is a community school for boys and girls aged 4 to 11 years. There are 203 pupils on roll and the school is about the same size as most other schools. There are 7 more boys than girls in the school. At the time of the inspection, there were 30 children in the Foundation Stage; all of whom were attending full-time. White British is the main ethnic group and the other most numerous groups are the other White background group and other mixed backgrounds. There are no pupils who use English as an additional language (EAL) who are at an early stage of English language acquisition. There are 16 pupils on the school's special educational needs (SEN) register and one pupil has an SEN statement. Both of these are below average. The main aspect of need is specific learning difficulties. The school received an Achievement Award in 2002. In September 2003 the school pioneered the introduction of the International Primary Curriculum and it was the first school nationally to adopt this. This is a skills based, cross-curricular curriculum for all school subjects except literacy, numeracy and religious education. The first two-year cycle will be completed in July 2005. A recent building programme has enabled the school to convert the old swimming pool to a classroom and community meeting room. Further building improvements are planned for the Reception class in the near future. When they first enter the school, most children are achieving standards that are in line with those expected for their age.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19227	Paul Missin	Lead inspector	Mathematics, history, geography, physical education. English as an additional language.
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16492	Bob Lever	Team inspector	English, information and communication technology religious education. Pupils' personal, social, health and citizenship education.
19142	Audrey Quinnell	Team inspector	Science, art and design, design and technology, music. Children in the Foundation Stage. Special educational needs.

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	7
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES ONE AND TWO	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Holywell Primary School is a good, effective school where all pupils achieve well. From average standards when they enter the school, most make good progress in their learning to reach above average standards in English, mathematics and science when they leave. The good teaching across the school and the good, and often very good, responses of the pupils ensure that they learn well. The Headteacher leads the school well by example and the way in which he embraces curriculum innovation. He is well supported by the governing body and other senior staff. Overall, the school gives good value for money.

The school's main strengths and weaknesses are:

- The good teaching and learning in Years 3 to 6 enable pupils to reach standards that are above average in mathematics and science by the time they leave. Standards in English are above average across the school.
- The good leadership of the Headteacher and the effective support provided by the governing body and other senior staff give the school a clear sense of identity and direction.
- The very good attitudes and relationships in the school and pupils' good behaviour promote their social and moral development very well and add to the quality of their learning.
- The good provision in the Foundation Stage enables children to get a good start to their time at school.
- Sports and games activities are promoted well and the knowledgeable and enthusiastic teaching enables pupils across the school to reach above average standards in physical education (PE).
- The good links with parents and the local community help to give the school a high profile in the local area.
- The introduction of the International Primary Curriculum (IPC) has been a good response to recent national initiatives and it has been managed well. However, procedures to evaluate the effectiveness of this new approach are not sufficiently developed.
- The school improvement plan is detailed and well constructed but there is insufficient emphasis on the drive to raise standards or the use of attainment targets.
- Assessment procedures are good in English, mathematics and science but insufficiently developed in other curriculum areas.

The school has made good overall improvement since the last inspection. Good, and sometimes very good, improvement has been made in raising the standards that pupils attain and the governing body now meets all its statutory duties. The provision of learning resources is now good. Strengths have been maintained well since the last inspection in several important areas. The overall quality of teaching and of the leadership and management of the school are still good.

STANDARDS ACHIEVED

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

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

Achievement is good overall. Achievement is good in the Foundation Stage. From an average level when they enter the school, most children make good progress to achieve standards in most areas of learning that are above those expected for their age by the end of the year. There was insufficient evidence for a judgement to be made in children's creative development. In Years 1 and

2 achievement is satisfactory and pupils reach standards in reading, writing and PE that are above average and average standards in all other subjects where inspection judgements could be made. Achievement in Years 3 to 6 is good. In Year 6, pupils reach above average standards in all inspected subjects except in ICT where standards are average. Standards are highest and achievement is best where teaching and learning are strongest. Across the school, pupils with SEN achieve well and make good progress towards their own learning plans.

Pupils' personal qualities including their spiritual, moral, social and cultural development are promoted well. Pupils' attitudes to learning are very good, as are the relationships in the school. Pupils are interested in their work, are keen to do their best and co-operate well. Behaviour in class and around the school is good. Attendance is above average and punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good overall. Teaching and learning are good in the Foundation Stage and in Years 3 to 6 and satisfactory in Years 1 and 2. Strengths in teaching are the way that teachers consistently manage pupils well and encourage and support pupils well in their learning. Teachers show good subject knowledge and plan for their work well. In English, mathematics and science, pupils are assessed regularly to see how well they are doing but, in other subjects, procedures are not as thorough. The curriculum is well planned and enriched in several important areas relating to sports and the arts. The International Primary Curriculum has been introduced well but it has yet to be evaluated formally. Accommodation and resources are good. The accommodation in the Foundation Stage is to be improved shortly. Care and welfare provision is good and pupils' views are regularly sought and listened to. The school has established good links with the local community and has developed an effective partnership with its parents.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The Headteacher's leadership and management of the school are good. He leads the school well through the example that he sets as an effective class teacher and he has a clear vision for the school's further development. He embraces change enthusiastically and he is well supported by other senior staff. School improvement planning is comprehensive but not sufficiently focused on raising standards. Communications in the school are good. Governance of the school is also good. Governors are committed to their school and use their interests and expertise well but discussions about the standards pupils are reaching are insufficiently formalised. Governors ensure that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Both parents and pupils have positive views of the school. Most pupils like coming to school and feel that they are expected to work hard and do their best. Most parents think that teaching is good, that their children achieve well and that the school provides a good range of additional activities.

IMPROVEMENT NEEDED

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

- Ensure that the effectiveness of the work of the International Primary Curriculum is rigorously monitored in order to evaluate its success.
- Ensure that the standards pupils achieve and the attainment targets that the school sets are more prominent in school improvement planning and are discussed more rigorously by the governing body.
- Further develop assessment procedures in subjects other than English, mathematics and science.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, achievement is good. Achievement is good in the Foundation Stage and in Years 3 to 6 and satisfactory in Years 1 and 2. Standards overall are above average in the Foundation Stage and in Year 6 and average in Year 2.

Main strengths and weaknesses

- Children in the Foundation Stage make good progress in their learning and reach overall standards that are above those expected for their age.
- Across the school, pupils attain above average standards in all aspects of English and in PE.
- Pupils in Year 6 achieve well and reach standards in mathematics and science that are above average.
- Pupils with SEN achieve well and make good progress towards their own learning targets.

Commentary

1. Children in the Foundation Stage achieve well and make good progress in their learning. Most are on course to reach standards that are above average in all areas of learning except in their creative development where there was insufficient evidence for a judgement to be made. In all areas of learning where judgements can be made children's achievement is good. In their personal, social and emotional development and their communication, language and literacy, it is very good. The progress that children make is directly related to the quality of the teaching and learning in these areas.

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

Standards in:	School results	National results
reading	15.5 (14.4)	15.8 (15.7)
writing	14.8 (13.6)	14.6 (14.6)
mathematics	15.9 (13.9)	16.3 (16.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year

2. In the Year 2 national tests in 2004, when compared with all schools, standards were average in writing and below average in reading and mathematics. Results were less favourable when compared with similar schools. The very low level of free school meals take-up in this school is not a true reflection of its average socio-economic situation. Therefore similar free school meals comparisons are unreliable. Trends in recent results have been at an average or below average level. The school's results in 2004 were significantly higher than those in 2003.
3. The findings of this inspection are that standards in reading, writing and in PE are above average while in mathematics, science and ICT they are average. This represents an all-round improvement since the last inspection. Since 1999, standards have risen well in mathematics and PE and very well in reading and writing and have remained the same in all other subjects where comparisons can be made. Standards are higher in reading and writing because pupils have regular, guided practice in their reading and the good teaching challenges pupils well to improve the quality of their writing. In mathematics and PE standards are higher because of the expertise of teachers and the range of opportunities provided.

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

Standards in:	School results	National results
English	27.7 (29.1)	26.9 (26.8)
mathematics	28.3 (28.8)	27.0 (26.8)
science	28.3 (31.2)	28.6 (28.6)

There were 28 pupils in the year group. Figures in brackets are for the previous year

4. In the Year 6 national tests in 2004, standards were above average in English and mathematics and below average in science. When compared with similar schools, based on pupils who performed similarly in Year 2, standards were well above average in mathematics, above average in English and average in science. Analysis of recent test results shows some yearly variation but shows standards at broadly average and above average levels.
5. The findings of this inspection are that pupils in Year 6 are reaching standards that are above average in English, mathematics, science and PE and average in ICT. There was insufficient evidence for overall judgements to be made in other subjects. These current findings represent a significant improvement in standards since the last inspection. In 1999, standards were below average in English and mathematics and average in ICT and PE. Improvements have been made since then as a result of the impact of teaching pupils by ability in Years 3 and 6 in English and mathematics and the impact of the effective teaching over time.
6. Overall, the needs of pupils are met well. Pupils think that they are expected to work hard and most parents consider that their children are making good progress at school. The needs of higher attaining pupils are met well in Years 3 to 6. By Year 6, the proportion of pupils reaching the higher levels in the national tests is above and well above average. The needs of pupils in Years 1 and 2 are met well in English and satisfactorily in other subjects. In English, good opportunity is provided to develop pupils' speaking and listening skills and the needs of more able pupils are met well through the grouping by ability. In some other subjects, opportunities to extend work to higher levels are not taken consistently. Across the school, pupils achieve well in sports and games and they have many opportunities of using their skills in different competitive situations. Pupils with particular gifts and talents in areas such as music and sport are met well. Pupils who have SEN make good progress, which is due to the good provision and support provided for them. The inspection found no significant differences between the attainment of boys and girls.
7. Achievement overall is good. From an average level when they enter the school, most pupils make good progress and reach above average standards by the time they leave. The best progress is achieved in Years 3 to 6 and is directly related to the impact of effective teaching on these pupils' learning. Children who are currently in the Foundation Stage are making good progress. Children in Years 1 and 2 achieve satisfactorily overall.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are very good and their behaviour in class and around the school is good. Attendance and punctuality are good. Pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- The great majority of pupils like school and enjoy their lessons.
- Pupils are enthusiastic and keen to learn. They concentrate very well and want to succeed.
- Pupils' behaviour is good in lessons and around the school. They are keen to take responsibility.
- Relationships among pupils and between pupils and adults are very good.
- Pupils show good levels of respect for one another's feelings and beliefs.
- The attendance rate is above average.

Commentary

8. Attendance is above average and punctuality is good. The administrative officer monitors attendance weekly and parents are conscientious about informing the school of any absence. There is little need for support from the Educational Welfare Service.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.6	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.

9. At all stages, pupils enjoy school and all it has to offer. One parent commented that there had never been a day when her child had not wanted to come to school. Children in the Foundation Stage settle very quickly into school routines. Pupils have very good attitudes to learning and want to do well. They are keen to enter into discussion. For example, in a Year 6 philosophy lesson, pupils put forward their ideas on the underlying meaning of the passage read to them from Chief Seattle's address with maturity and insight and they listened very well to others' suggestions. Pupils co-operate very well and are trustworthy.
10. Behaviour is good throughout the school in lessons, assemblies and playtimes. For example, in a special assembly during the inspection, pupils listened with rapt attention to a brass recital given by pupils from the local secondary school. Pupils are confident, friendly and polite. In the questionnaire, parents felt strongly that behaviour was good. Pupils respect their teachers, who offer them good examples of courtesy and fairness. Pupils are well aware of how they should behave and fully understand the difference between right and wrong. They have a strong sense of justice. The House system is effective and valued by pupils. No bullying or harassment was observed during the inspection and pupils knew what they should do if it should occur.
11. Pupils are enterprising and respond well to the very good opportunities provided for them for taking responsibility, for example, in the Green Club, the School Council and the buddy system for supporting younger pupils. Relationships between pupils and adults and among the pupils themselves are very good. This security gives pupils confidence to ask questions and put forward their ideas, as in a Year 4 lesson on designing sundials. Pupils are keen to take part in school activities and participation in extracurricular activities is very good.
12. Both the ethos and the social and moral development of the pupils are very good. Pupils behave with consideration for others and have a well-developed sense of how their behaviour might affect those around them. The House system and the School Council encourage a strong sense of community and pupils are strongly supportive of one another. Older pupils in particular are confident and mature. The work in the International Primary Curriculum (IPC) and the personal, social, health and citizenship education (PSHCE) programme makes an important contribution to pupils' social and moral development.
13. Provision for pupils' spiritual development is good, an improvement on the last inspection. Pupils have good opportunities to reflect on the beliefs of others through RE and assemblies and there are good opportunities for reflection in music and art. The introduction of philosophy lessons in Years 3 to 6 provides pupils with very good opportunities to think about, for example, their responsibility for others. Pupils are thoughtful and respect one another's feeling and beliefs.
14. Pupils' cultural development is satisfactory, as it was at the last inspection. The school gives pupils good opportunities to listen to music and there are some good examples of pupils' art from different cultures. However, there are still limited opportunities for pupils to learn about different cultures within modern Britain. They are encouraged to think of others through raising funds for charities.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	147	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	5	0	0
No ethnic group recorded	11	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good overall. Assessment procedures are satisfactory. The curriculum is good and is enhanced well. The procedures for care and welfare are effective and the school has established good links with its parents, the community and other local schools.

Teaching and learning

The overall quality of teaching and learning is good. Assessment procedures are satisfactory.

Main strengths and weaknesses

- Basic literacy skills are taught well across the school.
- Teaching and learning in mathematics and science are good in Years 3 to 6.
- Teachers across the school ensure that PE has a high priority and pupils have good opportunity to learn and use their skills in different games.
- Teaching and learning are good in Years 3 to 6 and satisfactory in Years 1 and 2.
- Teaching and learning in the Foundation Stage and for pupils with SEN are good.
- Assessment procedures are good in English and mathematics but insufficiently developed in other subjects.
- The school has yet to develop a match between levels of achievement in the IPC and the National Curriculum.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	5 (14%)	20 (57%)	8 (23%)	1 (3%)	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.

15. Teaching and learning are good overall. This was also the finding of the last inspection. In 1999, teaching was stronger in Years 3 to 6 than in Years 1 and 2. This is still the case. The highest proportion of very effective teaching is seen in the Reception Year and in Years 4, 5 and 6. These findings confirm parents' and pupils' positive views of teaching in the school. The good teaching is a major reason which explains the good progress pupils make in their learning. Teaching was unsatisfactory in a single lesson.

16. The quality of teaching is good in English, PE and PSHCE across the school and in mathematics and science in Years 3 to 6. Since 1999, the quality of teaching has been maintained in all subjects except in ICT across the school where it has fallen from good to satisfactory and in English in Years 1 and 2 where it has been improved from satisfactory to good. Good attention is paid to the teaching of basic literacy skills. These are taught well across the school. Numeracy skills are taught well in Years 3 to 6.
17. A strength in teaching is the way in which pupils are managed, supported and encouraged in class. Across the school, teachers devise interesting activities, introduce them clearly at the beginning of the lesson and check on the learning taking place in the groups as they work. Teachers' lesson planning is very good. Plans make useful reference to previous and next learning, key vocabulary and a careful timing of activities to be followed. The specific learning intended in the lesson is clearly defined and shared with the pupils. Lessons are usually taught at a brisk pace and teachers use questioning well as they lead class discussions. These features impact very positively on pupils' response to the teaching and the quality of their learning. Pupils are consistently well behaved and show commendable interest and enthusiasm for their work. They contribute willingly and constructively to discussion time and are keen to work hard and produce good quality work.
18. Where teaching is unsatisfactory, and weaker elements of satisfactory teaching, are where class teachers talk for too long and do not give pupils appropriate time and opportunity to respond. Occasionally the pace of teaching drops, particularly when pupils move from one part of the activity to another. In a few cases observed during the inspection, pupils were withdrawn from important basic skills elements of lessons for other activities.
19. The quality of teaching and learning in the Foundation Stage is good with some very good features. The class teacher provides a wide range of relevant experiences which interest the children. The children respond well to the teacher's very good, positive approach on high standards of behaviour. Strengths are in the teacher's understanding of how young children learn, which helps them to feel secure and happy. Also the teacher and her assistant form a very effective team, which ensures that the activities engage the interest of the children. This enables the children to acquire new skills and develop their capacity for concentration. A good range of activities is provided, which enable the children to work and play independently and collaboratively. The indoor classroom is used well. However, although the use of the separate outside activity area is limited because of its size, there is insufficient space for the children to freely use it. There are good procedures for monitoring the children's achievement on a day-to-day basis and the information is used well to provide appropriate work for the different abilities within the class. Provision for children who have SEN is good.
20. A physical development lesson to pupils in the Foundation Stage illustrated several further features of very effective teaching. These young children changed quickly for their lesson in the hall and a responsive atmosphere was created as appropriate background music was playing in the classroom as they changed. Their independence and social skills were developed very well through this initial activity. They undertook a warm-up activity in the classroom before moving together to the hall for a further warm-up. The class teacher introduced the activities very enthusiastically, making the lesson fun and creating a very effective learning environment where children of all abilities were prepared to have a go. During the lesson children moved confidently around the hall with different strides and jumps and devised several innovative ways of moving while carrying a beanbag on different parts of their bodies. Throughout the lesson the teacher showed individuals and the whole class how they could be more expressive and by the end of the lesson most children had made very good gains in their confidence and levels of skill.
21. Teachers provide well for pupils who have SEN. Clear, short achievable targets are set and the work is adapted well to the needs of these pupils, which enables them to make good progress. These pupils are given good support by class teachers and the effective partnership with their teaching assistants helps to encourage and support pupils well.

22. Assessment procedures are satisfactory overall. This was also the finding of the previous inspection. Procedures are good in English, mathematics and science. In English, there are regular assessments of pupils' reading and writing. In mathematics, pupils are assessed at the end of each taught unit using tests from the commercial scheme which the school uses. In science, pupils have recently been provided with separate target setting booklets where their individual targets for the term are recorded. In English and mathematics data from the recent national tests are collected and analysed and trends of strengths and weaknesses are reviewed. Data analysis is not so well developed in science. Pupils' attainment targets are shared with parents at their termly consultation meetings. The Headteacher, who is also assessment co-ordinator, manages the process well. Pupils' targets in English and mathematics are reviewed each term. Assessment procedures in other subjects are not sufficiently developed. A particular weakness is that there is currently no match of assessments of subject specific skills in the IPC which match with those in the National Curriculum. Without this it is difficult for the school to assess how well pupils are doing in these subjects or the effectiveness of the IPC approach.

The curriculum

The curriculum is good overall. There are good opportunities for enrichment, including extra-curricular provision. The quality and quantity of accommodation and resources at the school are good and generally meet the needs of the curriculum well.

Strengths and weaknesses

- The school has introduced the IPC to ensure breadth and links across subjects but its overall effectiveness has not yet been evaluated.
- There are very good opportunities to extend the curriculum outside the school day.
- Outdoor facilities are very good and there are good resources.
- The school provides well for those pupils with SEN.
- The curriculum provides well for the youngest children and enables them to make a good start to school.

Commentary

23. Holywell is the first state school to adopt and be registered for the IPC. It is the school's response to providing a more coherent and creative experience for its pupils. It recognises pupils' different learning styles and includes a philosophy programme, which helps develop key skills and attitudes. With the exception of English and mathematics, which follow national strategies, subjects are linked to form areas of learning. The IPC is a relatively recent innovation and has yet to run its first two-year cycle. Indications are that not all subjects are covered in sufficient depth for pupils' ages. The school has yet to fully evaluate the effectiveness of the IPC but has already identified areas that need to be supplemented to fulfil National Curriculum requirements. It does this through themed days and weeks, which are proving popular.

24. There has been good improvement in the overall curriculum since the previous inspection. The curriculum now meets statutory requirements. The school day is now in line with recommendations and sufficient time is given to RE. Handwriting and presentation are much improved. Library provision is improved and resources overall are now good. Setting arrangements for English and mathematics continue to be successful.

25. The curriculum for children in the Foundation Stage provides a good range of experiences and opportunities for them. The class teacher ensures a good balance between teacher directed and free choice activities and children have plenty of opportunity to explore things for themselves. The curriculum for pupils with SEN is also good. The well planned curriculum ensures that pupils are provided with short achievable targets and work which is matched to individual pupils' needs.

26. The curriculum is enhanced by a wide range of after school activities. There are clubs for Spanish, calligraphy, art and chess. Very good opportunities exist for pupils to develop their

sporting skills with clubs for football, netball, cricket, rounders and cross-country running. Pupils are regularly involved in competitions and matches with other schools and are often successful. There is a choir and a guitar club. A good range of visits and visitors generally enriches the curriculum. However, the links with other faiths and cultures remain limited. The accommodation is good overall. The outdoor facilities are very good in terms of grounds and surroundings. The large hall supports the PE curriculum well and provides for drama, assemblies and productions. The library is attractive and well stocked but the computer suite is cramped and does not easily lend itself to whole class teaching. Other resources support the curriculum well.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is good. The provision of support, advice and guidance based on the monitoring of pupils' achievement is satisfactory. The involvement of pupils through seeking and acting on their views is good.

Main strengths and weaknesses

- The induction arrangements for pupils in the Foundation Stage are good.
- There are effective procedures for health and safety and first aid.
- All adults know pupils well and provide good levels of care.
- The involvement of pupils in the school's work is good.

Commentary

27. There are good arrangements for children when they start at the school. The arrangements include preliminary visits to the school by both children and parents. Parents and children felt well prepared for their new experience.
28. The school has good health and safety procedures. This is an improvement since the last inspection which found that some procedures were not being followed with sufficient rigour. Arrangements for the administration of first aid and for monitoring pupils' medical conditions are now good. Good numbers of staff have been trained in first aid and all Year 6 pupils receive short training each year. Risk assessments are undertaken regularly. Health and safety practice is good throughout the school. Procedures for child protection are satisfactory. The Headteacher is the designated person for child protection and for pupils in public care and has been recently trained, as have three governors. Useful guidelines are available for all staff. Although there has been no formal training for staff for some time, some is planned for next year. Supervision at lunch and play times is satisfactory.
29. There is a strong bond of trust between pupils and all adults who work in the school. The school regularly conducts its own pupil questionnaires and pupils felt there was at least one adult to whom they could turn for advice. Adults know the pupils well and offer them good support. Personal development is monitored informally through class notes and reports. Parents felt strongly that their children were well supported and cared for. Academic monitoring is used satisfactorily to inform pupils how they can improve. Pupils have targets, which are reviewed each term, so that they know what their strengths are and how they can improve.
30. Pupils' views are sought consistently through the School Council, circle time, assemblies and PSHCE. A useful feature is the way in which pupils' views and opinions are sought as they evaluate each unit taught in the IPC. As a result of Council meetings, the school has introduced a Buddy system and pupils have contributed to the development of the school playground. Most pupils in their questionnaire felt confident that their views could be heard and acted upon.

Partnership with parents, other schools and the community

The school's links with parents are good. Links with the community and other schools are good.

Main strengths and weaknesses

- Parents have positive views of the school in nearly all areas however a few did not feel well informed about their children's progress.
- The school provides parents with good information and involves them well in the work of the school.
- The school has good links with the local community and with other local schools through sport.
- The Friends' Association is very supportive.

Commentary

31. Parents and carers expressed very positive views about nearly all aspects of the school. They were particularly pleased with behaviour at the school and felt that their children were making good progress. A few parents felt that they did not feel well informed about their children's progress.
32. Information provided for parents is good. The prospectus and Governors' annual report to parents are well presented and now comply with requirements. This is an improvement since the last inspection. Parents are provided with useful information to help them support their children at home. This includes advance information on the curriculum, reading diaries and homework diaries for older pupils. Reports are clear and easy to understand. Regular newsletters are friendly in tone and keep parents well informed of events. The school has sought parents' views over the last two years through useful questionnaires. Their opinions have been fed into development planning. The school has reacted positively to concerns made by parents about homework by setting up a homework club.
33. Attendance by parents at consultation meetings and at the governors' annual parents' meeting is very good. Parents are involved early in any behavioural issues. Induction procedures are smooth and include helpful information about starting school. Links with parents of children with SEN are good and parents expressed satisfaction with the way that the school handled SEN concerns. The Friends' Association runs a wide range of social and fund-raising activities and raises good sums to buy equipment to support children's learning. A good number of parents help in school on a regular basis.
34. Links with the local playgroup and nursery are strong. There are good links with local secondary schools and with other local primary schools through sports and music. The school has good links with the local community. These include members of the Women's Institute who help with craftwork, the vicar takes assemblies regularly and the school nurse is well involved in the PSHCE programme. Several local groups use the school for activities and the school has developed links with some local businesses.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. The Headteacher leads the school well and he is well supported by other senior staff. Governance of the school is also good.

Main strengths and weaknesses

- The Headteacher leads the school well. He embraces and manages change well and has a clear vision for improving and enhancing curriculum provision.
- The IPC has been introduced sensitively and effectively, but procedures to fully evaluate its effectiveness have not yet been devised.
- School improvement planning is detailed and comprehensive but the importance of raising standards and the use of target setting is not sufficiently clear.

- Governors are knowledgeable and enthusiastic and knowledgeable and support the school well, but procedures to enable them to evaluate the overall effectiveness of the school are not sufficiently developed.
- The day to day finances are managed efficiently but the budget rollover is significantly higher than that recommended.

Commentary

35. The Headteacher's leadership of the school is good. An important strength is the very clear vision for the school which he articulates clearly and confidently. The way in which he has researched and developed the school's use of the IPC in order to implement the principles of 'Excellence and Enjoyment' has been very good. The new curriculum and approaches have been well explained to parents, governors and pupils and changes have been introduced sensitively and purposefully. As a result of this well thought out approach, teachers continue to feel valued and involved in the school's work and a good team atmosphere has been created. The whole school community is backing its move to the new curriculum. A further strength in the Headteacher's approach is that he leads by the example which he sets as a very effective class teacher. He has a high teaching commitment which gives him good, first hand experience of teaching and learning issues in the school.
36. Management procedures are also good. Communications in the school are good. The identification of senior teachers who take responsibility for work in the different phases of the school helps to ensure that issues are dealt with quickly and effectively. Performance Management procedures have been established well and the setting of individual targets for both teaching and support staff helps to bring a clear coherence to the whole planning process. The classroom observation aspect of Performance Management is done well by the Headteacher and the co-ordinators in English, mathematics and science are beginning to build up their skills in monitoring teaching and learning in their subjects. The school is just beginning to use the analysis of test data more effectively in its work. The school does not currently have a clear plan to evaluate the success of the implementation of the IPC. This programme has not yet been taught over a full cycle and there is a need to critically evaluate its work in relation to the statutory requirements of the National Curriculum.
37. A strength in the process of school improvement planning is in the depth and coverage of the different elements of the current plan. The plan is comprehensive and detailed. There are separate development plans for areas such as premises, staff development and curriculum development and the plan makes good use of co-ordinators' subject action plans. Sound improvements have been made to the planning process since the last inspection. However, some shortcomings remain. An important weakness is that the priority to raise standards is not sufficiently explicit in the plan and insufficient emphasis is given to the overall achievement targets which the school has set. The setting of success criteria which are clearly related to educational outcomes, which was a key issue from the last inspection remains a relative weakness.
38. Governance of the school is good. The governing body now ensures that all relevant statutory requirements are met. This is an improvement since the last inspection. Through the full meetings and the regular sub-committee meetings, governors have a good view of the day to day working of the school. They are well informed through the Headteacher's reports and many of them make regular and useful visits to the school. Individual governors use their own interests and expertise well. Several are building up their skill in evaluating aspects of the school's work. For example, one governor recently visited the school to consider how effectively the IPC had been introduced. A shortcoming in the governors' approach is that the work of monitoring the standards that are achieved in the school and the extent to which the targets it sets are sufficiently challenging requires more rigour. This will help governors to have a clearer view of the overall effectiveness of the school's work.
39. The Foundation Stage teacher provides good leadership and, together with the teaching assistant, they form an effective team for the Reception class. The teacher in the Reception class

ensures that the children feel safe and secure, which enables them to learn within a caring environment. The Special Educational Needs Co-ordinator (SENCO) provides good leadership. She has a good understanding of how to provide the most appropriate curriculum for pupils who have learning difficulties, so that their individual needs are met well. Whenever necessary, she ensures that the appropriate outside agencies are involved to assess their individual needs.

40. The school finances are managed satisfactorily overall. The day to day management and monitoring of spending are good as at the time of the last inspection. The school's finance officer is knowledgeable and efficient and supports financial planning well. The processes of devising the annual budget and for monitoring spending patterns are secure. The very large budget roll-over contains funds that had been allocated for the provision of a new Nursery, which was recently cancelled by the Local Authority, and funds which were unexpectedly provided for the conversion of the old swimming pool into classroom accommodation.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	479,896
Total expenditure	477,304
Expenditure per pupil	2,375

Balances (£)	
Balance from previous year	102,473
Balance carried forward to the next	105,065

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

41. At the time of this inspection, 30 children attend full time in the Reception class. There are good arrangements for introducing the children to school. This means that most are happy to leave their parents and quickly get used to school routines. The quality of teaching is good with some very good features and most children achieve well and make good progress in their learning. Although attainment on entry is similar to that seen in most schools, many of the children in the present Reception class have good listening skills and a good vocabulary. Indications are that, by the end of the Year, most children are likely to exceed the expected standard in most areas of learning. There was insufficient evidence for an overall judgement about standards in children's creative development. The teacher and the teaching assistant form a very effective team.
42. The overall quality of teaching and learning in the Foundation Stage is good. Teacher's planning is very detailed and appropriate resources are carefully selected and used well. The teacher devises activities which are well matched to the different aptitudes and abilities of children in the class and they are introduced clearly and effectively. A very effective, responsive atmosphere is promoted in the class which helps children to feel safe and secure and interested in their work. The teacher co-operates effectively with her assistant. The leadership of this aspect of the school's work is good and the teacher ensures that the work of these young children has a high profile in the school. The school has worked well since the last inspection to continue to maintain strengths which were identified even though some of the current judgements are not quite as high as they were in 1999.

Main strengths and weaknesses

- Children are provided with many opportunities to make independent choices and to take responsibility.
- Teaching and learning are good with some very good features.
- By the end of the Foundation Stage children achieve well and are reaching standards that are above those expected for their age in most areas of learning.
- Children are provided with a good range of experiences to explore and observe real life.
- The outdoor activity area is narrow and limits free access.

Commentary

43. The quality of teaching and learning and overall provision in **personal, social and emotional development** are very good. The well-established routines and caring nature of the provision allow children to feel secure and to grow in confidence. During the school day, the children are given many opportunities to choose activities for themselves. Children are given valuable help to establish boundaries for acceptable behaviour through the very good relationships, which are quickly established between the children and adults within the class. Children are helped to understand the importance of telling the truth through stories with a moral. They behave very well and respond positively when they are asked to stop their activities and to be ready to listen.
44. Teaching and learning are very good for **communication, language and literacy**, which enables the children to make very good progress in developing these skills. Many children start school at the expected level of attainment for their age for speaking, listening, reading and writing. All adults speak clearly and are very good role models for the children. The teacher makes learning fun, such as by playing games to match rhyming words. Children listen attentively to stories and make a good attempt at finding rhyming words, such as in the lesson where the poem 'Here is the Seed' was being considered. The teacher enabled the children to see the link between spoken and written language very well by writing the rhyming words on the board when the children recognised

pairs of rhyming words. This was followed by getting the children to repeat the two words as she pointed to the written words on the board. Most children are at the early stage of reading. They confidently handle books correctly and use the pictures to read the stories. Many opportunities are provided for the children to write. Children's own mark making and emergent writing are accepted and this helps them to feel confident to write. They read their writing to an adult, who prints the sentence below the children's writing. This good practice allows the children to see the correct spellings. The children's work is often made up into large books for the classroom, which shows the children that their efforts are worthwhile and they enjoy reading their own and others' stories.

45. Teaching and learning in **mathematical development** is good. The teacher uses many opportunities to reinforce the children's learning about numbers, such as comparing the number of children having a packed lunch with those having school dinners. Some of the children use the terms 'more than' and 'less than', when explaining the difference between the two numbers. The children are encouraged to count by playing games and singing number songs. They enjoy counting along with the teacher, as they count up to ten and down again to zero. Most can count up to 20 and many make a good attempt to count to 100. Children develop their ideas well through practical experiences, such as putting a given number of seeds in a bag and writing the number on the bag. Adults question the children well while they are engaged in these activities, always trying to draw out and encourage mathematical thinking. This was evident when a group of more able children were learning to get a given number of transport vehicles from a box, check if the number was correct and then write the number. Most could write the numbers, which were between ten and 20. However, when one child reversed a number, so that it read as 41 instead of 14, others quickly recognised this and showed how it should be written. Some more able children have a good understanding of numbers up to 20 and beyond and can record their answers of simple addition up to ten.
46. Good use is made of the school grounds for the children to observe the natural changes in the seasons as they develop their **knowledge and understanding of the world**. They have planted sunflower seeds and are learning about the conditions needed for the seeds to grow. They use a good range of commercial construction kits to explore and make models. The teaching of ICT skills is good, which is enabling the children to make good progress. They enjoy using computers and some useful skills were evident as children made pictures of sunflowers using an art programme. Children used the computer mouse confidently to click and drag colours and then to click on and use the spray can to fill in the leaves on their sunflower. Visits to places of interest and visitors greatly enhance the children's learning about the world around them, such as their visits to Gore Farm, the local plant nursery, the village and the local church. Two bee keepers visited the school, explained about bee keeping and helped the children to make candles from the beeswax.
47. Children's **physical development** is promoted well and most are on course to exceed the expected level in this aspect by the end of the year. Children are provided with a good range of experiences to develop their hand control, such as cutting and sticking different materials. Although there are some large wheeled toys and other equipment for outdoor use, the time allowed for the children to use this is limited. At present, the outdoor area is narrow and there is insufficient space for children to use it fully. However, this shortcoming is recognised by the school and plans to extend the area and to provide a useful covered area for outdoor activities are within the current school development plan. In a physical development lesson in the hall, the children enjoyed moving freely and most had good body control. They were very keen to try to balance a beanbag on different parts of their body whilst moving around the hall in various ways.
48. No formal teaching and learning for **creative development** were seen during the inspection and there is insufficient evidence to make a judgement. No musical activities were observed or any creative artwork during the inspection. Although children played well together, no adult participation to help to extend their imaginative play was observed. Painting materials were not available during the inspection. Children used colouring pencils, when they were able to choose an activity, but without any adult contribution to help them to improve the quality of their work.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Consistently good teaching leads to pupils achieving well and attaining standards across the school that are above those expected for pupils' age.
- The teaching of pupils in ability groups is successful in raising standards.
- The subject is well led and managed and progress is monitored well.
- Pupils have good attitudes, which help them to do well.

Commentary

49. Standards found in Year 2 in reading and writing are above the national expectation. This shows an improvement from the findings of the previous inspection when reading was average but writing was below average. It is also an improvement on last year's assessments and maintains the rising trend from the low level in 2003. All pupils are achieving well. Standards in Year 6 are also judged to be above the national expectation for English overall as they were in last year's national tests. This represents a significant improvement since the last inspection when standards were found to be below average. Pupils are now achieving well and have made good progress over the past four years. Setting arrangements in Years 5/6 ensure work is well matched to pupils' needs. All are challenged well at their own level. This is particularly evident for those in the top set where they are really stretched.
50. Across the school standards of speaking and listening are above average. Pupils listen well and are confident speakers in a range of settings across all subjects. This shows a good improvement from the previous inspection when they were found to be average at Year 2 but below average at Year 6. Teachers give good opportunities for speaking and use a range of strategies. Paired discussion is encouraged in all classes and pupils are given good opportunities to extend their vocabulary and speak for a variety of purposes. In a Year 6 lower set pupils looked at the use of standard and non-standard English in Roald Dahl's 'Revolting Rhymes' and used 'hot seating', where pupils are individually questioned about aspects of the story, to extend opportunities for speaking.
51. Standards in reading and writing are also above average across the school, which is an improvement on the last inspection when they were only average. Pupils make good progress in their writing. They use more imaginative language and show increased accuracy as they go through the school. In a Year 3 class pupils developed their understanding of the features of instructional writing through the use of texts, video and audiotapes. There are regular group reading sessions and all pupils are expected to read at home. Regular practice leads to good progress and achievement. Valuable support is given to those experiencing difficulties through a range of additional strategies. For example, pupils in Year 1 made good progress in the ELS (Extra Literacy Support) group and enjoyed their success. The Reading Records show pupils change their books regularly and their success is conscientiously annotated.
52. The quality of teaching and learning is good. At the last inspection teaching was satisfactory in Years 1 and 2 and good in Years 3 to 6. Teachers manage lessons well and insist on good behaviour. Children are attentive and concentrate well on their tasks. They enjoy their work and behave well. In all subjects teachers are aware of the need to extend subject specific vocabulary and use it in both their speaking and writing. Marking of work is good. It encourages children and tells them what they need to do to improve and relates well to the clear learning objectives. Teaching assistants provide effective support, which helps SEN pupils to achieve in line with their peers in learning basic skills. Assessment is good and clearly shows where pupils are at, informs the setting of targets and tracks their progress. In a Year 6 set the most able pupils were highly

challenged in an excellent lesson. The lesson was taught by the Headteacher. His teaching was stimulating and enthusiastic and all pupils were engrossed in their work and made excellent progress. Achievement was high as they studied an award-winning book 'Skellig' by David Almond. Their standard of reading aloud was very high. They were able to use inference and deduction and used the text well to explain their views. They talked about imagery in the story and related it to Blake's 'Tyger', which they had studied previously.

53. The subject is well managed by the Headteacher and a Key Stage 1 colleague. He monitors planning and pupils' work and regularly watches lessons and gives feedback to teachers. The use of computers is developing soundly. There are examples of word-processed work and multimedia presentations. The new interactive white boards are well used to introduce lessons. Good improvement has been achieved in this subject since the last inspection. All pupils are now well supported and challenged and the standard of handwriting and the presentation of pupils' work has been improved.

Language and Literacy across the curriculum

54. There are appropriate opportunities to develop literacy across the curriculum. Good opportunities to develop speaking and listening are evident in most subjects. Teachers give time for talking to partners and group discussions. Pupils extend their technical vocabulary in science and ICT. In PE they listen carefully and follow instructions sensibly. In science, children write up their findings from investigations clearly. In PSHCE and philosophy lessons there are good opportunities for pupils to express their views and feelings.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- By the end of Year 6, pupils reach standards that are above average.
- The quality of teaching and learning in Years 3 to 6 is good. Teachers' planning is detailed and clear and teachers manage pupils well.
- Pupils' good and sometimes very good response to the subject improves the quality of their learning.
- Pupils' work is consistently neat and presented with commendable care.
- Pupils undertake interesting investigations but do not have sufficient opportunity of devising their own.

Commentary

55. At the end of Year 6, pupils attain above average standards and pupils in Year 2 attain standards that are average for their age. Currently, pupils of all abilities achieve well in Years 3 to 6 and satisfactorily in Years 1 and 2. The current inspection findings are similar to the results of the 2004 national tests in Year 6 but are higher than those in Year 2 and they are broadly in line with the school's own assessment of each group. In Year 6, standards have been above or well above average for several years. The current findings represent a significant improvement since the last inspection when standards were below average across the school.

56. Strengths in pupils' achievement, especially in Years 3 to 6 are the way in which they are introduced effectively to all elements of the subject and the opportunity which pupils have to extend their understanding to higher levels. This was a weakness identified at the last inspection which has been addressed well. Work for higher attaining pupils is not so clearly provided for in Years 1 and 2. An important strength is the care and attention which are given to the recording and presentation of pupils' work. Pupils in Years 3 to 6 consistently produce work, which is very well presented indicating a high level of pride in, and commitment to their work. This was clearly evident in a Year 4 lesson where pupils were recording the results of die throws by tallying results and

most spontaneously took out their rulers to draw accurate, neat tables. Scrutiny of work showed that older pupils' work on angles had been drawn accurately and with great care. A relative weakness in Year 2 is that insufficient attention is paid to the recording of work, especially by higher attaining pupils. The work of pupils in Year 6 on negative numbers and the use of fractions extends their understanding into areas above those expected for their age. Across the school, pupils undertake useful investigations into number patterns and problem solving activities. However, there is insufficient opportunity for them to consider 'real-life' challenges or problems that they have devised themselves.

57. The quality of teaching and learning is good in Years 3 to 6 and satisfactory in Years 1 and 2. This is similar to the findings of the last inspection. Strengths in teaching across the school are the very positive way that pupils are managed and encouraged and the very effective learning environments which teachers create in their classes. Teachers are consistently well prepared. Their lesson planning is clear and detailed and makes reference to important aspects such as previous learning, key vocabulary and the specific learning intended in the lesson. Plans make clear reference to the work provided for pupils of different abilities. Lessons follow the format recommended nationally. Teachers lead discussions well and pupils are very willing to share ideas and to listen to adults and to each other. In Years 1 and 2, the pace of lessons sometimes drops and sometimes not all pupils are sufficiently clear about how to undertake the planned activities.
58. The subject is led well. The co-ordinator has been usefully involved in analysing recent test data for common strengths and errors and she has undertaken some lesson observation and scrutiny of pupils' work. This has helped to raise the profile of the subject and impact positively on raising standards. Assessment procedures are good and data collected are used well to set achievement targets for pupils. The teaching of pupils in Year 6 in ability groups is also helping to raise standards. A minor weakness is that the use of textbooks is occasionally too restrictive and not used appropriately as, for example, pupils were using currencies which no longer exist for their number work.

Mathematics across the curriculum

59. The subject is used satisfactorily in other subject areas, for example, older pupils studying the weather, draw line graphs to show temperature changes over several days. Younger pupils draw block graphs to display what might be cats' favourite food. In art and design, pupils draw a timeline showing the period when different artists lived. Pupils have some experience of using databases and spreadsheets but the use of ICT skills is generally underdeveloped. Resources have been improved since the last inspection.

SCIENCE

Provision in science is **good**.

Main strengths and Weaknesses

- The good teaching and learning in Years 3 to 6 enables pupils to reach above average standards by the time they leave the school.
- Pupils are given good opportunity to undertake practical investigations.
- Pupils' attitudes to the subject are consistently very good.
- The assessment procedures and use of assessment in Years 3 to 6 are good.
- The new co-ordinator has made a good start to her work.

Commentary

60. Pupils in Year 2 are reaching average standards while those in Year 6 are on course to attain above average standards. This is a good improvement from the last inspection and from the school's national test results in 2004. Pupils achieve well in Years 3 to 6 and satisfactorily in Years 1 and 2. Pupils achieve well because of a good, consistent approach to teaching, which enables

them to make good progress in their learning. The school has realised the need for a more practical, hands-on approach to the teaching and learning of science, in order for pupils to have a greater depth of understanding. The strong emphasis on experimental and investigative work provides pupils with first-hand experiences, which is enabling many to gain well in their learning of each aspect of the subject. This is an important strength in pupils' achievement. In Year 6, pupils' work on models to explain differences in the length of night and day, their work on separating materials and their ability to draw conclusions from their investigations, all take their work into levels which exceed those expected for their age.

61. The quality of teaching and learning is satisfactory in Years 1 and 2 and good in Years 3 to 6. This is the same as the judgement at the last inspection. Strengths in teaching are where teachers clearly plan new work which builds on pupils' prior learning. This ensures that pupils are enabled to build on their skills well and that they have a secure understanding of new work. Teachers provide pupils with a stimulating range of resources, which enables them to gain first-hand experience and arouse their curiosity. Teachers use correct scientific vocabulary with clear explanations so that pupils understand and their learning is extended well. A further strength throughout the school, are pupils' very good attitudes to learning. Pupils enjoy and are interested in their work and this improves the quality of their learning. A minor weakness is that the quality of teachers' marking is inconsistent. Although some has helpful comments, which show pupils how to improve their work, other marking is mainly congratulatory.
62. A good lesson in Year 1 illustrated several other features of effective teaching. The teacher linked the science work well to the overall theme for the half term on light. After reading 'A Dark, Dark Tale' to pupils, the teacher posed many good, open-ended questions as to what they thought it would be like in a dark place. She showed pupils a large, sealed cardboard box and invited them to look through a very small hole to try to see any objects inside it. They were intrigued and only when the teacher had gently removed part of the cover did the object become visible. The teacher gave each group a large covered box and set pupils a similar experiment, which was to find out which colour is most easily seen in limited light. Each group had a covered box and a selection of small different coloured plastic bears. Pupils made predictions before working very well together in their small groups. The teacher used open-ended questioning well and provided good support by quietly questioning different groups of pupils, such as, 'Why do you think?' and 'What do you think will happen if ...?' Pupils eagerly set about their task and their very good attitudes to learning enabled everyone to be fully engrossed in the task. They made good progress and achieved well.
63. The science co-ordinator is enthusiastic and has good subject knowledge. Although very new to the role, she has made a good start. She has a clear vision of how to teach science and understands well how pupils learn. She is a good role model for other teachers. She has arranged for every pupil to have a 'Building Blocks' booklet, which will track pupils' progress through the different elements of the science curriculum. However, although this is a good start, the booklets do not contain the National Curriculum levels to show pupils what they need to do in order to achieve higher attainment. Assessment procedures are satisfactory in Years 1 and 2 and good in Years 3 to 6. This information is used well to ensure that tasks are appropriately matched to the needs of pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Greater use of ICT is developing in other subjects.
- The subject is well led and managed and there is clear vision for future development.
- The accommodation in the computer suite is somewhat cramped for whole class lessons.

Commentary

64. Standards are broadly in line with expectations at the end of Year 2 and Year 6 as they were at the previous inspection. Pupils are achieving soundly and making satisfactory progress in developing their skills. Previous work shows an appropriate range of experiences across all strands, which is a sound improvement on the previous inspection when some aspects were not well developed. In Year 2 pupils develop their skills in using a paint package and produce interesting pictures in the style of Mondrian. Year 5 pupils use a spreadsheet to produce a currency exchange in mathematics and Year 6 pupils make good progress in using a publishing package to write newsletters and reports.
65. The quality of teaching and learning overall is satisfactory. At the last inspection teaching was good across the school. All teachers are now confident and competent. Sessions in the computer suite are well managed and pupils show good attitudes and are keen to learn. A shortcoming is that the accommodation in the computer suite is too small to allow effective whole class teaching and in the lessons observed during the inspection there was insufficient additional support provided for classes to be split into smaller groups. This would have enabled a more flexible use of the suite and improved the effectiveness of pupils' learning.
66. Leadership and management of the subject are good. The co-ordinator has a clear vision of what needs to be done, and is putting together a useful portfolio of work which is assessed according to National Curriculum criteria to support colleagues. Management has successfully introduced new resources to remedy the shortcomings identified at the previous inspection. There are now an average number of computers available and each class has a digital projection system, which makes their white boards interactive. In the lessons where this new technology works reliably, the interactive white boards are proving successful in delivering whole class lessons and providing clear explanations to teach new skills.

Information and communication technology across the curriculum

67. Opportunities to use computers in other subjects are developing well. Pupils use a selection of mathematics programs to reinforce learning and use the Internet to find information in most subjects. Pupils handle data in science and mathematics and use a range of techniques in art to produce work in the style of famous painters. Across all subjects pupils make good use of their class digital camera and video.

HUMANITIES

There was insufficient evidence for overall judgements to be made about the quality of provision in history, geography or religious education. Both history and geography are taught as integrated units in the overall IPC.

68. In **history**, younger pupils know details of the life of Florence Nightingale and some of the effects and consequences of the great plague, including the origins of the Nursery rhyme 'Ring, a Ring o' Roses'. Older pupils know some details about the life of historical figures such as Copernicus and Galileo and events from Ancient Greece and the life of Alexander the Great. In **geography**, younger pupils draw simple plans of their bedrooms and plan-sketches showing the layout of the playground. Others research holiday destinations and think how going on holiday to a hot or a cold country might be different. Older pupils consider the importance of oil and know where the main oil refineries are in the UK. Others discuss the importance of migration for different countries of the world.
69. Strengths in the overall approach to history and geography through the IPC are in the way that work is integrated and cross-curricular aspects are strengthened. Pupils are developing analytical and research skills well. Shortcomings are that some of the topics lack an important knowledge base. The school has plans to rectify this by having a separate history focus week later in the term where topics relating specifically to British history are to be studied. A further shortcoming is that assessment procedures have not been sufficiently developed to show how progress through the

IPC is matched with progress through National Curriculum levels. This has already been identified as a priority by the school.

70. Evidence indicates provision in **religious education** is meeting the expectations of the Agreed Syllabus. Pupils learn about different world faiths as they study Christianity, Buddhism, Sikhism, Hinduism, Judaism and Islam. Current work includes the Passover meal and seder plates in Year 1. Year 2 pupils have learned about signs and symbols in Hinduism. In Year 3 pupils have continued their study of Judaism and have made Torah Scrolls. Year 5 is presently studying Hinduism and Year 6 are learning about Islam and Christianity. In the lesson seen, teaching and learning were good and pupils made good progress in locating specific references in The New Testament. In pairs they read from the four Gospels and learnt how they tell the story of Jesus' passion and Peter's denial from different perspectives. The teacher's careful questioning gave pupils the opportunity to recall what they had learned in their recent study of Islam and they talked about similarities and differences in the Bible and the Qur'an. There are links to the local church but there are still few opportunities to gain first hand experience of other religions through visits and visitors. Other weaknesses found at the previous inspection have been addressed. More time is given to the subject and requirements are now met. The subject supports speaking and listening well and there are good opportunities for discussion.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There was not opportunity in this inspection to collect sufficient evidence for judgements to be made about the overall quality of provision in art and design, design and technology or music.

71. Pupils' work in **art and design** is attractively displayed around the school and enhances the learning environment well. The displays show that pupils experience an appropriate range of different media as they progress through the school. Pupils in Year 3 used chalk, mud and ground up leaves for their cave paintings. Pupils in Year 6 used photographs and information and communication technology well to create their own pictures, which are similar to the famous artwork of Andy Warhol's pictures of Marilyn Monroe. Pupils from Year 2 to Year 6 enjoy taking part in the art club and some of their starburst pictures are attractively displayed in the school hall.
72. In the lessons observed during the inspection pupils in Years 1 and 2 were looking at the work of different artists. Pupils in Year 1 had previously looked at paintings by Whistler and used his paintings of London as inspiration for their own artwork. In the lesson the teacher enabled pupils to mix the paints on their paper plate palettes to create different tones before starting their own paintings. This enabled them to create similar misty colours to those used by Whistler in his painting of London on a foggy night. Pupils in Year 2 were shown some of Van Gogh's paintings on a data projector and talked about how he created effects through the use of different brush strokes and colours. They were each given an outline drawing of the main features of Van Gogh's the red vineyard, which was divided into quarters by the addition of two black lines on it. They were asked to use a different media in each quarter to try to create their own representation of the red vineyard. However, although pupils worked diligently at the task, there was a lack of opportunity for them to express their own artistic ideas. Pupils' artwork is linked to the themes of work in the IPC being studied by each class.
73. **Design and technology** is taught within a wider IPC theme. Evidence from work on display indicates the development of appropriate skills through some interesting topics. Pupils in Year 5 have made some good space stations, as part of their homework over the past two weeks. They list materials to be used together with a diagram of how they envisage the end result. Pupils in Year 1 used wood, card and glue for their small window frames, which are displayed well in their classroom. As part of their work on time, pupils in Year 4 have used a range of materials to make their own sundials.
74. In the single lesson observed during the inspection the quality of teaching and learning was good. The teacher shared the main objective of the lesson with pupils, so they were aware of what they were expected to learn, which was to plan and design a calendar. The teacher provided pupils with a wide range of different types of calendars for them to observe, handle and discuss the

similarities and differences. The teacher provided good support to each pair of pupils as they discussed the calendars through open-ended questioning. This enabled pupils to think more clearly about how each calendar was made and how they could incorporate some of these ideas into their designs for their own calendars. A good discussion about suitable materials and the practicality of these was shared with pupils justifying their choices. The very good relationship between the teacher and pupils helps them to feel confident to express their ideas.

75. Although the National Curriculum programmes of study for design and technology have been co-ordinated with the IPC, the school realises that some aspects in the National Curriculum, such as materials, are not covered. To overcome this, the school is planning to have a whole day for design and technology later in the summer. No formal monitoring of the subject has yet been undertaken.

76. Pupils have opportunity to listen to many different types of **music**, ranging from classical to modern. Extracurricular musical activities are very good and enhance pupils' learning well. There is a large school choir and pupils are able to learn to play brass, guitar, ocarinas and recorders. The large choir provides a very good lead for the music in school performances and takes part in the local music festival. Performing before an audience greatly enhances pupils' self-esteem and celebrates their achievements. A small group of some pupils, who used to attend the school, played various brass musical instruments during an assembly. Their performance was greatly appreciated by pupils in Years 3 to 6 and provided good encouragement to pupils to persevere when learning to play a musical instrument. In whole school assemblies, pupils sing enthusiastically. In the single lesson observed in Year 1, teaching and learning were good. Pupils made good progress in their ability to compose and perform simple musical patterns. They tunefully sang and kept good rhythm tapping claves when singing 'Bang, Bang the Sticks go Bang' and 'Drummers in the Ring', before composing their own four beat pattern. Groups of three pupils then put their compositions together and tapped out the rhythm on their claves. Pupils were appreciative and respectful of each other's efforts. Their learning was greatly enhanced by the teacher's good subject knowledge, which she imparted well to the pupils.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Across the school, pupils enjoy their work and they reach standards that are above those expected for their age.
- Teachers are knowledgeable and enthusiastic and the subject has a high priority in the school.
- The school provides a very good range of extracurricular opportunities.
- Resources are good.
- Assessment procedures are insufficiently developed.

Commentary

77. Pupils across the school attain standards which are higher than those expected for their age. All pupils achieve well and make good progress in their learning. This is an improvement since the last inspection when standards and progress were satisfactory. The reasons for the improvement in standards are the high priority now given to the subject and the teachers' knowledge, enthusiasm and skill in delivering the curriculum.

78. In the elements of the subject which were observed during the inspection, pupils demonstrated a good level of skill and understanding. Across the school, pupils are made aware of the importance of warm-up and cool down activities and the effect that exercise has on the body. In gymnastics, younger pupils move confidently around the hall and express their gliding, diving and soaring movements effectively to music. In games activities, younger pupils show good levels of control as they throw and catch balls of different sizes and older pupils control and pass a ball well with their hockey sticks. The school indicates that most pupils achieve the expected level of swimming by the end of Year 6 and many exceed it.

79. The quality of teaching and learning across the school is good. This was also the judgement of the last inspection. Strengths in teaching are similar to those identified in 1999. Teachers plan well and are clear about the learning intended in each lesson. Pupils are managed well. Teachers are interested and enthusiastic and are keen to involve themselves in activities. This helps to encourage and motivate pupils. Across the school, pupils were consistently well behaved and were prepared to try hard at all activities and to improve their performance. Teachers use pupils well to show what they can do and use this effectively to demonstrate good technique and show pupils how they might do better.
80. The subject is led well by the Headteacher. A full scheme of work has been produced since the last inspection. The International Primary School Curriculum is supplemented well by units from other commercial schemes. Indoor and outdoor resources are good, as they were at the time of the last inspection. Interest and opportunity are enhanced very well by a very good range of extracurricular clubs which are all well attended. Clubs are provided for football, netball, cricket, rounders, athletics and Korf ball. There is good opportunity for inter school sports competitions. The school competes successfully in these and is soon to represent the county in a regional small-schools football competition. There are good links with other community sports clubs. Assessment in the subject is underdeveloped. This includes matching attainment in the IPC with the levels of the National Curriculum.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils' personal, social, health and citizenship education is **good**.

Main strengths and weaknesses

- The school's ethos provides well for pupils' personal growth.
- Teaching and learning are mainly good and lessons contribute to pupils' very good attitudes.
- A good range of after school activities broadens pupils' horizons.
- The philosophy programme develops thinking skills and supports pupils' emotional development well.

Commentary

81. Standards are above expectations for age as evident in lessons and all aspects of school life. Pupils achieve well and build on previous experiences. Lessons and the very good ethos in the school lead to very good behaviour and relationships. The school encourages its core values through high expectations of behaviour and pupils are involved in setting class and school rules. Adults provide very good role models and there are very caring relationships. Good behaviour is underpinned with an extensive rewards system and parents speak very highly of the school's contribution to their children's very good attitudes.
82. Teaching and learning are good overall. In lessons seen they ranged from unsatisfactory to very good. Teachers know their pupils well and take every opportunity to aid their personal development in all lessons. They insist on good behaviour and encourage pupils to support each other and to work independently when appropriate. Pupils respond by behaving sensibly and respecting the views and feelings of others. In a very good philosophy lesson Year 6 pupils made a serious attempt at expressing abstract ideas such as inner and outer beauty. The teacher skilfully introduced this by reading Chief Seattle's speech of 1854 to the US President. Pupils expressed their views well and were confident to give their ideas, even though 'I can't really explain it but I'll have a go'. In the lesson where teaching was unsatisfactory the teacher failed to capture pupils' interest and they were not sure what was really expected of them. They were asked to think quietly and write down their own ideas but they were then given too little time to do this. Greater effort was exerted in keeping pupils on task than on learning and the pupils did not achieve an understanding of aspects of living as members of a group.

83. Management of the subject is good. The co-ordinator has developed a new scheme of work and has devised a comprehensive programme to support learning in this area in line with the new curriculum. In this subject and in science lessons pupils learn about health issues. Drugs and sex education are covered at an appropriate level for pupils' ages. The subject supports pupils' speaking and listening well as there are good opportunities for discussion. The philosophy lessons focus on extending enquiry that cultivates values such as respect, sincerity and open-mindedness. There are close links with the police, fire service, school nurse, a local beekeeper and the RSPCA, which make pupils more socially aware. There are opportunities to extend music and close links with the church, which develop cultural and spiritual awareness. The school is part of the Fruit for Schools Project and pupils take part in a Walking Bus organised by the After-School Club. Pupils raise money for different charities that have recently included the Tsunami Appeal, Demelza House and Children's Society. A wide range of after school activities gives pupils opportunities to extend and develop their interests in cultural, sporting and fun activities. Those with particular talents and skills are regularly involved in sporting teams and musical groups.

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	3
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	3
Attitudes	2
Behaviour, including the extent of exclusions	3
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	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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