

INSPECTION REPORT

HUSBORNE CRAWLEY LOWER SCHOOL

Husborne Crawley, Milton Keynes

LEA area: Bedfordshire

Unique reference number: 109460

Headteacher: Mrs M Mercer

Lead inspector: Mr G Timms

Dates of inspection: 13-15 September 2004

Inspection number: 267090

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

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INFORMATION ABOUT THE SCHOOL

Type of school: First School
School category: Community
Age range of pupils: 4 – 9
Gender of pupils: Mixed
Number on roll: 57

School address: School Lane
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Appropriate authority: Governing Body
Name of chair of governors: Mrs C Marray

Date of previous inspection: 19 April 1999

CHARACTERISTICS OF THE SCHOOL

Husborne Crawley Lower School has 57 pupils, five of whom attend on a part time basis. Although there is a range of ability, and it can differ from cohort to cohort, overall the attainment of most children when they enter the school is broadly typical for their ages. There are eight pupils on the register of special educational need. This is well below average overall when compared with schools nationally. One pupil has a statement of special educational need which ensures extra support. The main needs are specific learning difficulties. A very small proportion of the pupils come from different minority ethnic backgrounds and none have English as an additional language. This is well below average. Very few parents claim an entitlement to free school meals at present and this is well below average. The socio-economic background of most children is above average.

The school is very active in gaining awards for different aspects of their work. In recent years, it has been awarded an Activemark in physical education, the Basic Skills Agency Quality Mark, three healthy schools awards, a school achievement award, a quality award for Information and communication technology and Investors in People status.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21038	Mr G Timms	Lead inspector	English Mathematics Information and communication technology Design and technology Music Art and design Physical education English as an additional language
9505	Mr D Haynes	Lay inspector	
22147	Mrs A Holland	Team inspector	Foundation Stage Science Geography History Religious education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's effectiveness is **very good** and it provides **very good** value for money. Pupils achieve very well compared to their attainment on entry to the school and by Year 4 standards are often well above average. The quality of teaching and learning is very good. The school is very well led and managed by the headteacher and governors and there is a very clear focus on raising and maintaining standards. Pupils have good attitudes towards school.

The school's main strengths and weaknesses are:

- standards in reading, writing, mathematics, science and design and technology are well above average;
- pupils make very good progress and all achieve very well;
- the pupils' spiritual, moral, social and cultural development is very good;
- the relationships between adults and pupils are very effective in encouraging learning;
- teachers have excellent levels of expectation and plan work that challenges pupils appropriately;
- the deployment and quality of support staff is excellent;
- pupils' work is too often untidy and poorly presented although the content is very good.

The school has maintained the high standards found during the last inspection and improvement overall is very good. In addition, many aspects of the provision have improved. The key issue raised has been fully addressed, and other minor issues have also been dealt with successfully. The main changes have been to the accommodation, improving the facilities for children both inside and out of doors, and to the information and communication technology curriculum where resources and training for staff have helped raise standards.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	A*	A*	A*	A*
writing	A*	A	A*	A*
mathematics	A*	A	A*	A*

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Achievement is very good. The outstanding results for 2003 put the school in the top five per cent of schools nationally for all three core subjects. This was the case when the results are compared with all schools nationally and when compared with schools that take pupils from similar backgrounds. Although the cohort sizes are very small, there is much more consistency in the results than is normally found and this is a reflection of the high quality provision. The early indications are that the results for the 2004 cohort will again be well above average. The evidence of the inspection confirms these high standards.

In the Foundation Stage, the children enter the school with skills that are broadly in line with those expected, although this differs from year to year. They make very good progress and by the end of the Reception year, the vast majority achieve or exceed the expected early learning

goals. The current pupils in Years 1 to 4 are achieving very well in English, mathematics, science, and design and technology. Standards are good in information and communication technology and religious education. It was not possible to judge standards in other subjects as they were not the focus of the inspection. Pupils with special educational needs are very well provided for and make progress at least in line with that of their peers due to the very effective support they receive. Pupils' attitudes and behaviour are good. Attendance is very good. **Pupils' personal development, including their spiritual, moral, social and cultural development is very good.**

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching and learning are very effective overall. Teachers have very high expectations of their pupils and provide an excellent level of appropriate challenge given their prior attainment and the different ages in each class. They have exceptional relationships with the pupils and this has a very positive impact on their learning, encouraging them, for example, to be willing to join in activities fully and to answer questions. Teachers make very purposeful use of the high quality teaching assistants. They also make very effective use of parent and other volunteers to enhance pupils' learning, especially in art and design and design and technology sessions. Curriculum provision is very good. It is broad, balanced and relevant. There is clear evidence of very good cross curricular experiences for pupils. The provision is enhanced by a wide range of enrichment experiences. The school provides very effectively for pupils' welfare and offers a very good level of support for them, both academically and personally. The links with parents, the community and other schools are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The governance of the school is very good, and the governing body offer the school a high level of support and challenge. Their own expertise is very well used as part of the school's performance management¹ systems. The leadership of the headteacher is very good and she has a clear focus on the need to maintain the current high standards. Subject coordinators lead their subjects well. The analysis of performance data is used very effectively to address any underachievement. Management is very effective and the finances are efficiently monitored.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents' views of the school are very positive. They see the school as a very caring place and all who completed a pre-inspection questionnaire felt the school is well led and managed. They feel their children enjoy being there. They also believe the teaching is good and teachers' expectations are high. The inspection supports these views. A few pupils do not think other children always behave well but overall they are very happy with the school and almost all say they are helped when they are stuck and that the teachers are fair to them.

IMPROVEMENTS NEEDED

¹ Performance management refers to the systems used to evaluate and improve the quality of teaching and other work within the school.

The school has a very good school improvement plan, reached through a highly appropriate system of self evaluation. In addition to ensuring that this plan is put into practice, the most important thing the school should do is:

- improve the way children set out and present their work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is very good in all year groups. Standards are often very high in English, mathematics, science and in design and technology by the time the pupils leave the school. They are above average in information and communication technology and religious education.

Main strengths and weaknesses

- Standards in the school are consistently well above average.
- The achievement of pupils with special educational needs is very good.
- All pupils make very good progress in reading, writing and mathematics.

Commentary

1. Although it varies from year to year due to the small size of each cohort, the attainment of most children when they enter the school is broadly typical for their age. They make very good progress through the Reception year and almost all are on course to achieve or exceed the expected early learning goals by the end of that year. This rapid progress is due to the very good provision and teaching that they receive.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	18.8 (18.8)	15.7 (15.8)
Writing	17.8 (16.5)	14.6 (14.4)
Mathematics	20.0 (17.7)	16.3 (16.5)

There were 8 pupils in the year group. Figures in brackets are for the previous year

2. The table above shows how the high standards in reading were maintained in 2003 when compared to 2002 and how the standards in writing and mathematics improved. When compared with all schools nationally, the standards were very high in all three subjects, putting the school in the top five per cent of schools nationally. This picture of very high standards is a consistent one over time, more so than is normal for such a small school. These high standards are the result of the very good provision and the high quality teaching.
3. When compared with schools taking pupils from similar backgrounds, standards achieved in 2003 were still very high and in the top five per cent of schools nationally. Again, these results show a remarkable consistency over time for a school with such small year groups. The test results are matched by the teacher assessments of the pupils' standards, including those in science where the results in 2003 were very high.
4. Given the broadly average levels of attainment on entry, and the high proportion of pupils with special educational needs in some year groups, these results represent very good levels of achievement. Pupils make very good progress during their time in the school

and are very well prepared for the next stage in their education. The early indications from the 2004 national tests in Year 2 are that these very high standards have been maintained.

5. Analysis of the progress of individual pupils enables the school to target any individual, or group, who fail to make the expected progress. This is best illustrated in mathematics where some unexplained underachievement by Year 3 pupils resulted in them being provided with a catch-up programme and extra support. This resulted in them making much better progress and achieving well by the time they left the school. The pupils with special educational needs, and those who are recognised as more able, all make equally good progress as their peers.
6. Current standards indicate that the present pupils are likely to maintain the high levels of achievement in the future and this is due to the very good teaching and learning, supported by a well planned and appropriately matched curriculum, good pupil attitudes and supportive parents. Although the inspection took place early in the year, standards observed in Years 1 and 2 were already above average in reading, writing, science, information and communication technology, and religious education, and well above average in mathematics and design and technology. In Years 3 and 4, standards observed were well above average in English, mathematics, science and design and technology, and above average in religious education and information and communication technology. It was not possible to make secure judgements about standards in other non-core subjects as these were not a focus of the inspection.

Pupils' attitudes, values and other personal qualities

Attendance is **very good** and has been consistently above the national average since the previous inspection. Punctuality is **very good**. Pupils' attitudes to school are **good** and their behaviour is **good**. Provision for pupils' spiritual, moral, social and cultural development is **very good**.

Main strengths and weaknesses

- Pupils are keen to learn and join in all activities with enthusiasm.
- Pupils' willingness to show enterprise and take responsibility is very good.
- The school promotes good relationships, including racial harmony.
- Pupils' confidence and self-esteem are very good.

Commentary

7. Pupils are interested in their lessons, show good concentration and work hard in response to the teachers' high expectations of their work. They take a full and enthusiastic part in activities.
8. Behaviour is good in lessons and around school. Attitudes to learning are good and can be very good but on occasion the exuberant response of some pupils can hinder the learning of others. Relationships between pupils are good; they mainly play well together in mixed groups and no one is isolated. Pupils develop respect for each other and parents and pupils report few incidents of bullying, racism or other forms of harassment. Pupils are confident that the staff will deal effectively with any problems they may have. There have been no recent exclusions of pupils from the school. Pupils are proud of their

work and have very good levels of self-esteem. They talk confidently with adults and are not afraid to express their views or concerns in classroom discussions. This was evident when pupils were discussing their concerns with the teacher before their first swimming lesson.

9. Provision for pupils' spiritual, moral, social and cultural development is well integrated into the curriculum and makes a very good contribution to pupil's development. The school offers many opportunities for pupils to take responsibility within the school community; one example being the school council. Very good links are established with other small schools in the area and with the middle school to which the pupils transfer. Joint activities make a significant contribution to the pupil's social development.
10. Spiritual development is enhanced well by the positive climate for learning, reflective assemblies, religious education and strong links with the local church. Pupils have a very good understanding of their place in the school and wider communities. They value the fact that their achievements are celebrated. The very good use of the environment to support learning is a significant feature in the pupils' spiritual development.
11. Pupils have good attitudes and a very good understanding of what is right and wrong. They are learning how to make sensible decisions about their own lives and to be responsible members of the school community. These qualities are reinforced well through personal, social and health education, and the wide range of educational visits. Parents' close involvement with the school adds support to this fundamental aspect of its work.
12. Pupils understand and accept that other people have different beliefs and cultures. They show a surprising maturity when discussing these issues. Pupils have opportunities to listen to music from a variety of cultures. Religious education also makes a good contribution to their multi-cultural awareness.

Attendance

13. Attendance for the last reporting period is very good and has been consistently above the national average since the previous inspection. Punctuality is very good.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.0
National data	5.4	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 quality of education is very good. The teaching is very good overall, as is the curriculum. The pupils' welfare and the links with parents, the community and other schools are very good.

Teaching and learning

Overall, teaching and learning are very good. The teaching in Years 3 and 4 is consistently very good. The picture of very good teaching is consistent across all subjects inspected. Assessment is good.

Main strengths and weaknesses

- The teachers have very good relationships with the pupils.
- The level of expectation and challenge is excellent.
- The teaching assistants provide very effective support.
- The teaching of pupils with special educational needs is very good.
- Teachers do not insist on well-presented work often enough.

Commentary

Summary of teaching observed during the inspection in 16 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	7	7	1	0	0	0

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

14. The quality of teaching is consistently good or very good throughout the school and has improved since the last inspection. In the Foundation Stage, teaching is very well planned and takes effective account of the children's needs. Planning and observations indicate that the teacher provides a wide range of high quality activities to develop children's learning in all aspects of the curriculum. These strengths in the planning of an appropriate and sufficiently challenging curriculum are evident throughout the school. Teachers have very high expectations, and these are reflected in the very high standards achieved.
15. The teachers are very aware of the needs of the mixed age classes and they work hard to plan interesting and effective lessons that make sufficient demands on all pupils. Where appropriate very good use is made of the teachers' expertise to teach a subject to classes other than their own. They make a very good team, working closely together to ensure there is consistency of provision throughout the school. Teachers do not always rigorously insist that pupils' work is tidy, neat and well-presented, and too often very good content is spoilt by poor presentation.
16. Lessons are well planned and timed appropriately. Teachers do not always share the objectives of the lesson with the pupils. Doing so would help pupils to be aware of the direction their learning is taking and what is expected of them. Behaviour management is good and supported by the very good relationships. Sanctions and rewards are applied consistently across the school. Very good use is made of parent and other volunteer helpers, especially in art and design and technology lessons.
17. The teaching assistants and other support staff provide excellent quality support for the teachers and the pupils. They are very well deployed to make effective use of their time, and very well prepared for the activities in which they are expected to take part. Very good use of their time in whole class teaching sessions was observed in one class where the teaching assistant had an important part to play in observing and assessing the

responses of pupils to a question and answer session, building up a bank of information about the pupils that would be otherwise unavailable to the teacher.

18. The assessment of pupils' progress is good. Teachers keep detailed records of individual pupils' achievements and these are used when planning lessons. The marking of pupils' work sometimes contains good comments to help them know what they have done well. However, this is inconsistent and there are opportunities missed to explain how the work can be improved in the future. Good individual targets are set in English to help develop literacy skills. In mathematics, the targets are appropriately aimed at larger groups of pupils of similar ability.
19. Teaching for pupils with special educational needs is very good enabling them to make very good progress and to achieve well. Inclusion² is very good and pupils have full access to the curriculum. Teachers ensure that pupils of all levels of ability take a full part in all parts of the lesson, and adapt their questioning well to accommodate different levels of understanding. The support for statemented pupils is very good.

The curriculum

The school provides a **very good** curriculum with **very good** opportunities for enrichment. The accommodation is **satisfactory** overall and resources for learning are **good**.

Main strengths and weaknesses

- There are very good opportunities for pupils to enrich their learning outside of lessons.
- The well-planned curriculum for children in the Foundation Stage promotes their learning well.
- The curriculum provides very well for pupils with additional learning needs.
- The hall is used as a classroom and a dining hall, and this has a negative impact on aspects of physical education.

² Inclusion refers to the systems the school has for meeting the educational needs of all pupils, whatever their gender, ability or background.

Commentary

20. The school provides a very good range of learning opportunities for the pupils. The school has sustained the standards reported at the last inspection. Teachers plan carefully to ensure that all pupils have full access to the curriculum. Provision for pupils with special educational needs is very good. Individual education plans are good quality. Targets are clear and measurable and progress is frequently checked. The plans are reviewed regularly and the support is well organised. Teaching assistants are fully briefed about each lesson. Higher attaining pupils are identified and appropriate provision made for them.
21. The curriculum meets all statutory requirements. It is well planned on a two year rolling programme to ensure that pupils in mixed age classes have full access to all aspects. A particular strength of the curriculum is the consistent whole-school approach to teaching and learning. Good provision is made for pupils' personal, social and health education.
22. The curriculum for the Foundation Stage is very good. It is planned carefully in line with national guidance and promotes learning well. There is a particular focus on developing the children's language and social skills. The school has improved the outdoor provision for children in the Foundation Stage and this area is used very well to support all the areas of learning. This was a key issue at the time of the last inspection.
23. The school provides pupils with a very good range and variety of interesting, relevant and well attended extra-curricular activities. These include a variety of musical opportunities, sporting activities and a good range of visits and visitors who work in the school during the year. Pupils participate in an inter-schools chess and draughts tournament. The school has close contact with the Woburn Estate and visits regularly. Parents make a significant contribution to these aspects of the curriculum both during and outside the school day. Year 4 pupils have a residential visit in the spring term which, as the planning and photographs show, provides very good opportunities for a range of outdoor and adventurous activities.
24. The match of teachers to the curriculum is very good and there is a good match of support staff. Accommodation is satisfactory. Significant improvements have been made, particularly in the provision of a new classroom for the combined Year 1 and 2 class, resurfacing of the playground and the provision of improved outdoor facilities for the Foundation Stage. The school also has an attractive environmental garden area. One room is used as a classroom for the older pupils as well as for dining, assemblies and physical education. This limits indoor physical activities and means time has to be spent moving furniture, although teachers work hard to ensure that this has little impact on pupils' learning. The quality and range of learning resources, including information and technology resources, are good overall.

Care, guidance and support

Provision is **very good**. The school cares very well for its pupils and there is a high level of attention to matters of welfare and health and safety. Parents are very happy with the care and welfare the school provides for their children.

Main strengths and weaknesses

- Members of staff know children and families very well.
- There is a high level of personal support.

Commentary

25. Child protection procedures are satisfactory and all members of staff are aware of their responsibilities. The level of playground supervision is high and there is a good selection of play equipment.
26. Standards of maintenance and cleanliness are very good and vandalism and graffiti is not a problem. This instils high values in the pupils who show respect for property and resources. All members of staff are fully involved in the life of the school. Teachers know their pupils and families very well and provide a very good level of personal support, involving parents where necessary. Pupils have no reservations in approaching classroom staff with their concerns demonstrating an excellent trusting relationship. School and class rules are prominently displayed and there is a clear and consistently applied reward system that encourages good achievement in all aspects of pupils' personal and academic development.
27. Support for pupils with special educational needs is very good. Members of staff know the children well and have a very clear understanding of individual needs. Progress is closely monitored. There are good links with outside agencies and with the middle school to which the pupils proceed.
28. Induction³ arrangements for pupils entering the Reception year are good and establish a good home-school relationship. There is a good range of opportunities for pupils to take on responsibilities for the day to day running of the school. The school council has contributed to the development of the school and some of the suggestions made have been implemented leading to improved toilet conditions. In addition, they have been instrumental in the introduction of a 'Buddy Bench' in the playground.

Partnership with parents, other schools and the community

There is a **very good** and effective partnership with parents, the community and other schools. The views of parents were very positive in the parents' questionnaire and at the parents' meeting.

Main strengths and weaknesses

- Parents are very supportive of the school.
- There are very good links with other schools that benefit pupils.
- There are very good links with the community.
- There is an active parent, teacher and friends' association.

Commentary

29. Parents' responses to the pre-inspection questionnaire show that they are very happy about all that the school has to offer and particularly value the very caring ethos. An active

³ Induction refers to the arrangements for receiving pupils who are new to the school, helping them settle into school routines and make friends.

parent, teacher and friends' association supports the school well by providing good social opportunities for parents and their children and funds for new learning resources.

30. Information for parents is good. Reports are personal to the child and include comments on academic and personal development but do not always provide parents with a clear statement about what their child needs to learn next. The use of homework and reading diaries is good and is an effective means of communication. Parents are welcome in school and a number are regular helpers during the teaching day. During a country crafts session the knowledge and skills of parents and friends of the school were very effectively used in lessons on food preparation and country dancing.
31. The school keeps parents whose children have special educational needs fully informed of their progress. Parents are able to discuss individual education plans and to review their children's progress when they meet teachers. The school liaises closely with the middle school to ensure a smooth transition.
32. Procedures for pupils entering the Reception year are good and parents have no concerns. There are very good links with other schools in the local cluster group of small schools. The cluster group jointly organise sporting activities, visits and partake in community events. There are good procedures in place to deal with the concerns of parents but they seldom have to be used.

LEADERSHIP AND MANAGEMENT

The leadership and management are very good. The school's governance is very good. The leadership of the headteacher is very good.

Main strengths and weaknesses

- The headteacher uses a range of data to analyse where the school is successful and where weaknesses need to be addressed.
- The governing body offer the school a very good level of support and challenge.
- The school addressed a weakness at the last inspection very effectively through the creation of a strategy committee.

Commentary

33. Although she has a heavy teaching commitment, the headteacher provides strong and effective leadership, which has a positive impact on maintaining the high standards evident and in creating a caring and supportive ethos for all pupils and staff. The school is led in an open and corporate manner that involves all staff. The small size of the school means that the members of staff have to share a lot of responsibility between them. They do this very effectively and are a very professional and hard-working team.
34. Subject leaders carry out their roles efficiently and this is reflected in the high standards. Where practicable, coordinators monitor the teaching and learning in their subjects, and look at children's work and teachers' planning. Very good use is made of performance data to assess the strengths and weaknesses of the work of the school, and of the pupils on an individual basis. For example, when a group of pupils underperformed in a Year 3 mathematics test, extra support was provided for them to address the areas in which they were weakest and they improved significantly by the end of Year 4. The management of

pupils with special educational needs is very effective. Staffing and resourcing issues are efficiently dealt with and the individual education plans are monitored regularly.

35. The analysis of data enables the staff to set realistic but challenging targets for pupils, and this is extended to individual literacy targets. The cohort target setting and tracking information is very detailed at an individual level. Members of staff are able to track any underachievement among pupils which can then be addressed through the teaching.
36. The school development plan is a good, detailed and practical document. It provides the school with a clear strategic view and a firm basis for improvement. The analysis of needs and the planning of future developments show that the school has good self-evaluation skills and an ability to prioritise needs appropriately and realistically. The governors are appropriately involved and monitor the progress of the action plans during the year.
37. The governing body is very active in supporting the school and in providing sufficient challenge to ensure that the high standards do not cause any complacency. They have a good structure of committees that meet as appropriate, and all their statutory duties are fully met. Some governors are linked to specific core subjects and this enables them to monitor and report to the full governing body on standards, progress and the use of resources. However, this process does not include information and communication technology or religious education, or any of the non-core subjects. Governors also keep in touch with the work of the school through reports from the headteacher and analyses of test results. They are aware of the requirements of the new workforce remodelling arrangements and are working to ensure these are introduced smoothly and successfully.
38. The work of the governing body has improved since the last inspection. One of the main reasons for this has been the creation of a strategy committee to provide the school with a longer-term overview of priorities and needs. This is effective in ensuring the school is prepared for change and that change can be better planned. For example, at present they are reviewing ways of dealing with a comparatively large cohort. A further strength is the way the governors have used their expertise in developing performance management skills in the school. As well as the teaching staff, the members of the support staff also have the opportunity to take part in the performance management scheme through meetings with governors who have appraisal expertise in their day jobs. This has been very effective for staff professional development and reduces the workload on the headteacher. This work has been recognised as an important aspect of the school receiving Investors in People status.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	209,861	Balance from previous year	47,997
Total expenditure	207,357	Balance carried forward to the next	54,653
Expenditure per pupil	3,399		

39. The school has a large amount of money carried forward from year to year. This is because money earmarked for playground improvements was not needed. The

governors are aware of the need to spend the available funds for the benefit of the pupils in the school and, together with the headteacher, they are analysing where the excess funds can be used most effectively, particularly through further improvements to the buildings and administration space. The amount per pupil is above that normally found for schools of this type. The budget is efficiently monitored during the year by the finance committee and the administrative assistant.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

40. Provision for children in the Foundation Stage is very good. It is providing children with a secure, stable start to their educational life. Improvement since the last inspection is very good. At that time the improvement of the accommodation for the younger children was a key issue. The classroom space has been reorganised and the outdoor area has been extended and improved; both areas also have improved resources.
41. At the time of the inspection, there were twelve children in the youngest class. Children are admitted to the school at the beginning of the term after they reach their fourth birthday. They attend part time, mornings only, until the term in which they reach their fifth birthday. Members of the support staff make a significant contribution to the children's learning and general development. The majority of children enter the class with attainment that is typical for their age and standards on entry are average overall. All children, including those with particular needs, make very good progress. Almost all will achieve the goals expected of them by the end of the Reception year; many will exceed them.
42. The school has developed a good induction programme, which is sensitive to the needs of the children. The newly appointed co-ordinator is an effective leader and has a clear vision for further developing provision for the children. Under her guidance, the children are assessed regularly on a day-to-day basis through careful observations. This information is used to build up an individual profile on each child. Provision is evaluated regularly to identify how standards and achievement could be improved and to support further development in teaching and learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Members of staff have high expectations and children respond positively.
- Children achieve well, they gain confidence because of the constructive relationships developed with the staff.

Commentary

43. The personal, social and emotional development of the children is very good. All the children are likely to attain the national goals for early learning by the end of the school year. The teaching is very good and relationships between the adults and children are very positive. As a result, the children are developing good attitudes to learning and are acquiring increasing confidence and independence. Children have many good opportunities to work in groups, to take turns and to share. The small number of the children in the class results in children having a lot of individual attention and this supports their understanding of what is required of them within the school environment. Members

of staff have high expectations of behaviour and use good strategies to develop the children's understanding of right and wrong and the consequences of their actions. Children are confident and enjoy learning, they are very clear about routines and are able to sustain good levels of concentration.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is very good and the children achieve well.
- Speaking and listening skills are particularly well developed.
- Higher attaining children are challenged to apply their skills to read simple texts.

Commentary

44. Most children enter the school with well-developed speaking and listening skills. The teacher and support assistant extend these skills at every available opportunity. Children are encouraged to answer questions in full sentences; they are given time to express themselves and their contributions are valued. Most children listen very well. Taped music is used to indicate the end of classroom sessions and the children respond to this very quickly. They listen well in whole class sessions and they respond to stories with enthusiasm. Children are encouraged to listen carefully in all aspects of the curriculum and, for example, during outside activities.
45. Most children can write their own name correctly and many opportunities are provided, for example in the role-play area, to practise their writing skills. Children enjoy books; they know the correct place to start on the page and that the pictures tell a story. In a very good language lesson observed during the inspection, children were able to explain which way round the book should be read. They know and understand 'title', 'author' and 'illustrator'. They are being introduced to letter sounds and higher attaining children are beginning to use this knowledge when they read. All the children enjoy books; higher attaining children are reading simple texts and are confident enough to read aloud to adults. Children who are not yet reading texts understand that books tell a story and some are confident enough to 'read' their own story out loud from books. Most children are on course to attain the national goals for early learning in this area by the end of the school year and many will exceed them.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Teaching is very good and resources are used well to help children acquire mathematical vocabulary.
- Practical activities are well planned to support children's learning.

Commentary

46. Most children are likely to attain the national goals for early learning in this aspect of their learning and higher attaining children are likely to exceed them by the end of the school year. Children make very good progress and achieve well because the teaching is very good. In an observed lesson, children were learning about the properties of simple two dimensional shapes. Children were able to recognise triangle, rectangle and square and

by the end of the lesson, they were very clear about the difference between a rectangle and a square. Activities to support the whole class session were very well planned. Shapes were hidden in the sand tray outside and children were encouraged to paint shapes freely. Another group were making pictures of, for example, trains, with shapes to link with the class topic of journeys. These activities are well supported by support staff. Children count with confidence and are learning mathematical language, for example, 'smaller', 'larger', 'short' and 'long'. Higher attaining children are able to say what 'one less' or 'one more' of a given number will be.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The outdoor area is used well to support this aspect of the children's learning.
- A range of interesting activities is planned to promote learning in this area.

Commentary

47. The quality of teaching is very good and all pupils achieve well. Most children are working above the levels expected for their age. An examination of the teacher's planning, work and photographic evidence reveals that a good variety of appropriate and interesting activities are planned to stimulate the children's curiosity and to enhance their understanding. The environmental garden is used to encourage children to develop their knowledge of mini beasts and plant life. Children visit the local church and are introduced to simple mapping skills. The local area is rich in history and the children's awareness of the past is developed through close contact with familiar landmarks. Children discuss the weather every day; they are surrounded by farms and are aware of the impact of the seasons. During the inspection, in assembly, the school was preparing for a Harvest service and the children know what this means. This aspect makes a very positive contribution to the development of their spiritual, moral and cultural awareness. They have regular access to computers and use them with confidence.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Accommodation has been improved since the last inspection, especially with regard to outdoor activities.

Commentary

48. Children have regular access to a safe, secure outdoor area. All the children are on target to meet the national goals for early learning by the end of the school year. This area has been improved since the last inspection and although it is small, there is room for children to use large wheeled toys and other appropriate outdoor equipment. One physical education lesson was observed in the playground. Children are developing an awareness of their own and other's space and are achieving well. The teaching was very

good and no opportunity was missed by either the teacher or support assistant to extend the children's language, for example, by the use of positional language. There are high expectations of both behaviour and achievement and the children respond well. Within the classroom they have good access to a range of equipment to develop their hand-to-eye co-ordination. All children are likely to reach the expected early learning goals in this aspect of their learning and they achieve well.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Activities are used to support learning in other areas of the curriculum.
- Teaching is very good.

Commentary

49. The children achieve very well in this aspect of their learning and the majority are on line to exceed the national goals for early learning by the end of the Reception year. The activities are planned to support other aspects of the curriculum, for example when children make pictures using wood block shapes and paint. Children use paints and glue with confidence, they cut out carefully and are very aware of the importance of using tools carefully. Both the teacher and the support staff extend the children's language during creative activities. Children's work is well displayed around the classroom. It demonstrates that art is used to consolidate learning in, for example, knowledge and understanding of the world. Children are having good access to a variety of creative materials. There is a role-play area, which is very well used. No music lessons were observed but music is used throughout the day to indicate movement between sessions within the classroom and the music is discussed with the children.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are consistently very high.
- The quality of the teaching is consistently good or very good.
- The good range of different opportunities for writing.
- The pupils' work is not always neatly and tidily presented.

Commentary

50. The standards in reading and writing are consistently very high in the national tests in Year 2. These high standards are maintained through Years 3 and 4 until pupils leave the school. Achievement is very good. Pupils with special educational needs are very well provided for in lessons, sometimes with extra support. This helps them make very good progress and they are regular book users and readers. The evidence of the inspection shows that these very high standards are likely to have been maintained in the 2004 tests, and among the present pupils.

51. The majority of the pupils are articulate and have good speaking and listening skills. They are encouraged to answer questions and to speak out in front of the class. The very good deployment of other adults by teachers encourages opportunities for all pupils to interact with their peers and the adults during lessons.

52. One of the major strengths in reading is, as the parents also acknowledge, that the school not only teaches pupils how to read but also to enjoy reading. In Year 1, pupils know the use of capital letters and use the illustrations to help them read. In a guided reading session with Year 2 pupils, the teacher questioned pupils well about a poem and this developed their understanding and skills at inferring from the text. Opportunities were also taken to introduce aspects of punctuation such as hyphens. Throughout the school, pupils are keen readers, regular library users and are able to discuss a range of favourite authors. Children also read aloud well to the class.
53. There are good opportunities for pupils to perform a range of writing tasks for different purposes and audiences. The oldest pupils write imaginatively about visiting the Coliseum as part of a history topic, or imagine themselves as a Victorian child. The higher attaining pupils are able to imagine themselves not only in a different period but also as a person of a different age, resulting in some very mature writing. The majority have a good knowledge of how to use speech marks correctly. They write persuasively comparing the merits of living in a village or a town. Other types of writing evident in different year groups include poetry, newspaper reports and diaries. Clear progress can be observed over the year. However, although pupils practise handwriting skills regularly these are rarely used in their day-to-day work, which is too often spoilt by the untidy presentation.
54. The teaching is of a consistently high standard. Teachers are knowledgeable and their planning enables the very successful implementation of the National Literacy Strategy. The work is well planned to meet the needs of the different ages and abilities of the pupils in each class, including those with special educational needs. Very good use of the teaching assistants and of volunteer parent helpers is made to enable pupils to have a good level of adult support. Teachers have very good relationships with pupils and this gives them the confidence to answer questions and take an active part in their learning. The quality of marking is variable; not all of it gives pupils a clear enough idea of what they need to do to improve. The homework provided is appropriate and often well linked to the literacy strategy.
55. The subject co-ordinator has only recently taken on the role. However, she is well aware of the priorities for future development and of the strengths in the current provision. Appropriate training has been provided for her and she has already monitored the teaching and learning in the other two classes, finding both strengths and areas for development. There are good links with literacy teachers in the other local schools.

Language and literacy across the curriculum

56. Pupils' language and literacy skills are used well across the curriculum. Good links are made with history, where the teachers ensure that pupils' vocabulary is appropriately developed with words linked to the topic. Dictionary skills are extended through researching the meaning of historical terms such as 'settle' and 'invade'. Pupils investigate the origins of place names, again developing their research and more advanced reading skills. Writing skills were used well in a geographical setting to write postcards from a range of places.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are consistently very high.
- The teaching is at least good and often very good.
- The presentation of pupils' work is too often untidy and does not reflect the very good content.
- Assessment information is used well to provide appropriate work.

Commentary

57. Standards are consistently high, both in Year 2 in the national tests, and in Year 4 when the pupils leave the school. The evidence of the inspection supports this picture of high standards. The early indications from the latest tests in Year 2 in 2004 are that these high standards have been maintained. This is an exceptionally consistent picture for such a small school where the cohorts can vary from year to year. All pupils achieve very well. The pupils with special educational needs achieve as well as their peers, partly due to the very good support they receive from teachers and teaching assistants.
58. The pupils' knowledge and skills in the subject clearly increase as they get older and they make very good progress. This is true of pupils with special educational needs, and of those who are higher attainers. This very good progress is due to the teachers ensuring that the work is appropriately matched to the pupils' prior attainment and is sufficiently challenging. In the mixed age classes, teachers also ensure that the work is appropriate for the ages of the pupils. However, too little attention is paid to setting out the work neatly so that the good content is too often spoiled by poor presentation.
59. The quality of the teaching is at least good and, especially in Years 3 and 4, it is often very good. A particular strength is the deployment of the very good quality support staff and the relationships between the pupils and the adults. The subject is well resourced and teachers use the resources effectively to promote learning. For example, instead of following the commercial texts available, they are introduced to support learning where appropriate. An interactive whiteboard was used well in one plenary⁴ session as part of an ordering numbers activity. The curriculum is well planned and based on the National Numeracy Strategy. The teaching is challenging but the very good relationships ensure that pupils are willing to answer questions and attempt tasks without fear of failure.
60. Teachers keep good detailed records of individual pupils' progress and these are used well when planning lessons. However, the marking of pupils' work is inconsistent and does not always explain what they have done well or how they can improve. Some of the marking of higher attaining pupils' work is developmental and clearly shows them the next stage in their learning. Available data, such as that from test results is analysed well and acted upon to improve the provision. For example, when a group of pupils appeared to underachieve in a Year 3 test, extra support in a small group enabled them to make quick progress and catch up their peers by the end of Year 4.

⁴ Plenary refers to occasions in lessons when all of the pupils are taught together rather than working in small groups or independently, usually these occasions are at the beginning and end of lessons.

61. The subject is very well led by an experienced and knowledgeable coordinator. Parents have been informed about the curriculum and methods used on two occasions over the years since the introduction of the National Numeracy Strategy. A further session is planned for new parents shortly. A governor linked to the subject visits the school and has spent time in classrooms. The coordinator has also monitored teaching and learning, and in the past has taught the subject as a specialist throughout the school.

Mathematics across the curriculum

62. Mathematical skills are used very effectively across the curriculum in a range of other subjects, such as design and technology, science and geography. Pupils' mathematical skills are well used in design and technology. They use models they have made to measure wind speed and direction. They use measuring skills when model making as, for example, when they designed and then made models of playground apparatus.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- All pupils achieve very well because of the very good teaching.
- Standards at Year 2 have consistently been well above the national average.
- There is very good use of the subject across other areas of the curriculum.
- There is very good use of the environment and visits which enrich the science curriculum.
- Pupils use too many worksheets to record their findings and have insufficient opportunities to devise their own ways of recording.

Commentary

63. Early indications from the teacher assessments in Year 2 in 2004 indicate that the school has sustained the high standards it has achieved in recent years in the subject. Pupils achieve particularly well at the higher levels. An analysis of pupils' work indicates that standards are well above average in Year 4. There is a clear focus on providing a good range of experiences across all aspects of the science curriculum. These high standards are maintained in Year 3 and Year 4, where higher attaining pupils are already working at levels well above those expected for pupils of their age. No differences were observed between the achievement of boys and girls; they all achieve very well, including those with special educational needs.
64. The teaching observed was either good or very good. Teachers have secure subject knowledge and planning shows a clear focus. This is reflected in the very good progress the pupils make. Learning objectives are shared with pupils at the beginning of lessons so that the pupils are clear about what they are expected to achieve. Pupils learn well; they show interest and enthusiasm in the subject, and concentrate hard. In both lessons, pupils were given opportunities to predict outcomes and to test their own theories. There is very good emphasis on the use of subject specific vocabulary which ensures that pupils are developing an understanding of scientific terms.
65. There is particularly good use of the environment to support learning in the subject. Pupils use the school's environmental garden on a regular basis to reinforce their

learning. Regular trips to museums and the Year 4 residential trip to Shropshire also enhance their learning opportunities in the subject.

66. Language skills are promoted very well through, for example, discussing possible outcomes in groups. Observations during the inspection, and an examination of pupils' books, indicate that there are occasions when opportunities are missed for the pupils to record their predictions and the outcomes of their tests directly into their workbooks. The overuse of worksheets does not encourage pupils to improve their presentational skills. Mathematical skills are well developed when pupils use their measuring skills and they use charts and graphs to record findings. There is good use of information and communication technology in the subject. In a very good lesson observed in a mixed Year 3 and Year 4 class, pupils were using a digital microscope to examine seeds. They used the instrument with confidence and maturity and were able to explain and demonstrate the advantages of its use articulately
67. The subject manager is recently appointed. She has a clear understanding of the strengths and weaknesses of the subject and her plans for improvement are well focused. The arrangements for assessing the pupils' work remain good and there are some useful comments to help pupils improve in most books. Overall, improvement since the last inspection is very good.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The provision has improved since the last inspection.
- Teachers' subject knowledge and expertise has improved in line with the resources.
- The pupils' skills are used across a range of subjects.

Commentary

68. Standards in information and communication technology have improved since the last inspection and are now largely above average. The pupils' achievement is good and they make good progress in learning the skills of using information and communication technology, as well as using computers and other hardware to enhance learning in other subjects.
69. The school has invested money in resources and training for staff. This has resulted in improved opportunities for pupils to spend time with good quality hard- and software. Pupils also often have good access to computers at home and this enhances their skills and ability to respond to the needs of the curriculum. For example, one pupil used his home computer to research the Anglo-Saxons and was able to show how to write his name in runes as part of a history topic. This also illustrates how enthusiastic the pupils are about using computers and following their school work up at home.
70. The quality of teaching is good. Although no specific information and communication technology lessons were observed, the use of computers and other hardware is well planned within other subjects. Very good use is made of the expertise of the technician who maintains the computers and has a teaching role. In one lesson in Year 2 very good

progress was made as she taught a group of pupils how to change the font style, size and colour on a word processor. Newspapers were used as a very effective visual aid to show how different fonts make different impressions. The pupils are given sufficient time to experiment having been shown the techniques they need. In addition, pupils' mouse control skills were improved as they learned to highlight words and then individual letters. Teachers also make good use of information and communication technology when planning and resourcing lessons, and in recording and analysing data.

71. Art software is used in all classes to give pupils opportunities to use computers in a creative way. Year 2 pupils followed up observational art work by taking digital photographs of flowers. Older pupils are able to merge artwork and images with text to create, for example, good quality Easter cards or to design covers for their projects and topic work. They are beginning to use e-mail to contact other schools. Other peripheral hardware is used. Other work showed how they could draw images, rotate or flip them, fill with colour and print the finished picture. In Years 3 and 4, pupils used a digital microscope to study seeds as part of a topic on their dispersal. They could capture images and save them on the computer for future reference. Pupils have good opportunities to use programmable robots or to create programmable construction kit models.
72. There are good links with other local small schools, and they share, for example, the costs of the technician. Parents have played a large part in the creation of a website about the history of the village, and the pupils and school are well represented in this. A very hard working parent is computerising the library and pupils will soon be able to access books using a thumbprint recognition system. This will help bring the use of computers in the real world closer to the classroom. The subject is very effectively led and managed.

Information and communication technology across the curriculum

73. The use of information and communication technology across the curriculum is good. It is embedded into much of the school's work in a range of subjects. It is used in art and design to create work in the style of artists such as Mondrian. Word processing is common in literacy lessons. One example showed how pupils added prefixes to root words in tasks prepared by the teacher. Mathematical software is used to support and consolidate learning in numeracy. For example, pupils have sorted odd and even numbers.

HUMANITIES

74. In **history** and **geography**, the pupil's books from all year groups were scrutinised. The expected curriculum is covered, and pupils are given opportunities to use their literacy skills although there are occasions when the use of worksheets limits the opportunities for pupils to extend their writing. Pupils with special educational needs have full access to history and geography and they are given good support.
75. In **history**, two lessons were observed. Teaching was good in both. Particularly good use is made of the school, which is a Victorian building, to enhance learning opportunities for the pupils. In addition, the local area provides a wealth of examples of how buildings have changed and developed over the years. The school makes very good use of this resource. In a Year 1 lesson, pupils were using the old logbook from the school; they were able to compare writing styles and to identify other similarities and differences between their school as it was then and as it is now. Year 4 pupils are well motivated and very keen to participate in a discussion about how clothing and homes vary over the years. Good use is made of computers to support learning in the subject.
76. No lessons were observed in **geography**. The examination of pupils' books reveals that geographical skills are developed well as pupils move from year to year. Pupils gain a good understanding of different localities and how to interpret maps. Pupils' knowledge of geography is revealed in other subjects, for example in a science lesson when pupils in a mixed Year 1 and Year 2 class were able to explain that there are different kinds of soil and that not all creatures like the same kind of soil.
77. Around the school, there is evidence that other subjects, such as art and design, English and science are used to enhance learning opportunities in history and geography. In both subjects, good use is made of trips and visitors. For example, pupils visit local museums and members of the museum staff come in to talk to them. They have a 'Roman Invasion' day when studying the Romans. Co-ordination of both subjects is effective.

Religious education

The provision for religious education is **good**.

Main strengths and weaknesses

- The school successfully promotes understanding of Christianity and other major world religions.
- The school develops pupils' understanding of spiritual and moral issues.

Commentary

78. Standards of attainment seen during the inspection are above the expectations of the locally agreed syllabus. The school has sustained the standards reported at the last inspection. Only one lesson was observed but judgements are also based on an analysis of pupils' written work, displays around the school and discussions with pupils.
79. The teaching is very good. Pupils are gaining a good understanding of the similarities and differences between Christianity and Judaism. A particularly good feature of one

lesson was the way the teacher changed the planning to include a very informative letter one pupil in the class had received from his Jewish grandmother in Israel.

80. Children visit the local church on a regular basis and the vicar is a frequent visitor to the school. In assembly, the children were preparing for Harvest Festival and they are very aware of the importance of festivals in other religions and how similar they are to Christian celebrations. Children are well prepared to live in a multi faith society. Teachers throughout the school take care to raise the pupils' awareness of the diversity of cultures and faiths that exist in today's society. Spiritual and moral education is supported by the school's aims and procedures.
81. The subject manager is recently appointed. She manages the subject effectively, there are good assessment procedures and additional resources have been provided to support staff in developing the subject further. Improvement since the last inspection has been good.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

82. **Art and design** was sampled during the inspection, but not in sufficient detail to provide a judgement on provision or standards. It was not possible to observe any lessons but examples of pupils' work and displays show that they have good opportunities to use a wide range of media and they produce some imaginative and careful work. Links to history are made in the creation of very good Roman helmets using a modelling material. Work from other cultures is studied and used as inspiration as, for example, with Aboriginal patterns. Pupils also learn about other artists and produce work in a similar style. There are good portraits in the style of Paul Klee and pictures produced on computers in the style of Mondrian.
83. It was not possible to observe any **music** teaching during the inspection. However, from teachers' planning it is evident that pupils are provided with an appropriate curriculum. This is enriched using visiting groups of musicians, including those offering a multicultural experience such as African drummers. A choir has had the chance to perform at the Albert Hall as part of a large multi-school event. Music also plays an important part in assemblies. Music is played as pupils enter and the teacher discusses the title and the composer. Pupils sing to recorded hymns and they sing tunefully and with some enthusiasm. In one assembly, they practised songs for the Harvest Festival. Six children also played chime bars to accompany one hymn, with a developing sense of rhythm.
84. The teachers work very hard to ensure that pupils have good access to a full **physical education** curriculum, although they are necessarily limited by the accommodation and space available and would benefit greatly from appropriate sports field space. One classroom doubles as gymnasium and this limits the space for physical activity especially for the older pupils. Good use is made of teachers' expertise and there is some specialist teaching in this subject. In one dance lesson, Year 1 and 2 pupils showed they could move to music with a sound awareness of others. The teacher made good teaching points to help pupils improve and good use of the recorded music. Very good use is made of parental skills to teach older pupils maypole dancing, which they will perform in the village later in the year. Pupils have opportunities to play football and hockey against other schools and the oldest are able to take part in a very good residential visit, which provides opportunities for a wide range of outdoor and adventurous activities.

Design and technology

Provision in design and technology is very good.

Main strengths and weaknesses

- The curriculum offers pupils a wide range of designing and making opportunities.
- The 'country crafts' session enriches and extends pupils' skills very effectively.

Commentary

85. Pupils have very good opportunities to use a wide range of materials and media when designing and making. This work is often linked to other subjects. In Years 3 and 4, for example, pupils have used wood and tools to create windmills to measure wind speed and direction in work linked to geography and mathematics. In a very good link to their literacy work, pupils designed and made puppets representing characters from the myths and legends they were reading about. In one very good activity, pupils were given a design brief to create a toy for child in a hospital bed and they created a range of models that rolled on a frame using their centre of gravity. In Years 1 and 2, they have designed and made 'dream glasses'. Good opportunities are found to use commercial technology equipment. Pupils have used Lego to design and create robots to carry out a specific task.
86. One afternoon a week is devoted to enrichment activities enabling pupils to extend and consolidate their skills and knowledge in the subject. In one excellent session, a learning support assistant worked with a group of children devising, making and testing a range of healthy tortilla wrap fillings. This began with a very good review of health and safety procedures, and issues surrounding healthy eating. In other groups, pupils could use their sewing skills to create colourful birds from a range of soft materials. Earlier, Year 3 pupils had made stuffed toys from tessellated pentagon shapes in felt.
87. The pupils' work is all well finished. This reflects the careful planning and very good teaching evident in the subject. Standards are well above those expected. The resources are good and the subject is very well led and managed.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

88. Good provision is made for pupil's personal, social and health education; this includes provision for drugs awareness. This provision is both formal, through for example, circle times and assembly themes, and informal, by means of day-to-day interactions between adults and pupils. Sex education is not taught as a discrete subject, it forms part of study on 'ourselves' and questions are answered on a 'need to know' basis.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
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	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
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).