

INSPECTION REPORT

KINGSMOOR LOWER SCHOOL

Flitwick

LEA area: Bedfordshire

Unique reference number: 109507

Headteacher: Mr J Meaney

Lead inspector: Mr G Timms

Dates of inspection: 27-30 September 2004

Inspection number: 267146

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Lower
School category:	Community
Age range of pupils:	4 – 9
Gender of pupils:	Mixed
Number on roll:	255
School address:	Kingsmoor Close Flitwick Bedfordshire
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr A Humphries

Date of previous inspection: 24 May 1999

CHARACTERISTICS OF THE SCHOOL

Kingsmoor Lower School has 255 pupils on roll organised into 10 classes. The school is of above average size. Overall, the attainment of most children when they enter the school is below that expected for their ages. There are 28 pupils on the register of special educational need and this is a below average proportion of the pupils. Six of the pupils have a statement of special need entitling them to extra support. This is above average when compared with schools nationally. The main needs are autism, social, emotional and behavioural difficulties, moderate and specific learning difficulties. The great majority of the pupils are from a white British background, but there is a small proportion from other white backgrounds or of mixed backgrounds. There are no pupils with English as an additional language. The proportion of parents who claim their entitlement to free school meals is broadly average. The proportion of pupils leaving or joining the school at times other than normal is well below that found nationally.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21038	Mr G Timms	Lead inspector	Mathematics Information and communication technology Art and design Physical education English as an additional language
9505	Mr D Haynes	Lay inspector	
23805	Mrs M Lygoe	Team inspector	Foundation Stage Special educational needs Science History Music
29426	Mr D Grimwood	Team inspector	English Design and technology Geography Religious education Personal, social, health education and citizenship

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good, effective school and it provides **good** value for money. Pupils achieve well, given their attainment on entry to the school, and by the age of eight standards are often above those expected. The quality of teaching and learning is good. The school is well led and managed by the headteacher, senior management team and governors, and there is a very clear focus on raising standards and adding value to pupils' achievement. Pupils have good attitudes towards school.

The school's main strengths and weaknesses are:

- the teachers' planning and the evaluations of their lessons are very good;
- the provision for pupils with special educational needs is very good;
- the quality of the learning support staff is very good and they are well deployed by teachers;
- pupils' social and moral development is good; they have an excellent understanding of the responsibilities of living in a community;
- the accommodation and resources are very good and have a positive impact on learning;
- the amount of teaching time is below national recommendations, especially in Years 1 and 2;
- the induction¹ of four year old children is not sufficiently flexible to meet individual needs.

The improvement since the last inspection has been good. The key issues raised have been fully addressed, and other minor issues have also been dealt with successfully. The teaching in Years 3 and 4 has improved and is now good. Assessment information is used well when planning lessons and grouping pupils. The outdoor resources and planning have improved for the youngest children. Improvements to resources have enabled teachers to plan for pupils to develop their independent learning skills. The requirements for the daily act of worship are met. In addition, a number of important improvements to the accommodation have taken place, and this is now very good.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	C	C	B	B
writing	C	B	B	B
mathematics	C	C	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 good. A significant proportion of the pupils enter the school with attainment below that which is typical for their ages. They make good progress and are achieving standards close to the national goals for early learning by the end of the Reception year. The results in 2003 in the above table show that standards in Year 2 were above average in reading and writing and well above average in mathematics. The 2004 results are likely to indicate standards that are closer to the national average, but that cohort had a high proportion

¹ Induction refers to the arrangements for receiving new pupils, helping them settle into school routines and make friends.

of pupils with special educational needs, and this still represents good achievement given their attainment on entry.

The current standards evident during the inspection are broadly average in English, mathematics and science in Years 1 and 2. In Years 3 and 4 standards are above average in English and science, and average in mathematics. Standards are in line with those expected in religious education, but above average in information and communication technology, where pupils are developing good skills and knowledge, and in personal, social and health education. In physical education standards are broadly average. It was not possible to judge standards in other subjects, as they were not a 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 good. **Pupils' personal development, including their spiritual, moral, social and cultural development is good.**

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good overall. Where the teaching is strongest, lessons are very well planned and resourced, good use is made of the available time. Individual needs are very well met and very good use is made of the good quality teaching assistants. However, the marking of pupils' work does not always make it clear how they could improve, the learning objectives for lessons are not shared with pupils and pupils do not have sufficient opportunities to work creatively. The curriculum is good. There are satisfactory opportunities for enrichment but the accommodation and resources are very good. The provision for pupils' welfare, health and safety is very good. The school involves pupils well especially through the very effective school council. The links with parents, other schools and the local community are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The governance of the school is good and governors provide the school with a good level of support and challenge. The leadership of the headteacher is good and there is a clear focus on raising pupils' achievement. Inclusion² is very good and the needs of individuals are very effectively met. The management of the provision for pupils with special educational needs is very good. The analysis and use of performance data is very good and where needs are recognised appropriate action is taken. The senior management team provides strong leadership throughout the school and subject coordination is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents' views of the school are largely positive. They think their children make good progress and behave well. They feel the teaching is good and staff expect children to work hard and do their best. A minority feel that the school is not always very approachable, or that the school seeks their views sufficiently. They would like more information about the curriculum and teaching methods, and how they can help their children at home. A recent survey of pupils showed that almost all enjoy being at school, enjoy lessons and find the staff supportive. Most think that children behave well, that teachers listen to them and are fair.

IMPROVEMENTS NEEDED

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

² Inclusion refers to the arrangements for meeting the learning needs of all pupils, whatever their gender, ability or background.

- develop the quality of teaching and learning further by improving the marking of pupils' work, setting and sharing clear learning objectives for the lessons, and providing sufficient opportunities for teachers to enhance individual pupil creativity;
- review the amount of teaching time available to bring the school more in line with nationally recommendations;
- develop the procedures for children starting school in the Reception class or classes better to reflect individual needs.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good throughout the school. Standards by the time pupils leave the school at the end of Year 4 are above those expected in English and science, and broadly average in mathematics. Standards are above average in personal, social and health education. Standards are satisfactory in physical education but where the teaching is weaker there is some underachievement in both key stages.

Main strengths and weaknesses

- Achievement is good in the Foundation Stage and in the core subjects.
- Progress is good through Years 3 and 4 in reading and writing.
- There is some underachievement in physical education.
- Standards are good in the school's personal, social and health education programme.
- Pupils with special educational needs make good progress and achieve well.

Commentary

1. The attainment of most children on entry to the school varies from year to year but is normally below that usually found given their ages. However, the good provision and good quality of the teaching ensures that children achieve well and make good progress. By the time they leave the Reception year, the majority reach the national goals for early learning.

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

Standards in:	School results	National results
reading	16.6 (16.2)	15.7 (15.8)
writing	15.7 (15.3)	14.6 (14.4)
mathematics	17.7 (16.8)	16.3 (16.5)

There were 58 pupils in the year group. Figures in brackets are for the previous year

2. The table above shows clearly how standards improved in the national tests in Year 2 in 2003 when compared with 2002. This continued an upward move in standards since a low point in 2001. The early indications are that the results in the 2004 national tests did not continue this improvement and fell slightly. This was due to the higher proportion of pupils with special educational needs in the cohort, and their much lower ability on entry to the school, rather than any weakness in the provision. There were no significant differences in the results of boys and girls, or in the provision for them in the school. In the 2004 Year 4, a small number of the higher attaining girls failed to achieve the level expected of them, but this was due to the cohort rather than a reflection of the teaching, which supports all pupils being fully included in all lessons.
3. By the time pupils leave the school at the end of Year 4, standards have risen further. The pupils' results in 2004 showed they had exceeded the individual targets set for them in reading, writing and mathematics. Analysis of the progress made from the Year 2 tests in

2002 to the Year 4 tests in 2004 show that achievement was good in reading, writing and mathematics. A large majority of the pupils made good progress in Year 3 and Year 4. The pupils with special educational needs made progress broadly in line with that of their peers and they achieved well. Records show that when the school has pupils with English as an additional language, the very good provision helps them to make quick progress and achieve very well.

4. Current standards are better than those shown in the 2004 tests. In Years 1 and 2, the standards attained are broadly average in English, mathematics, and science. In Years 3 and 4, standards are above average in English and science, and average in mathematics. Throughout the school, standards in information and communication technology are above average, and standards in religious education are broadly average. Although standards attained vary, the achievement of the pupils is good and they are working to their potential in these subjects. Standards in physical education were a concern for some parents but the inspection evidence is that standards overall are satisfactory, although this varies with the quality of the teaching and the teachers' expertise. There is some underachievement in physical education where teachers' skills are less strong, but the school is aware of this and is awaiting an input from a local sports college. Standards in personal, social and health education have been a recent focus of the school improvement planning and this has had a positive impact on standards, which are now above those normally expected; achievement is good. It was not possible to judge the standards in other subjects as they were not a focus for the inspection.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning and behaviour are good. There is good provision for their personal development. Attendance and punctuality are good.

Main strengths and weaknesses

- Pupils behave well throughout the school day.
- The school is very successful in encouraging pupils to develop very good relationships with each other and with adults.
- Provision for social development is excellent and pupils gain a very good understanding of the responsibilities of living in a community.
- Pupils gain a good understanding of their own and other cultures.
- Personal, social and emotional development is encouraged effectively in the Reception classes.
- Attendance is good and almost all pupils arrive at school on time.

Commentary

5. Most pupils like school. They behave well in the classrooms, in the playground and around the school. Expectations are very clear in most classes and most teachers manage pupils successfully. Good behaviour is praised and any potentially challenging behaviour is dealt with effectively. Some pupils with special educational needs have difficulty in controlling their behaviour. The school manages this positively and pupils benefit from the fact that there is a consistent approach from all staff. Attitudes to learning are generally good, and most pupils try hard during lessons. Provision for moral development is good, and pupils distinguish clearly between right and wrong. Good behaviour is positively reinforced during assemblies. Pupils and parents are happy that

bullying incidents are dealt with promptly and effectively. There have been no recent exclusions from the school.

6. Relationships are very good, between staff and pupils, and among the pupils themselves. Pupils readily work with others in groups and pairs, and they are pleased to work with their teachers. Members of staff are effective in promoting good attitudes towards others, and provide good role models by valuing pupils' contributions to lessons. Some of the midday supervisors also work as learning support assistants. This helps to ensure consistency, and the very good relationships are thus transferred from the classroom to the playground.
7. Attendance is good and has been consistently above the national average since the previous inspection. Systems are in place to monitor and control punctuality, which is also good. However, the system in place to contact parents following any unexplained absence of a pupil is on day three of the absence and this is inconsistent with best practice nationally.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.1
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

8. Provision for social development is excellent and pupils develop a strong sense of responsibility. Pupils undertake very many jobs round the school, and do these independently and very sensibly. For example, litter collectors wearing yellow bibs scour the grounds; monitors tidy the music room while others ensure that assemblies run very smoothly. The school council introduces pupils to the democratic process and school councillors have a high profile within the school. With a formal agenda and officers, councillors represent their classes and take decisions on aspects of school life such as developing the playground area. Fund-raising for charities is well established, and pupils gain an awareness of the needs of others. The collection of "Harvest" gifts for a local charity for the homeless encouraged pupils to think carefully with their parents about the needs and situation of others.
9. Pupils gain a good understanding of their own and other cultures through music, art and religious education lessons. There are few educational visits to extend their learning, but the school welcomes a good variety of visiting speakers. Provision for pupils' spiritual development is satisfactory.
10. There is good provision for personal, social and emotional development in the Reception class. Children are encouraged to make independent choices within a secure environment. They learn to take responsibility through dressing themselves, tidying up and undertaking jobs such as carrying the register to the office.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. The teaching is good overall, with a significant proportion that is very good. The curriculum provided is good. The pupils' welfare, care and support are very good, and the links with parents, the community and other schools, are good.

Teaching and learning

Teaching and learning are good. There are examples of very good teaching throughout the school. Assessment is good.

Main strengths and weaknesses

- The planning and assessment are very effective and this aids the inclusion of all individual pupils.
- The teaching in Year 2 is consistently good or better.
- Teachers have good relationships with pupils.
- The learning support staff are very well deployed and of good quality.
- The marking of pupils' work, especially in mathematics and science, does not always make clear how they can improve.
- Learning objectives are not always shared with pupils so they know what they are expected to learn.
- Some teachers do not develop individual pupils' creativity sufficiently.

Commentary

Summary of teaching observed during the inspection in 48 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very Poor
0	8 (17%)	24 (50%)	15 (31%)	1(2%)	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.

11. Overall, the good teaching results in good levels of achievement. There are some real strengths in the teaching throughout the school and few significant weaknesses. Very good teaching was observed in most year groups, and in Year 2 the teaching was all good or very good. The teachers plan together as year group teams, making very effective use of information and communication technology, in planning, recording, assessing and in providing resources. However, the marking is inconsistent throughout the school, especially in mathematics and science, and too often does not help pupils understand what they have done well or how they can improve their work in the future. The planning and assessment information available is used well to provide work that is often very well matched to the pupils' prior attainment. This ensures that individual and small group needs are often very well met.
12. Where the teaching was weaker, it was due to the time in lessons not being well managed, with pupils spending too long inactive and listening on the mat. The teachers do not always share the learning objectives for the lesson with the pupils, so that they are unsure exactly what is expected of them. In subjects such as art and design, and writing, although teachers impart skills and knowledge, too few opportunities are made available for the pupils to be creative in their work or in their thinking.

13. Teachers build good and often very good relationships with their pupils. These give pupils the confidence to try out ideas and to answer questions in whole class sessions. In most lessons, pupils apply themselves well and make good progress. The good relationships also result in good behaviour and pupils being quietly on task in most lessons. The teaching is consistently good in the Foundation Stage, in English, mathematics, science and information and communication technology. It was very good in the only design and technology lesson observed.
14. Teachers use computers effectively for planning and evaluating their work. The school keeps a range of assessment data and this is analysed and stored on computers, providing teachers and senior managers with a good range of information about the performance of the school. The school has a good website that provides visitors with useful information about the school, events and the curriculum.
15. The learning support staff are very well deployed by teachers to ensure the maximum benefit to pupils. They work with pupils with special educational needs, and more generally with small groups in all classes. There is a very effective system for teachers to plan their work, and for the support staff to evaluate the session and report back to the teacher on the progress made by the group. This provides teachers with some very good information about the pupils. The support staff have very good relationships with the pupils and this has a positive impact on the learning, especially of those with special educational needs.
16. Teaching for pupils with special educational needs is good, enabling them to make good progress and to have full access to the curriculum. Work is carefully varied to match the needs of groups and individuals. The support given by learning support assistants is often very good. Pupils who find it difficult to concentrate are kept on task, key vocabulary and concepts are repeated and explained, and pupils are encouraged to try hard in every lesson. Liaison between support staff and teachers through a daily “log book” is very good and individual progress is monitored in detail.
17. The teaching of pupils with English as an additional language is very good. This is reflected in the provision made for a Portuguese pupil with little English who joined the school for just one term but who made very good progress in learning the language due to the very good resources, the individual provision and the very good social and emotional support given to her during her time in the school.

The curriculum

The quality and range of the curriculum are good. A broad range of curricular opportunities meet pupils’ needs and they make good progress. Opportunities for enrichment are satisfactory. The overall accommodation and resources meet the needs of the curriculum very well.

Main strengths and weaknesses

- The curriculum is organised well to ensure that pupils have equal access and that pupils of all abilities are catered for.
- The provision for pupils with special educational needs is very good.
- The amount of teaching time is below the recommended length with the result that the time available for some subjects is limited.

- Pupils' personal development is promoted effectively.
- The improved accommodation and the number of teaching assistants benefit teaching and learning very well.

Commentary

18. The curriculum has improved since the last inspection and is now good. It meets statutory requirements. There are good schemes of work, based on nationally recognised material, in all relevant subjects of the National Curriculum and work in religious education is appropriately based on the locally agreed syllabus. These schemes help to ensure full coverage of subjects and that the pupils' skills are developed systematically. Teachers use these schemes to plan work for all pupils in a year group and, where appropriate, for pupils of different abilities. As a result pupils achieve well. The support of well briefed teaching assistants is particularly effective and, as well as helping pupils' achievement, ensures that pupils have full access to the curriculum.
19. The provision for pupils with special educational needs is well planned and ensures that pupils make good progress towards achieving the targets in their individual education plans. These plans are detailed and thorough. They contain clear and achievable targets, which are communicated well to all relevant staff. Teachers and class assistants work together well to meet pupils' needs.
20. Although there are no pupils with English as an additional language at present, the provision for a pupil at a very early stage of learning English during the last school year can be judged to have been very good. The school put a great deal of effort into resourcing and individual provision for this pupil and she made very good progress before leaving for the middle school. The way the school dealt with this pupil was recognised by the local education authority as an example of good practice.
21. Good use is made of computers to support work in subjects across the curriculum, which not only enriches the provision for subjects such as English, geography and design and technology, but also helps pupils to achieve above average levels in information and communication technology skills.
22. The length of the teaching day is below the recommended minimum levels for pupils of all ages, but especially for those in Years 1 and 2. This means that the time for some subjects is limited and, for example, pupils have only one session, of less than an hour, of physical education each week, which limits the range of activities which the school is able to offer and the opportunities for pupils to consolidate skills or develop a good level of physical fitness. However, the school is efficient in the use of time. For example, Year 4 literacy sessions are used to develop learning in history, as well as writing skills, through the study of life in Britain during World War II.
23. The music curriculum is enriched by pupils being offered tuition on a wide range of instruments. The range of sporting opportunities on offer outside the school day is broadly typical for schools of this type, although opportunities for football are good and are taken up by good numbers of pupils.
24. The promotion of pupils' personal development is a strong feature of the curriculum. The school provides a structured programme of personal, social and health education lessons. Discussion and collaborative work form part of many lessons. Pupils have

opportunities to assist in the day to day functioning of the school in the many jobs they perform. The well-run school council gives pupils a chance to make decisions about the organisation of playtimes and to select and purchase equipment. Their good support for charities gives them an understanding of the responsibilities of living in a community.

25. The school has developed good links with other local schools and the middle school to which pupils transfer at the age of nine. Liaison between schools on all areas of the curriculum is a particularly strong feature and helps to make the transfer of pupils as seamless as possible.
26. Recent improvements in the already good accommodation include the building of a well equipped library, a separate computer suite and the much improved outdoor play facilities for the children in the Foundation Stage, a key issue at the time of the last inspection, which have had a positive impact on learning. The teaching staff includes sufficient expertise to provide a full curriculum. The good number of well-briefed teaching assistants has helped to reduce the workload of teachers and contributes substantially to pupils' learning.

Care, guidance and support

Provision is very good. The school cares very well for its pupils and there is generally 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 have a very good trusting relationship with pupils.
- There is a high level of personal support for pupils.
- Health and safety, and child protection procedures are well established.
- Pupils are very well involved in school life.
- The induction procedures to the Reception class are inflexible.

Commentary

27. Child protection procedures are well established and all teaching and non-teaching staff are aware of their responsibilities; this is very good practice. The level of playground supervision is very good. There is very good support for pupils with special educational needs. Members of staff have a very good understanding of individuals and the pupils are involved in discussing their own progress. Some pupils with behavioural difficulties discuss their targets daily with staff.
28. Standards of maintenance and cleanliness are very good and there is no evidence of vandalism or graffiti. This instils high values in the pupils who show respect for property and resources. Teachers know their pupils and families well and provide a good level of personal support, involving parents where necessary. Pupils are happy in school and confident in approaching adults with any concerns. A clear and consistently applied reward system encourages good achievement in all aspects of personal and academic development. Certificates and rolls of honour are prominently displayed.
29. Induction arrangements for children entering the Reception year are satisfactory and establish a good home-school relationship. However, all children enter the Reception

year on a fulltime basis and there is no flexibility for initial, part time attendance for the youngest pupils. This does not follow the guidelines for Foundation Stage children.

30. There is a very good range of opportunities for older pupils to take on responsibilities for the day to day running of the school. The school council operates on a formal basis and pupils take their roles seriously. The council involves pupils from Years 1 to 4 and has contributed positively to the development of the school; some of the suggestions made have been implemented leading to improved playground equipment and decisions on which charity to support.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Parents are very supportive of the school.
- There are good links with other schools that benefit pupils.
- There is an active parent-teacher association.
- Valuing and acting on parents' views are inconsistent.

Commentary

31. The response of the majority of parents to the pre-inspection questionnaire and at the parents' meeting shows that they are very happy about all that the school has to offer and particularly value the caring, supporting ethos. A minority of parents expressed concern about the lack of flexibility when the youngest children started in the Reception class, a view supported by inspection. The active parent-teacher association supports the school well by providing good social opportunities for parents and their children and by providing good financial support for learning resources.
32. The school has also sought the views of both pupils and parents through general questionnaires, and using the analysis of the pupil questionnaire very effectively to introduce the school council. Whilst information for parents is good, reports do not provide them with a clear statement about what their child needs to learn next. Parents are welcome in school and a number help in class on a regular basis and parents provide good support for sporting activities. Those parents who approach the school for help with assisting their child learn at home are very satisfied with the advice they receive but there is no facility for all parents to attend sessions explaining how aspects of the curriculum are now taught. There are good formal procedures in place to deal with the concerns of parents but they seldom have to be used.
33. The school is very effective in consulting parents when their children are identified as having special educational needs. Parents are closely involved in reviewing their children's progress. Pupils with special educational needs are given very good support when they transfer to middle school. The school endeavours to ensure that transition is smooth for all pupils. In some cases links continue long after the pupil has transferred.

34. The school has good links with other local schools; for example, the school web site was created on a platform provided in conjunction with other local schools. The school maintains good relationships with the local middle school and this helps pupils transfer smoothly. This is particularly good for pupils with special educational needs. Links with the wider community to enrich learning opportunities are limited. The youngest pupils visit local shops and places of interest but opportunities for older pupils are limited by high costs.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good with some very good aspects. The school's governance is good. The leadership of the headteacher and other key staff is good. The overall effectiveness of the management is good.

Main strengths and weaknesses

- There is a very good commitment amongst the school leadership to inclusion and the needs of all individuals.
- The use of available data regarding test results and pupil progress is very good.
- Performance management is being well used to raise standards and improve provision.
- The management of special educational needs provision is very good.

Commentary

35. The headteacher has worked hard since taking over the school to ensure that all policies and structures are in place and that the school runs smoothly and in a well-ordered fashion. The school has addressed a range of issues from the last inspection successfully. An effective senior management team has been put in place and this is having a positive impact on practice throughout the school. A major strength has been the concern shown for individual pupils, to ensure that they are appropriately provided for whatever their gender, ability or ethnic background. Another focus has been the introduction of a good system of planning and evaluation of the delivery of lessons, which has also had a positive impact on standards. The improvement since the last inspection has been good.
36. Subject co-ordinators and other staff with management responsibility carry out their roles well. They are responsible for a given budget, and keep a close track of resources. The school has a good system for releasing co-ordinators to undertake their monitoring role. This has had a clear and positive impact on their colleagues' practice. The year group planning has been a success and the members of staff now use computers very efficiently to plan, resource and assess their lessons.
37. The school development plan is a detailed document that provides a satisfactory basis for school improvement. All staff and governors are involved appropriately in the production of the plan. Subjects have a four-year overview and detailed action plans. Each subject has an overall budget allocated but the action plans do not link objectives to a projected amount in any detail. The development plan is well monitored by senior staff and the governors during the year.
38. Management of special educational needs is very good. The headteacher co-ordinates provision and support is closely matched to needs within each class. Individual progress

is very closely monitored and pupils achieve well. The provision for any pupils with English as an additional language has been identified by the local authority as being very effective.

39. Performance management is carried out efficiently and effectively and is having a positive impact on standards. Some of the objectives set are closely linked to the school development plan priorities, enabling staff to work together with a common aim. Teaching is observed, discussions regarding teachers' professional development are held and, as elsewhere in the work of the school, the important criterion for improvement is the value added to the pupils' achievements.
40. The governing body has a good understanding of the school's strengths and weaknesses. Through the good structure of committees, the work is shared efficiently and a good level of support and challenge ensures that they act appropriately as the school's critical friend. The school has begun to address issues around the remodelling of the workforce to improve staff workloads. An administrative officer has time to take on routine tasks from teachers, such as filing, photocopying and resource preparation. In addition, teacher time is provided for preparation, planning and assessment purposes.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	658,446
Total expenditure	647,147
Expenditure per pupil (286 pupils)	2,331

Balances (£)	
Balance from previous year	46,852
Balance carried forward to the next	58,151

41. The expenditure per pupil is low for schools of this type. The proportion of the budget not spent is intended for use in keeping the present level of provision through a projected period of falling numbers. The budget is set appropriately and well monitored during the year by the office manager, headteacher and governors. This aspect of the school's work has improved greatly since the last inspection.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

42. Children enter the Reception classes at the beginning of the school year in which they are five. All children attend full-time school straight away and for some pupils this is very tiring. Children are introduced to the school through visits with their parents during the summer term prior to starting school. These arrangements are less flexible than those recommended in the latest guidance for this age group.
43. There have been significant improvements in the provision since the last inspection. The school now has a very good outdoor learning area. Independent learning is actively promoted through a well-planned curriculum. With the exception of induction, planning is in line with national guidance and assessment is thorough. Activities are carefully chosen to develop all aspects of learning. Children are given time to consolidate learning and to explore new challenges in a supportive environment. The teachers and learning support staff work very effectively together and form a strong team. Leadership is good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is very good and members of staff have a very good understanding of children's needs.
- Children learn to behave well and to develop good relationships with others.
- Children are encouraged to be independent and most choose activities confidently.

Commentary

44. Teaching in this aspect is very good and underpins all learning in the Reception classes. Progress is good and children will meet the expected standard by the end of the year. Achievement is good. Members of staff are very sensitive to the needs of young children, and are alert to individuals who need reassurance. Activities capture children's interest and the members of staff make it clear that everyone will have the same opportunities. The children rapidly develop good relationships with staff, and try hard to respond as they should. Behaviour is good. Members of staff are very quick to resolve any disputes, while explaining why children need to share and to take turns.
45. Children are encouraged to play with each other and most do so readily. Independence is emphasised and teachers ensure a very good balance of adult directed and independent activities. Most children choose activities confidently and stay focused on tasks for a reasonable time. Some children seek adult help too readily, for example when dressing up or putting on painting aprons. Staff gently encourage them to attempt to be independent and to also to seek help from their friends. Parents and staff find that a few children find school tiring to begin with. Children were noticeably more restless on the fourth day of the inspection than they were at the start of the week.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children make good progress because teaching is good and caters for individual needs.
- Speaking and listening skills are encouraged in all activities.
- Reading and writing skills are developed well.

Commentary

46. Children enter the Reception classes with a very wide range of skills. Overall, standards are below average at this stage but children achieve well and most will achieve the national goals for early learning by the end of the Reception year. Activities are carefully planned to move all children forward. A number of children do not yet speak clearly. Members of staff encourage children to talk about their activities and to use new vocabulary. Children can be confident that adults will listen to them and most talk readily about what they are doing. The members of staff provide good role models for both speaking and listening. Reading and writing activities are always available, and aspects of reading and writing are taught each day during literacy sessions. Letter sounds are introduced systematically and children are taught to form letters correctly. All pupils are introduced to the characters in the school's structured reading scheme and higher attainers are at the early stages of recognising some words.
47. The weekly visit to the school library gives children a good opportunity to choose books to borrow and to observe their teacher reading a book for pleasure. Children enjoy listening to stories and many join in familiar stories such as 'The Gingerbread Man'. Teachers have good subject knowledge and carefully introduce children to vocabulary such as author and illustrator. Many classroom activities are linked with books and this makes learning more relevant to children. A well-planned writing activity focused on listing the ingredients for making gingerbread men, and children were keen to add their contribution. Few children hold pencils correctly, and members of staff intervene well to help them acquire a better grip. Children are encouraged to write their names on their work, and many are beginning to do this.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good and activities motivate children to learn.
- The outdoor area is used effectively to support learning.

Commentary

48. Children's mathematical skills are taught during specific sessions and are consolidated effectively through daily play activities. Teaching is good. Achievement is good and by the end of the Reception year, most children will attain the national goals. Most children

have some understanding of numbers and counting when they start school, but their use of other mathematical language is limited. Learning is good, because teachers plan interesting practical activities and staff are skilful in questioning individuals to extend their learning. The children enjoyed a range of activities which focused on *long* and *short*. As they played with the children the staff encouraged the use of specific vocabulary. The children enjoyed making mice with long and short tails. Outdoor activities featured strongly in children's mathematical work, as they painted long and short lines and compared different lengths of construction apparatus. The staff take advantage of many practical opportunities to encourage children to count, for example when checking the numbers having packed lunches. Children begin to recognise and write numerals, and are introduced to larger numbers, for instance when talking about the date.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching is good and children achieve well.
- Learning is linked effectively with other areas of learning.
- Children use computers confidently.

Commentary

49. Teachers' planning and displays of work show clearly that children are offered a good range of learning experiences. Progress is good and most children attain the national goals by the end of the Reception year. Learning in this aspect is closely linked with other aspects such as literacy and mathematical development. Teaching is good and children achieve well. Work on the senses and sampling fruit, for example, was used as a basis for a graph when children identified their favourite fruit tastes. Children were introduced to early map-making when they talked about the route the gingerbread man took when he ran away. Practical activities underpin all learning, and children were often absorbed in playing with large blocks of ice. They knew that ice was frozen water, although some struggled to explain this. Many children start school with a limited vocabulary. Members of staff skilfully introduce new words as they encourage children to talk about and to describe their play. Computer skills are taught well, and children are introduced to the correct names for equipment. Children observed using the computer did so confidently; they had good control of the mouse and could print their work independently.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- The outdoor learning area is used very well for energetic activities.
- Teaching is good and activities are carefully planned.
- Many children enter school with limited skills in using small tools and equipment.

Commentary

50. There has been significant improvement in this aspect since the last inspection. Teaching is good and children achieve well. Teachers plan a variety of activities each day in the outdoor area, and children have good opportunities to develop skills in running and in controlling apparatus such as hoops and large wheeled toys. Children are introduced to formal physical education during a weekly lesson in the hall, and most follow instructions promptly. They use space well and move with control. Early assessments show that many children have started school with limited skills in managing tools such as scissors and pencils. Teachers plan many activities which include these skills, and children are helped to master a variety of equipment as they play. Children threaded long and short rows of beads and rolled ginger scented dough before cutting out gingerbread men. Members of staff intervene to teach children to hold pencils and paintbrushes effectively and help them to use scissors efficiently. By the end of the Reception stage a majority of children attain the national goals.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Teachers plan a good variety of activities.
- Children enjoy imaginative role-play because adults model this effectively.

Commentary

51. Wall displays, teachers' planning and lesson observations indicate that teaching in this area of learning is good. Children are introduced to a good range of experiences and there is a good balance between teacher-directed work and independent activity. In one good lesson, children worked with the teacher to paint cows in the style of Van Gogh. Skills such as colour mixing and printing are carefully taught, and children enjoy purposeful activities such as making frames for their pictures. There are good opportunities for imaginative role-play, and many children become engrossed as they take orders for food and plan picnics. Members of staff are skilled at joining in and extending this play, and children benefit considerably from their interventions. These activities are very valuable in developing speaking and listening skills as well as creativity. Children sing well; almost all joined in enthusiastically when they practised their hymn for the harvest festival. Teaching is good and children achieve well. Almost all are on track to attain the national goals in this area of learning by the end of the Reception year.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in reading, writing and speaking are above average by the time pupils reach nine years of age.
- Pupils make good progress.
- Teachers plan work carefully to meet the needs of all pupils.
- Teaching assistants are used very effectively.

Commentary

52. The results of national tests for pupils aged seven in reading and writing in 2003, the most recent year for which official figures are available, indicate that standards were above the average for schools nationally and above the average achieved in schools of a similar type. Provisional results for 2004 suggest that standards in both reading and writing were at a level closer to average, and this was the result of a quarter of these pupils having special educational needs. Inspection observations indicate that standards of pupils presently in Year 2 are broadly in line with the national average but those of pupils in Year 4 are above average. This represents a fall in standards since the last inspection, when they were judged to be well above average. However, considering that pupils enter school with levels of literacy that are below average, this represents good achievement and means that pupils progress well throughout the school. This good progress is the result of good teaching and the careful structured, systematic approach taken to the subject throughout the school.
53. This systematic approach has been greatly influenced by the good leadership of the subject. The co-ordinator has been able to monitor directly the quality of teaching and learning and to make recommendations based on observations. One of the benefits of this has been the more effective use of teaching assistants in lessons. This has helped the achievement of pupils with special educational needs, who make good progress. This has been achieved through direct help for pupils from teaching assistants working with small groups. On occasions, teaching assistants are used to allow teachers to work with pupils with special educational needs. For example, in a good lesson for Year 2 pupils, the teacher worked with a group containing pupils with special educational needs, introducing them to the use of the contents page whilst a teaching assistant worked with higher attaining pupils looking at alliteration and the use of adjectives in poetry.
54. The co-ordinator has also addressed a perceived problem of underachievement by boys. Care has been taken to select some books with subject matter likely to appeal to boys and to ensure that boys have a good range of non-fiction material to read. As a result of this, although the standards of reading and writing amongst the boys are still slightly below those of girls, their standards are higher than boys nationally by a much wider margin than the girls' standards exceed the national average. The progress in reading is generally good and, by the time they are nine, pupils reach better than average standards. This is helped by the systematic approach to phonics which gives pupils confidence to attack new words. The introduction of the attractive, well-resourced library has also helped reading standards. In a good lesson, Year 4 pupils independently selected both fiction and non-fiction books for their personal reading. Parents play an important part in pupils' good progress in reading, both by helping in class, listening to pupils read, and by reading with their own children at home. The pupils' reading diaries provide evidence of a lively two way dialogue on individual progress.
55. Very good use is made of computers to help with developing spelling rules and suitable programs are used in many lessons. The approach to handwriting is similarly systematic

with the result that by the time they reach Year 4, most pupils employ a neat joined script. By the time they are nine, pupils show above average ability in writing with more able pupils not only able to write in sentences but able to use commas and brackets and correctly to punctuate speech. Pupils' progress is tracked with individual portfolios of levelled written work. These lead to targets for progress being fixed to each pupil's exercise book. Good use is made of poetry to stimulate interest in writing. The curriculum is well thought out to maximise learning so, for example, Year 4 pupils develop their writing skills in a literacy lesson as well as helping their learning in history by writing about the problems of evacuees in World War 2.

56. Progress in speaking and listening follows a similar pattern to other areas of literacy. By the time they are nine, most pupils speak confidently and articulately. Many lessons have opportunities for discussion in small groups. For example, Year 2 pupils engage in animated conversation about the most significant way to arrange the lines of a poem. Teachers set a good example. A teacher of a Year 4 class says, 'Note how the facial expression of the characters gives a clue to their personalities.' Activities such as the listening centre in the library are deliberately arranged to help develop listening skills.
57. Teaching and learning are good overall and better than that in Years 2 and 4. Working in their year groups teachers plan very well, providing activities for pupils of different abilities. Teachers generally adopt a positive approach, challenging pupils with skilful questioning but encouraging sufficiently to give pupils the confidence to respond. There is a particular emphasis on polite manners and the correct way to conduct a verbal interchange which also serves to give pupils confidence. The marking of work is generally good with teachers offering encouragement and suggestions on the way pupils might improve their learning. There are, however, relatively few occasions when teachers share learning objectives for the lesson with their pupils, with the result that neither teacher nor pupil has a focus for the lesson or a clear way of judging success and teachers have no clear focus for the marking of pupils' work.

Language and literacy across the curriculum

58. Good opportunities are provided for pupils to apply and develop their skills in speaking, listening, reading and writing in subjects other than English. The development of speaking and listening skills is a feature of most lessons and pupils are generally confident and articulate. Pupils in a Year 2 class discuss what should be the rules for a game that they devise themselves in a physical education lesson. Science, religious education and history are used effectively to develop and consolidate writing skills in a range of different forms. Computers are used particularly well to develop pupils' literacy skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Almost all pupils achieve well and make good progress throughout the school.
- Assessment data is used well to help teachers plan their work.
- The work of support staff is very effective in helping the less able.
- Marking of pupils' work does not provide sufficient guidance to them.

Commentary

59. Standards have risen steadily from a low point in 2001. This is due to the improved provision, better resources and more assessment information being used to group pupils and provide evidence of where there are weaknesses and underachievement. The improvement since the last inspection has been good. More children reached the higher levels in 2003 in the national tests for seven-year-olds than they did in English. Results fell in 2004, but this is largely due to the difference in the cohort, with a higher proportion having special educational needs. Current standards in Year 2 are broadly average and this represents good progress given the attainment on entry of many of the pupils. Good progress continues through Years 3 and 4, and by the time pupils leave the school the large majority is attaining at the level expected for their ages. Pupils achieve well, given their often below average attainment on entry to the school. There are no significant gender differences in achievement.
60. The quality of the teaching is good overall, with a significant proportion that is very good. This is better than was found at the last inspection. Where the teaching has particular strengths, they are due to the very good relationships teachers create. This encourages pupils to stay attentive, be willing to answer questions, and to take a full part in the lessons. In a very good Year 2 lesson, the teacher made her expectations clear and this helped pupils understand what they were learning. The best lessons are well planned and the work is appropriately matched to the prior attainment of all pupils. Planning is based on the National Numeracy Strategy but teachers do not follow this slavishly and adapt it to the purpose of the lesson they are teaching.
61. Computers are used well to consolidate and support the pupils' learning. Software has been purchased specifically to match the curriculum and the numeracy strategy. Other resources are used well to support pupils' learning. For example, in a Year 2 lesson magnetic coins were very helpful in developing pupils' understanding of comparative

values. Where the teaching is weaker, pupils spend too long inactive and passive while the teacher is talking. Because of this the pace of such lessons are slow. The marking of pupils' work does not always provide pupils with sufficient guidance on how to improve their work. However, most of the pupils' work is neat, tidy and well set out.

62. The teaching assistants and special educational needs assistants have a very positive impact on pupils' progress, especially that of the less able. They are well deployed by teachers and well prepared for the activities they are to lead. They have good relationships with pupils and this helps keep children involved and on task. The teaching of pupils with special educational needs is good and ensures they achieve in line with their peers.
63. The subject is well led by the co-ordinator. She is knowledgeable and has a good awareness of what the role entails through providing support for colleagues and information and training as appropriate. She monitors teaching and learning, planning and pupils' work. This enables her to suggest improvements or extra resources to help develop teachers' skills. There is good liaison with other local schools on a regular basis and this supports the co-ordinator's own development and professional expertise.

Mathematics across the curriculum

The pupils' use of mathematical skills in other subjects is good. They measure with developing accuracy in design and technology. In science and geography topics they learn to read temperature scales and use negative numbers.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Standards are above average by Year 4.
- Pupils achieve well because teaching is good.
- Activities are varied and interest pupils.
- Learning objectives are not always made clear at the start of lessons.
- There are good links between science and other subjects.

Commentary

64. In the National Curriculum teacher assessments in 2003, all Year 2 pupils attained the expected level and this was very high compared to the national average. Relatively few pupils, however, attained the higher level. In 2004, the early results indicate that rather more pupils attained the higher level, but some pupils did not reach the expected level. Discussions with staff and observations indicate that variations in the number of pupils with a special educational need result in some fluctuations in standards from year to year. Lesson observations indicate that standards in the current Year 2 are broadly average, while standards in the current Year 4 are above average.
65. Teaching in the lessons observed was good and pupils achieve well. Pupils are interested because topics are presented well by teachers, and tasks are well organised. Groups of Year 4 pupils worked well as they investigated the insulation properties of

different materials. They understood the importance of a fair test and knew how to measure temperature and volume reasonably accurately. The task was suitably modified for lower attaining pupils, and the teachers varied their questioning to challenge the most able. Teachers have good subject knowledge and ensure that pupils begin to use correct subject vocabulary in their answers. Lessons build effectively on previous work, but lesson objectives are not always shared with pupils so that they are clear about what they are learning.

66. Some teaching is very good. The working ethos in a Year 2 lesson was purposeful and busy as pupils enjoyed a good variety of tasks linked with healthy eating. There was effective support for a pupil with special educational needs while the teacher provided appropriate challenge for the more able pupils. They were introduced to new vocabulary such as protein and calcium, while others worked to identify different food groups. The teacher assessed pupils' understanding effectively by questioning individuals as they completed their written work.
67. Planning is very good and science is linked well with other subjects including numeracy. Although there is much dependence on worksheets in some classes, literacy is promoted well in Year 4. Teachers use topics on "food" and "teeth" effectively to promote healthy living, and reinforce this work by involving parents in homework. Subject leadership is satisfactory, and procedures for monitoring the subject are established.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above average and pupils achieve well.
- The teachers use technology very effectively.
- The resources and accommodation are good.

Commentary

68. Standards are above those normally expected by the time the pupils leave the school. They achieve well and make good progress in learning about and using a range of software. Their skills with the mouse and their understanding of a range of applications are good. Pupils have the opportunity to use word processors for desk top publishing purposes, pictograms to present information and art software which they use for a range of purposes. In Year 3 they are able to program a screen turtle to draw a house shape, and this work is well extended in Year 4 where pupils have the chance to write the instructions for a program to draw a letter.
69. In the library, the books have been entered onto a computer system, they are issued using a bar code reader and pupils access them using a thumbprint recognition system. This gives pupils a good experience of the uses of technology in the real world. Children's work is also displayed there.
70. The computer suite provides good accommodation and very good resources for the school. It is used appropriately and teachers have two opportunities to teach a lesson there each week, one for computer skills and one using the technology to teach another

subject. Even so there are further times when the suite is available but underused. The rules for the use of the suite should be made more explicit and there are lessons when the noise level is unacceptably high. A very good system for assessing the subject has been introduced and this provides a clear picture of how well pupils are achieving.

71. The subject has been well led since the last inspection. The action plans produced for future improvements are appropriate, and the co-ordinators are aware of the needs of the subject, especially with regard to up-grading hard- and software. Staff have received appropriate training and this has helped improve standards since the last inspection. The senior co-ordinator has monitored teaching and learning in the subject. From this, she has been able to offer advice and support for colleagues to help them develop their knowledge and skills in the subject.

Information and communication technology across the curriculum

72. The use of technology in other subjects is good and is well planned. In a good Year 2 music lessons, pupil used software to create long and short sounds and to compose tunes. In history, Year 3 pupils created Roman mosaics with an art package. In literacy lessons, pupils in all years learn to change the font, size, colour and shape of their writing with a word processor. In mathematics, another art package is used to create symmetrical pictures and develop pupils' understanding of mirror images. In design and technology, Year 2 pupils first draw designs with the computer before transferring them to a practical plan. In a good Year 2 literacy lesson, pupils learned to use line breaks in the correct way to turn running text into a poem.

HUMANITIES

73. It was only possible to observe two lessons in **geography** and these were both with Year 1 pupils. Timetabling arrangements mean that older pupils have completed little geographical work so far this year, although more is planned for future terms. It is therefore not possible to make definite judgements about standards in geography. Resources are good and they are well used by teachers. Pupils in Year 1 use photographs of local buildings, aerial photographs of the school and immediate area and laminated maps of the district in their work on identification of buildings and route planning. Teachers plan and prepare their lessons well so that they proceed at a good pace, time is well used and pupils are challenged. They make good use of computers to support learning in geography. Pupils use a suitable program to design their own town. A simulated estate agents gives the chance for pupils to develop their speaking and listening skills. A significant number of pupils find this difficult, as they do not know their own address, despite having completed work on this.
74. The focus of the inspection was such that no **history** lessons were observed. Scrutiny of pupils' work and discussions with teachers show that the subject is covered adequately. Links with literacy are good in Year 4, as pupils write well about World War 2. Teachers' planning shows that there is a good emphasis on developing historical skills as well as factual knowledge. Pupils research different sources, for example to find out about the Victorians during Year 3. No visits to places of historical interest are planned, but visiting speakers are booked to extend pupils' experience. There are some good links with art and music when, for example, pupils learn wartime songs for an assembly.

75. It was only possible to see one lesson in **religious education** and because relatively little written work has been completed this school year, it is not possible to give a definite judgement on standards. However, a scrutiny of the work completed by pupils aged seven and nine in the school year 2003/4 suggest that standards are in line with those expected in the locally agreed syllabus. Teaching and learning in the one lesson seen were satisfactory. Pupils' work supports learning in literacy well. Year 4 pupils, for example, write an account of the Easter Story in the form of a diary. Good use is made of a range of visiting speakers to enrich the programme of work. The local church is a good resource and there are some visits to places of worship such as a synagogue to give pupils first hand experience and bring relevance to their work. The co-ordinator has good subject knowledge and understanding. She has not been in post long enough to have a full impact on standards but she has been able to monitor teaching and learning and offer advice to teachers. Resources, particularly artefacts to support learning of other religions, have improved since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

76. It was not possible to observe any **art and design** teaching. The evidence from displays and pupils' sketchbooks shows that curriculum coverage is appropriate. The work shows developing control and skills but a lack of creativity and experimentation in the activities provided by teachers. Pupils learn about the work of other artists. For example, Year 4 pupils learn about the work of modern sculptors such as Henry Moore. Computer software is used, for example, to produce symmetrical pictures in Year 2. Year 4 pupils have experimented with pastels to produce some very effective land and seascapes, and sunsets. The school celebrates exceptional work well. Some flower designs made from a range of soft materials are very well displayed in wooden frames. Year 1 pupils have made good sculptural figures from balloons and papier-mâché, and have used paper plates as a basis for some effective weaving using a range of materials. In the entrance hall some carefully made clay models of houses and gardens show good control of the medium.
77. Only one lesson of **design and technology** was observed. The evidence from this lesson and the limited amount of work so far completed suggests that the standards are good. Although the school year is only a few weeks old, pupils in Year 2 have already experimented with fixed and moving axles and are using these in constructing a vehicle. The resources are good and include good quality construction kits. Last year a small number of pupils were involved in a national competition involving construction material and this generated much interest and excitement. The teaching and learning in the one lesson seen were very good. The teacher gave clear directions on the safe way for pupils to saw wood. The planning and preparation were very good with different activities planned for pupils of different abilities. Pupils work together well and develop their speaking and listening skills by discussing their designs. They make good use of computers to design their vehicles and work out their order of construction. The use of teaching assistants and parents means there is a very good level of adult support for pupils and this helps the progress of all and particularly those with special educational needs. Very good use is made of displays of work to help consolidate learning in the various stages of designing, making and evaluation and to celebrate achievement. A display of the work of Year 1 pupils shows good use of levers, hinges and slides.
78. It is not possible to make a secure overall judgement on provision in **music** since little was observed during the inspection. The good standard of singing noted in the last

inspection report has been maintained. Pupils enjoy singing and do so with enthusiasm. The level of participation is very high. Singing during assemblies is good, and the co-ordinator conducted a singing practice very well. Pupils learn new songs quickly. Year 3 pupils achieved well as they learned a rap to perform to the school. Pupils are eager to use musical instruments and teachers' planning shows that work is increasingly challenging. In two lessons, however, many pupils were disappointed because they had little or no opportunity to play, and in Year 1 this resulted in some restlessness. There are good opportunities for pupils to start to learn musical instruments and to continue with the same tutors on transfer to middle school.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Standards are broadly average but there not all pupils achieve as well as they should.
- The time allowed for physical education is insufficient when compared to national guidelines.

Commentary

79. Achievement is satisfactory for most pupils but a significant proportion are capable of higher standards. They are unable to reach their full potential as too little time is available for them to be taught and to practise their skills.
80. The teaching is satisfactory overall, but there are lessons where the amount of activity is insufficient and too much time is spent listening to the teacher or in waiting for a chance to take part in an activity. However, in Year 2 good teaching enabled pupils to devise their own games using previously learned skills. This resulted in pupils developing their skills of co-operation and negotiation as they invented rules and scoring systems.
81. The school has a broadly typical range of sporting activities outside the school day. Parents run a Saturday football club for pupils, with staff support, and there are clubs for netball and short tennis. Resources are good and have improved since the last inspection, as has the accommodation, such as the good-sized hall and field, as well as two adventure play areas. The subject leadership is satisfactory, overall. Support from a newly created sports college is expected by the co-ordinator shortly and should provide impetus to improve the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION

The provision for personal, social and health education is **good**.

Main strengths and weaknesses

- The curriculum is well-planned and structured.
- The school council is very well-run and effective in giving pupils a voice in the school.

Commentary

82. The school has introduced a structured programme of work which is based on nationally recognised material. This programme helps to ensure full coverage of the subject and that pupil skills are developed systematically. Standards are now often above those expected. The co-ordinator has nevertheless been able to monitor teaching and learning and to feedback to teachers. This has helped to develop a consistent approach to this subject throughout the school. Pupils in Year 4 cover a good range of material including healthy eating, which makes good links to work in science by looking closely at the process of digestion. They consider the benefits as well as the possible ill effects of drugs and consider aspects such as decision making and the possible consequences of certain decisions. Pupils' attitudes are generally good and they are mature in their outlook, so that a teacher of Year 4 pupils can use the term 'anus' without pupils reacting in an immature way and Year 3 are able to discuss the characteristics of a member of the class in a frank and open manner.
83. Teaching and learning are satisfactory overall. Using the programme of work, teachers plan their lessons well, taking account of the different abilities of pupils within the class. This helps the achievement of all and particularly those pupils with special educational needs who are offered further help by the close attention given by teaching assistants. Teachers do not always use information they gain from skilful questioning of pupils to shape or revise lesson strategies. Good use is made of outside agencies to enrich the pupils' learning. For example the 'Life Bus', sponsored by the local authority, presents pupils with series of interesting scenarios. The police are involved in road safety tuition. The school has appropriate drug and sex and relationships policies.
84. The social aspect of the subject is very well handled. Pupils have many opportunities to work collaboratively in most subjects, particularly in design and technology where, for example, Year 2 pupils work in pairs designing and making vehicles or in physical education, where they work in small groups to create games with their agreed rules. Pupils are given many opportunities to help with the day to day running of the school. Some jobs have considerable responsibility, for example, Year 4 pupils arrange the accompaniment for the singing in hymn practices by playing the appropriate piece of music on a CD player.
85. The school council is very well run. Representatives from each class are democratically elected and pupils take key positions in the council, which has its own policy. For example, a Year 4 pupil acts as secretary, takes the minutes, and types these up. The council has taken decisions on, for example, playtime arrangements. It has taken the lead in raising funds for school equipment and to support outside charities, bringing a very real sense of both living in a community and being part of a wider community.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
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	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
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).