

INSPECTION REPORT

LAMBS LANE PRIMARY SCHOOL

Spencers Wood

LEA area: Wokingham

Unique reference number: 109830

Headteacher: Mrs S Finn

Lead inspector: Mr J Palk

Dates of inspection: 18th – 20th October 2004

Inspection number: 267171

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	187
School address:	Back Lane Spencers Wood Reading Berkshire
Postcode:	RG7 1JB
Telephone number:	0118 9883820
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Simon Knowles
Date of previous inspection:	14 th June 1999

CHARACTERISTICS OF THE SCHOOL

Lambs Lane is an average sized primary school. Pupils come from a typical range of backgrounds. The number of pupils eligible for free schools is similar to most schools. The proportion of pupils with special educational needs is above average. The school has specialised provision for pupils with statements of special educational needs who have physical disabilities. Some of these pupils have other complex difficulties relating to language, behaviour or learning difficulties. The eight pupils are included in mainstream classes.

The majority of pupils are of white British origin and a small minority is of Asian background. There are a few travellers' children who are now settled in the village. No pupils are learning English as an additional language. Very few pupils are in public care. The number of pupils who leave and join the school other than at the usual times is small. Children join the reception class in the term in which they will be five, and their overall attainment on entry is average. Pupils are taught in classes that contain single year groups.

The school is larger than at the last inspection by the equivalent of one class and there are greater proportions of pupils with special educational needs. There have been difficulties with recruiting staff due to the cost of housing in the area. Staff turnover is high, due to promotion or teachers' maternity breaks. The school received DfES school achievement awards for pupils' performances in the 2000 and 2001 national tests and the Investors in People award in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23630	J Palk	Lead inspector	English, history, geography and physical education.
11096	M Davie	Lay inspector	
22967	M Griffiths	Team inspector	The Foundation Stage curriculum, science, religious education and music.
23412	A Jeffs	Team inspector	The work of the special educational needs unit.
17456	A Smithers	Team inspector	The provision for pupils with special educational needs, mathematics, information and communication technology, art and design, and design and technology.

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of the school is **satisfactory**. There is a very positive atmosphere of respect and valuing each other. Standards and achievement are average and there is scope for pupils to achieve more than they do. Teaching is sound with some good practice that is not yet being shared throughout the school. Leadership is sound, and is effective in bringing together all staff, parents and pupils in raising standards. The school is well managed and governors provide good support to the school. Costs are typical and the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Relationships are very good and all pupils are fully included in all the school has to offer.
- School improvement planning is not clearly enough focused on raising standards.
- There is too much variation in the quality of teaching and learning in lessons.
- Teaching assistants offer very good support to teachers and pupils.
- Pupils achieve well in science and reach above average standards.
- Pupils are very well behaved and have positive attitudes to learning.
- The tracking of the academic progress of pupils with special educational needs is not rigorous enough.
- There is a good range of extra opportunities that enrich the curriculum and a strong partnership with parents that benefits children's learning.

Improvement since the last inspection is satisfactory. Results in national tests have not been maintained at the same levels. There are small numbers of pupils in each year group and an increase in the proportion of pupils with special educational needs has affected results. The frequent changes in staff and some inconsistent teaching quality have disrupted pupils' learning. Pupils' attitudes and behaviour are better. The school has addressed the previous issues regarding leadership and management and team working is now stronger. Pupils' progress is tracked effectively and the school recognises where it has to improve, although there are still weaknesses in how well it plans for this. Teaching has improved because teachers now plan appropriately for the age group they are teaching.

STANDARDS ACHIEVED

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

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

Achievement is **satisfactory** overall. When compared with previous attainment the 2003 and 2004 national tests show that a significant number of average and lower attaining pupils have not been achieving as well as they should between years 3 and 6. The school is better at using assessment information to set realistic targets and pupils' achievements are improving. Inspection found that the small number of children in the reception class achieves well and many are on course to exceed what is expected by year 1. Pupils' achievements through years 1 and 2 are satisfactory. They are achieving better in writing than they have in previous years because of better teaching. In years 3 to 6 pupils' achievements still fluctuate because of the quality of teaching but are satisfactory overall.

Pupils in year 6 are catching up quickly and standards are average in English and mathematics and above average in science. Pupils with special educational needs make satisfactory progress towards their individual targets. Those pupils who have physical needs are doing very well in respect of their care plans but some are not achieving well enough in reading, writing and mathematics. Pupils from minority ethnic backgrounds achieve as well as other pupils. Standards attained in information and communication technology (ICT) are average.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are **good**. They value each other and behave very well. Attendance is satisfactory and pupils are punctual and keen to get on with their work.

QUALITY OF EDUCATION

The quality of education provided by the school is **satisfactory**. The teaching and learning is **satisfactory** overall. Lessons are well managed, and support staff work very well with teachers. Teachers' lesson planning is good but there is still variation in the level of challenge and expectation of pupils in parts of the lessons. Consequently some average attaining pupils coast along in lessons. The curriculum is broad and balanced and there are good opportunities for pupils to extend their experiences through visits and special weeks. The pupils with physical needs are very well integrated into all the school has to offer. There are some very effective care arrangements that promote inclusion; however, there are a number of statutory conditions that are not being met. The strong partnership with parents and carers encourages pupils to do well.

LEADERSHIP AND MANAGEMENT

Leadership and management is **satisfactory** overall. Leadership by the headteacher is sound. The headteacher conveys her determination to improve standards effectively to staff, parents and governors. However there are too many actions being undertaken with no overarching strategy to bring them together. This leaves too much to chance to make the outcomes of development fully achievable. The school is well managed; standards are monitored effectively and information about teaching quality is gathered well. The work of the governing body is good. Governors are knowledgeable and they have good structures for monitoring the performance of the school. Statutory responsibilities are not fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied. They particularly like the clarity of information that tells them how their children are progressing. Pupils like their school and that they are involved in making it better.

IMPROVEMENTS NEEDED

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

- Improve the challenge for pupils during the main part of the lessons.
- Ensure that school improvement planning is sharply focused and rigorously implemented.
- Introduce interim assessment arrangements for those pupils with special educational needs.

and, to meet statutory requirements:

- Fulfil the requirements for reporting to parents in the annual report on race equality and provision of an accessibility plan, and ensure adequate child protection training for all staff.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards achieved are satisfactory. There is no difference in the achievements of boys and girls, pupils from minority ethnic groups and those in public care. Some lower and average attaining pupils do not make consistent progress in English and mathematics as they move through the school.

Main strengths and weaknesses

- National Curriculum test results for seven year olds are improving.
- National Curriculum test results for eleven year olds do not compare well with those of similar schools.
- Standards achieved in science are above average.
- Some pupils with statements for physical needs are not yet achieving well enough in their academic targets.

Commentary

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

Standards in:	School results	National results
reading	17.0 (15.8)	15.8 (15.7)
writing	15.5 (14.5)	14.6 (14.6)
mathematics	18.2 (16.7)	16.2 (16.3)

There were 27 pupils in the year group. Figures in brackets are for the previous year

1. The performances of seven year olds in national curriculum tests, before 2004, have consistently been well below average when compared with schools with a similar proportion of pupils eligible for free school meals. The unvalidated test results in 2004 are well above average for reading and mathematics and above average in writing when compared with all schools. Underlying improvement in tests is above the national trend. The proportions of pupils reaching the higher levels are well above average in reading and mathematics and average in writing. Inspection findings confirmed this improved picture of performance in years 1 and 2. Standards in reading, writing and mathematics are average. In science they are above average. Pupils are now making satisfactory progress. The improvement in reading and writing has been secured through improved teaching of sounds and more focused support for lower attaining pupils. There is more structure given to pupils to help them with their writing and mathematics. Handwriting and spelling strategies are taught routinely and contribute to the higher expectations pupils have of their own written work.

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

Standards in:	School results	National results
English	26.1 (26.3)	26.9 (26.8)
mathematics	26.1 (27.0)	27.0 (26.8)
science	29.1 (28.7)	28.6 (28.6)

There were 20 pupils in the year group. Figures in brackets are for the previous year

2. Overall performances by the year 6 pupils in 2004 tests were below the national average and well below average when compared with similar schools. A high proportion of pupils with special educational needs and a cohort that had experienced frequent changes in teachers resulted in lower performances. The pupils' progress in English and mathematics from their prior attainment was below the expected level. The higher attainers in this cohort made satisfactory progress but those of average attainment did not achieve as they should have. Despite the introduction of additional strategies to boost attainment in English and mathematics, teaching was not of a sufficiently consistent quality between years 3 and 6 to improve test performances.
3. The inspection found an improving picture. The small number of children in the reception class are achieving well and the majority are on course to exceed the expected learning goals in their personal development, and mathematical and literacy skills. All pupils in their last year are achieving well. Average pupils who have started year 6 below or well below expectation are catching up quickly. Throughout the school teachers' expectations are sharper for most pupils in English and mathematics. More pupils are reaching the higher levels because there is more awareness of what higher attaining pupils need to learn and they are well motivated. There is still some variable teaching quality that hinders the achievements of average and lower attaining pupils; this is now confined to how effectively work is matched to pupils' needs. Standards in English and mathematics are average in year 2 and year 6. Useful teaching programmes in place are successfully helping lower attaining pupils to develop reading skills and pupils have responded well to these. Pupils throughout the school are being encouraged to spell correctly and write neatly. They have a better understanding of stylistic devices that are improving their writing, and grammar skills are taught well. Pupils are developing a secure base of mental arithmetic skills and teachers give greater focus to problem solving. This is helping to raise standards in mathematics. Throughout the school the teaching assistants have a greater awareness of pupils' targets and the lesson objectives, and this is making their involvement in pupils' learning more effective.
4. Pupils have a good knowledge of scientific ideas and principles throughout the school and investigative skills are above average. Very good emphasis is given to practical work that is well matched to the pupils' abilities. Teachers emphasise the need to explain findings and record work accurately. The pupils work very well together and this also contributes to their good achievement.
5. Pupils with special educational needs show satisfactory achievement in literacy and numeracy. The co-ordination of their targets between teachers and support staff is improving but the targets themselves are not precise or detailed enough to ensure work is well matched to the pupils' needs. Consequently pupils do not consolidate what they have previously learnt. Those pupils with statements for physical needs make good, and sometimes very good, progress in respect of their social targets and they achieve well in the development of work habits, independence and confidence. However, the data collected by the school in end of year tests indicates that achievement for some pupils with statements, in literacy and numeracy skills, is not enough. This is largely because the information about their academic understanding is unsatisfactory and so work cannot always be adequately matched to their needs in lessons.

Pupils' attitudes, values and other personal qualities

This is a good feature of the school. The pupils' behaviour is very good and they have positive attitudes to their work. Provision for developing pupils' spiritual, moral, social and cultural development is good overall. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Resource pupils¹ are equally valued within classes and thrive as a result.
- Relationships are very good and pupils respond and behave very well.
- Pupils are enthusiastic about school life and join in the many activities.
- Good systems are in place to ensure regular attendance and the level of unauthorised absence is falling.

Commentary

6. The strong ethos of the school, supported by the bond that exists between parents, pupils and staff, creates an environment where pupils develop caring and sharing relationships with each other. Resource pupils are full members of every class; their contributions are valued and their progress is a matter of interest to all. Consequently, they grow in confidence and self-esteem and enjoy lessons and the working partnerships they make. Pupils help and support each other very well and they all live and learn on a basis of total equality.
7. Children in the reception class quickly develop personal and social skills that help them enjoy school and build positive relationships with each other. Behaviour is usually very good throughout the school because it is expected of the pupils. Teaching assistants play an important role in this aspect and their very good relationships with the pupils encourage this. Pupils respect each other's point of view and very good use is made of 'talking partners' to develop and extend learning. The presence of pupils with specific needs has heightened all pupils' tolerance and understanding of differences. This is strengthened through a good programme of multi-cultural education. Primarily tackled through art, music and dance the pupils have a good understanding of the diversity of contemporary British life.
8. Pupils enjoy school and are keen to do well; consequently they generally work hard in lessons. Large numbers of pupils take part in the good range of clubs and activities that are available. The many visits and visitors benefit their very good social skills. Pupils are keen to take responsibility within the school community through the class and school councils. For example, they have made very good suggestions for developing the outdoor play area and regularly check to make sure the playgrounds are safe. The pupils are confident, self-assured, friendly and polite and are well prepared for the next stage of learning.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	139	2	0
White – any other White background	5	0	0
Asian or Asian British – Indian	6	0	0
No ethnic group recorded	12	0	0

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

9. There was one permanent exclusion in the last year for unacceptable behaviour. Parents and pupils both commented that there is some unsatisfactory behaviour and bullying in school but

¹ The school hosts a local authority Resource with 8 of its 10 places currently filled. The Resource takes pupils from a wide area, seven from the neighbouring local education authority. The Resource pupils possess statements of special educational needs relating to a range of physical disabilities.

when identified it is dealt with very quickly and well. The consequences of bullying are very well explained to pupils during personal and social lessons.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.2	School data	0.4
National data	5.1	National data	0.4

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

10. The unauthorised absence is mostly due to families taking their child out of school to go on a family holiday. The school does all that can be expected to lessen the impact of these absences.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory overall. The teaching is satisfactory. The curriculum is sound and meeting the diverse range of needs, including those of pupils with physical disabilities and of pupils from minority ethnic backgrounds. Levels of care and welfare are satisfactory overall. Links are good with parents and satisfactory with other schools and the community.

Teaching and learning

Teaching and learning are satisfactory. Assessment arrangements and their use are sound.

Main strengths and weaknesses

- Teachers' lesson planning is thorough but not all teachers ensure that the work is sufficiently challenging.
- There are many good examples of teachers using questions to move pupils' learning forwards but some teachers do not demand enough of all pupils during question and answer sessions.
- There is very good support provided by the teaching assistants for those with specific needs and for small groups.
- Science is well taught.
- The well organised activities in the reception class encourage children's enthusiasm for learning.
- The marking of pupils' work is not always effectively undertaken by teachers.
- Assessment information is helping teachers set higher expectations for pupils, but there is not enough checking up of some pupils' progress in the short term.

Commentary

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1 (3%)	22 (58%)	15 (39%)	0	0	0

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

11. Lessons are well planned. Teachers set out what it is pupils are to learn and during the start of the lessons teachers work towards establishing these objectives through their questions. These parts of the lesson are often lively, sometimes humorous. Good use is made of the whiteboards linked to computers to move backwards and forwards during discussions, linking pupils' learning to the lesson objectives. All teachers make good use of paired working where pupils turn to their neighbours to answer questions or use their whiteboards to suggest answers. This is good

practice and pupils are eager to learn. However, teachers are not making the most of supplementary questions to challenge pupils, in particular those who may be less inclined to take part, or to stretch the average attainers.

12. In many lessons pupils' learning is consistently good because there was a good level of challenge at all points in the lessons for all pupils. During some lessons activities for individuals and those groups working independently of the teacher or support staff are not securely linked to lesson objectives or pupils' individual targets. In these cases, and particularly in mathematics, the tasks are not always sufficiently challenging to motivate pupils. In some lessons there is not always a sense of urgency in the main independent and group work and some pupils of average attainment were happy to coast along without any clear learning taking place.
13. The teaching assistants play a vital role in pupils' learning. They are sharing the planning with teachers and are clear about their role in the lesson. They work hard with the small groups and because their relationships with the pupils are very effective they are successful in encouraging pupils to improve their work. Their support is having a marked impact on lessons where they are given a small group to work with but less effective during lessons when they move around the class. Whilst teaching assistants feedback informally on the progress there is nothing formal that would help teachers measure progress in the lesson and ensure that next steps in learning are sufficiently challenging. The additional teaching support is adequately matched to pupils special educational needs and is ensuring that class based support is successful.
14. Teaching and learning in the reception class are good. Adults have a clear grasp of the requirements of the foundation stage; they are well organised and prepare interesting and exciting activities for children to challenge and extend. Both adults working in the reception class make good use of the time. There is a good emphasis on tracking children's learning during the practical activities and games.
15. Teachers are skilful at making science lessons enjoyable through practical work and carefully chosen activities that extend pupils' investigation skills. A scrutiny of last year's work showed that the recording of experiments is purposeful and makes a good contribution to pupils' confidence as writers.
16. Pupils are clear about what they have to do to improve in English and mathematics. Older pupils are well focused on reaching the realistic goals set them because the teacher's marking of written work and comments during lessons direct pupils at the individual targets. This is not consistently the case and the impact of marking on achievement is not secure elsewhere. The scrutiny indicated that only a few teachers are referring to the individual targets or class targets when marking the work. Some teachers' marking is still too vague, praising pupils with no specific reference to what they have learnt, and often not evaluative enough of the work, giving pupils a false sense of their achievements.
17. The teachers are making increasingly effective use of the assessment data they have about pupils' attainments to plan lessons and to set targets for individual pupils. However, not all teachers are as good at matching tasks that develop these targets and expectations are not always high enough. Good assessment procedures are in place for English and mathematics with improved systems for science to be trialled. Interim checks on the progress of lower attaining pupils are not undertaken consistently and this makes monitoring of the strategies being used to raise attainment less effective. This also makes it difficult to fully quantify and plan for the very early and small steps that most pupils tend to make. The content of some of the work is not addressing the academic needs of some pupils with special educational needs, because the targets currently used do not yet have enough clarity and focus to ensure that good achievement occurs in their literacy and numeracy skills. Where the physical targets are being met, such as in physical education, support is very effective.

The curriculum

Overall the curriculum is satisfactory. Enrichment activities are good. Accommodation and resources are good and enhance learning.

Main strengths and weaknesses

- The school has a very good inclusive approach to the education of all pupils.
- There have been good improvements in providing guidelines for teachers' lesson planning.
- The good opportunities for enrichment enhance sport and the arts.
- Accommodation and resources are good but there is not enough soundproofing between two classes.

Commentary

18. Resource pupils are full and equal members of the school. The ethos of total inclusion is something that the school does very well. In particular, the school has been active in ensuring that transport, planning and risk assessment are used proactively to ensure that all pupils can avail themselves of visits, residential experiences and clubs. The work of the inclusion team² within the school is a model of its kind in this respect. Teachers and pupils alike value the contributions that pupils with special educational needs make to whole class lessons.

19. Long term and medium term planning has been adapted to ensure skills develop consistently. Schemes of work are straightforward and provide good support for teachers when planning for the year groups. The school has adapted guidelines for science and physical education that have contributed to effective teaching by non-specialists. Recent innovations ensure that more opportunities for literacy and ICT skills are developed across the curriculum. There are good opportunities in science to develop a range of skills. Practical work in all subjects is a strength, ensuring pupils' enjoyment and involvement in learning.

20. There is good enrichment through a variety of trips, visits and visitors. Clubs and after school activities are popular and provide an additional opportunity for pupils to acquire skills and develop personally and socially. The residential visit serves as an important vehicle for delivering important geography and history understanding. The arts week each term is well planned into the programme for art and design, and design and technology. The opportunity to learn more about other countries and ethnic groups during these weeks is planned effectively. The school offers a good range of artistic and sporting opportunities, including inter-school netball, football and tag rugby, and a school choir and orchestra contribute to community events.

21. There is easy access for all pupils and the well-equipped playground ensures that lunchtimes pass smoothly. Staffing levels are good and staff are well deployed to provide support where it is most needed. The non-teaching special educational needs co-ordinator gives valuable support to teachers in managing pupils who are now fully integrated into classes. The screen between the year 4 and year 5 classroom is too thin to restrict the noise that travels through as part of daily lessons and leads to some pupils being distracted from their work.

Care, guidance and support

Pupils' care and the support and guidance they are given are satisfactory. The procedures for considering pupils' views in the work of the school are good.

² Consists of all those adults charged with meeting the physical needs of those pupils with statements for physical needs.

Main strengths and weaknesses

- Pupils are happy because they are listened to and their care and welfare are taken seriously, but some required procedures are not in place.
- A high level of support and very good care for Resource pupils ensures they are fully included in all aspects of school life.
- Targets are set in English, mathematics and science but their use to improve learning is not as good as it could be.

Commentary

22. Staff have very good relationships with pupils; they are caring and supportive and pupils feel they are treated fairly and listened to. This ensures that children are happy and well settled in school. Parents strongly support this view. Day to day procedures to ensure a safe environment are good and staff are vigilant about pupils' needs. The school council is well established and provides good opportunities for pupils to make their views known. The playground provides interesting activities at break time and, although the children feel there is still more to do, an appealing range of markings, games tables and seating areas is already in place. This helps to ensure good behaviour while pupils are outside. The lack of training for meals supervisors in child protection procedures, the lack of a policy concerning disabled access, and the failure to fully comply with the reporting requirements of race equality legislation are weaknesses in what are otherwise very effective care arrangements.

23. Pupils throughout the school are given every opportunity to be fully included in school life. The school continues to be innovative in extending pupils' involvement in its work. For example, pupils in years 5 and 6, working with teaching assistants, are active in helping to manage behaviour in and around the school. Teachers and other pupils treat those with physical disabilities sensitively. The review of their physical and social needs is regular and detailed. The school works closely with health and other support services and this means that a wide range of advice is taken and acted upon on a daily basis. The pupils' independence is effectively encouraged but help is gladly offered when it is needed. This was particularly evident in the way pupils were helped to move wheelchairs around in classrooms. Parents are pleased that all children, no matter what their needs, take part in all productions as they feel this really helps to build their confidence. During the inspection, parents of some pupils with specific needs were keen to express how pleased they are with the help the school is giving their child both in terms of academic and personal development.

24. Pupils are set targets in English, mathematics and science, which are shared with parents so that they can help their children at home if they wish. However, targets are not always used as well as they should be in lessons to set tasks that help pupils to improve.

Partnership with parents, other schools and the community

Links with parents are good and effectively support pupils' achievements. Links with the community and other schools are satisfactory.

Main strengths and weaknesses

- The quality of information for parents is good and helps them support their child's learning, however they are not happy with the feedback they get about homework.
- Parents are regularly consulted about issues that affect their children.
- Links with local secondary schools provide good additional support for pupils with specific needs.

Commentary

25. Information provided to parents and carers is good because it helps them to effectively support their child's learning. They get regular curriculum information and good details about target setting in annual year-end reports that show them clearly how the school and they, if they wish, can help to improve their child's attainment. Parents are given very good opportunities to be involved in reading activities with the younger children, making use of story sacks and taking part in daily reading sessions with pupils up to year 2. Parents are happy with the information they get about how to help their children with homework, either through specific instructions or at the mathematics drop-in sessions. They feel, and the school agrees, that they are given insufficient feedback to judge how well their child has done. The prospectus and governor's annual report both contain plenty of interesting information about the school, but the governors fail to mention some required details such as the impact on teaching and learning of courses attended by the staff and the arrangements for the admission of disabled pupils.
26. Great worth is placed by the school on the views of its stakeholders. Parents are regularly asked about specific issues such as the behaviour policy, home-school agreement and year-end reports (which, following consultation, now include learning targets). Parents of Resource pupils are regularly informed of meetings and reviews. The school makes every effort to let parents know when there is a change in their child's needs and staff are always available for discussion. The school makes very effective use of home-school diaries to keep these lines of communication open. Parents are appreciative of the work carried out and the progress made. The parent teacher association is instrumental in providing feedback both to parents and the school and contributes positively to pupils' achievements by providing additional funding for projects like the playground development.
27. Good links with local secondary schools provide additional resources to help pupils with physical disabilities. A physiotherapist based at one of the local secondary schools works closely with the school. A minibus is made available whenever transport is necessary and pupils swim in a specially adapted pool. This ensures that they have the same learning experiences as their peers. There are very good working links with the local authority support services, speech and language therapy services and local schools that assist in the smooth transfer of pupils at eleven. Arrangements made to support all children when they transfer to year 7 are good. These involve participation in a project whereby pupils finish a piece of work started in year 6 when they transfer to year 7 to help maintain continuity of learning. Vulnerable pupils are given the option of a greater number of visits to their new school to deal with any worries they have. As a result the move to year 7 is generally very successful.

LEADERSHIP AND MANAGEMENT

Leadership and management is **satisfactory** overall. The leadership shown by the headteacher and other key staff is **satisfactory**. Management and governance is **good**.

Main strengths and weaknesses

- The school's commitment to inclusion is very good.
- School improvement planning needs to be more sharply focused on raising standards and more rigour is needed in undertaking the planned action.
- There are good management systems in the school.
- Governors are fully involved in managing the school's improvement.

Commentary

28. The school is a fully inclusive school and the commitment that all members of staff show to all pupils contributes strongly to the good ethos of the school. The school is not complacent about

the welfare and social development strategies already in place, and is still seeking to improve academic achievement.

29. The leadership successfully brings together all those involved in pupils learning, namely the parents and pupils, staff and governors. The school has effectively addressed four of its five priorities for development, which include team building and also curriculum development, but the lack of a systematic plan for tackling below average standards is a weakness. Those who contribute to school improvement identify too many development points and the actual plan is not refined sufficiently by those responsible for school leadership. This leads to a lack of cohesion in the priorities for school development. Consequently school leaders are not thorough or systematic in their evaluation of the action being taken. The school has recognised that more rigour is needed in responding to school self assessment.
30. The management of the school is good. There have been staffing difficulties over the past few years that led to falling standards, these have been overcome. The headteacher and senior staff regularly monitors lessons to improve teaching and learning, and have used this information to provide appropriate staff training. The observations and training have had positive benefits to teachers' lesson planning in English and mathematics and in maintaining the strengths in provision in the reception class during a period of staffing difficulties. Staff training has been managed well for the teaching assistants, who are having a greater impact on pupils' learning throughout the school. The curriculum has also moved forward and necessary changes have been made in the interests of making learning more enjoyable and so raising standards. Performance data is collected and analysed in order to improve school performance. The headteacher is strongly committed to the well-being of her staff and to reducing their workload. Team building has been good and has resulted in a strong and committed school staff and the school has an award as an 'Investor in People'.
31. The governors have a good understanding of the strengths and weaknesses and have good structures for monitoring the performance of the school. They offer very good support to the headteacher and senior management through their role of critical friend and taking an interest in daily school life. Whilst they are not ensuring that a number of statutory requirements are met, they are effectively contributing to the planning and operational development of the school. There is good liaison between the governing body and those responsible for pupils in the Resource, so that governors receive appropriately detailed information. Funds identified for these pupils are used appropriately and the school adds to the budget as appropriate, allowing a good level of teaching assistant support throughout the school, which has improved learning. The budget surplus is above that recommended but these figures include expenditure that has already been made but will be paid for from next year's budget. The uncommitted carry forward is prudent.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	568,788
Total expenditure	563,159
Expenditure per pupil ³	2,948

Balances (£)	
Balance from previous year	34,341
Balance carried forward to the next	39,970

³ Includes expenditure for pupils in the Resource.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

32. The overall provision for children in the reception class is **satisfactory**. The improvement in provision since the previous inspection has been satisfactory. Since the previous inspection, the school has developed a secure outdoor play area that is used well to support children's physical and creative development. The teacher is leading and managing the provision satisfactorily and is being well supported by senior management and the local education authority. Resources and accommodation are good and provide a good range of learning opportunities for the children.
33. Children begin school at the beginning of the term when they will be five. Assessment data shows that the majority of children enter school with levels of attainment that are average for their age. At the time of the inspection only ten children were in the class. This small group of children is above average and most will achieve the expected levels by the end of their time in reception, with significant numbers likely to exceed these levels.
34. Teaching was good in lessons observed during the inspection. Children's individual progress is very carefully monitored and so the teacher has a good view of their learning and helps them to move forward. The contribution of the teaching assistant to pupils' learning is also good and together they are providing an ethos where children feel safe and secure. There are good relationships with parents and they are encouraged to come into the class first thing in the morning to read with their children, which give them good opportunities to be involved in their children's learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is good.

Main strengths and weaknesses

- Teaching is good and consequently the children are settled and happy.
- Relationships between children and adults are very good.
- The daily routines offer security and lead children towards increasing independence.

Commentary

35. The majority of the children are achieving well and many are on course to exceed the expected levels in this area of development. The teacher and her assistant work hard at promoting very good relationships with children and as a result all children are happy and relaxed and benefit fully from the range of activities. They come into their classes happily and enjoy sharing books with their parents and staff. When necessary, adults correct the children firmly but gently, supporting self-esteem. Consequently, children quickly learn the correct way to behave.
36. The staff have high expectations in this area of learning. The enthusiastic manner in which adults work with each other helps the children to acquire positive attitudes to learning and working with each other. Despite the small numbers the teacher provides the full range of activities that encourages children's independence. Resources are well organised so children quickly learn to choose what they are going to do after they have completed their tasks with an adult. Children are encouraged to clear away their activities after use, helping them to become independent.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is good.

Main strengths and weaknesses

- Activities are planned well to develop children's skills for speaking and listening.
- Strong emphasis is placed on the teaching of sounds, forming letters correctly and early reading activities.

Commentary

37. The majority of the children at the time of the inspection will be at the expected levels or above as they enter year 1. Children make good progress in this area of learning, because there has been a good emphasis on the development of speaking and listening skills. Staff spend time listening to what children have to say and give them praise and encouragement. Children develop speaking and listening skills well through many opportunities in the daily class routines.
38. Good attention is given to the development of reading and writing skills. Careful records are kept of each child's development in both areas so that appropriate help can be given to move children forward. There is a valuable partnership between the school and parents. The teacher makes available a wide range of picture and storybooks for parents to share with their children and this means that they are well involved in their children's learning. Adults promote children's interest in reading and teach a good range of skills by enjoying books with children.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is satisfactory.

Main strengths and weaknesses

- Adults question children very well and use a wide variety of activities to support learning.
- Mathematical vocabulary is used well but activities could be more challenging.

Commentary

39. Children achieve well in this area of learning and most children will at least attain the expected levels by the beginning of year 1. Many opportunities are used for counting activities such as counting out the musical instruments. There is a good range of resources, such as board games, large number tracks and objects for sorting and counting, giving children good experiences of learning about number. There is insufficient depth in the challenge for the higher attainers to explore larger numbers.
40. Teaching and learning are good. The mathematical language of number and shape is clearly displayed in the classroom and its use is part of adults' conversations with children. For example, when children were looking at a variety of 3-D shapes with their teacher, she used words such as 'sphere, flat and square' and encouraged the children to use the words also. Her well-planned questions helped them to think carefully when they were describing the shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL DEVELOPMENT and CREATIVE DEVELOPMENT

41. *Provision in these three areas was sampled.* A wide range of activities, such as cutting and pasting, extends children's control in using equipment. Good planning and teaching successfully gives children valuable experience of finding out about and appreciating the world around them. Children confidently use the computers and know how to log on and how to control the mouse.

They enjoy talking about autumn when they are sharing a book with their teacher. Their 'autumn' art work has been attractively displayed and shows children their work is valued.

42. There is a wide range of planned opportunities, both outdoor and indoor. The provision for outdoor play is good with a variety of activities available. During the inspection, children rode tricycles and were developing good awareness of the space around them. They enjoyed the fun of using the 'road' marked out for them and one of them dressed up as a policeman with a speed camera to control 'traffic'. Indoor opportunities provide many activities for cutting, moulding and building to improve children's skills in handling different materials.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Recent initiatives to raise standards are beginning to have an impact but there is not enough rigour in sharing best practice.
- Teachers' lesson planning is good but not always followed through in the main part of the lesson.
- There are good opportunities for pupils to share their ideas and plan their written work and they receive very good support from teaching assistants.
- Good information about pupils' learning is now being collected but it is not regular enough for lower attaining pupils.

Commentary

43. Pupils enter year 1 with average standards and analysis of pupils' work together with school assessment information indicates that achievement is satisfactory overall. Standards are average in year 2, and these are not as high as last year's test results. This is because there is a cohort of different ability, in particular a larger group of lower attaining pupils. The proportion of pupils on course to reach higher levels is above average. In years 1 and 2 higher attaining pupils make better progress in reading than writing because expectations are higher and there is a good range of books to support their progress. Average attaining pupils achieve well in writing whilst the achievements of lower attaining pupils in reading is better than in writing. This is because of well targeted literacy support used to improve their knowledge of sounds. The school has turned its attention to addressing weak speaking and listening skills through more opportunities for small group work. This is improving pupils' vocabulary for writing but many of the pupils show a lack of confidence in writing unaided and this affects their attainment.
44. Achievement through years 3 to 6, as measured by school assessment, has been unsatisfactory and a significant proportion of average ability pupils miss their targets in reading and writing. Consequently standards have been falling since the last inspection. Current standards are average. Pupils in year 6 are reaching average standards in their reading and writing, because of good teaching. Lower attaining pupils are showing more limited improvement in writing at year 6. In the main this is because these pupils enter year 6 with only limited success at writing for different purposes. In addition their spelling and grammar skills are well below those expected.
45. Achievement through the school is satisfactory. Most pupils read with reasonable fluency, and pupils of all ages benefit from the wide range of fiction and non-fiction books available in classrooms and the library. Pupils with difficulties learning to read receive effective support from teaching assistants and parents. Lower attaining pupils are making good progress in learning their sounds because of regular small group teaching. The separation of guided reading sessions from the literacy hour is not always successful in helping to raise reading standards. In

the better guided reading sessions the teachers are well prepared with questions that extend comprehension rather than merely practicing reading aloud. Whilst there is agreement about what is best practise the co-ordinator is not yet ensuring this is followed in all classes. Similarly whilst there are more opportunities for pupils to write for a range of purposes and to learn to use a repertoire of writing styles not all teachers follow this through in all parts of the lesson. For example, some teachers encourage the writing of book reviews without demonstrating how these can be made more evaluative or reflective. Throughout the school spelling is improving as this is now regularly and systematically taught. In years 3 to 6 higher attainers' writing is lively and well organised. Average pupils are clear about their targets and are learning to write for a range of purposes.

46. Teaching is satisfactory. Teachers plan lessons that interest and motivate pupils. Assessment information is used well to plan lessons and to group pupils for sounds work, reading and writing groups. Teachers plan well for a three part lesson format and this is ensuring that there is little slippage of time and maximises pupils very good independent working skills. The start of the lesson usually addresses and stresses the main objectives of the learning well. Some of the work set during the main part of the lesson consists of interesting activities but lacks clear targets for pupils to achieve. Although teaching is focussing on improving writing, weak spelling and careless grammar continues to undermine the writing of both boys and girls. Teachers vary in their expectation in these aspects, and this was evident in the sample of pupils' work scrutinised, where some teachers' marking lacked rigour. Average attaining pupils are not always challenged to improve and refine their written work.
47. Throughout the school all pupils are well motivated. All pupils achieve satisfactorily in speaking and listening because of regular structured opportunities for them to rehearse and practise skills. Not all teachers correct the weak grammar of some pupils, including a few from minority ethnic backgrounds, who show some uncertainty in expressing themselves clearly. Particularly impressive is the enthusiasm pupils have for working with partners preparing ideas for their writing. Consequently pupils are moving on quickly in writing with creativity and expression. Teaching assistants offer good support. This was best when they support small groups. For example, in a year 2 lesson the teaching assistant worked with a group of average pupils extending their ideas on the order of events. Because of her enthusiasm and skilful management the pupils achieved well.
48. Improvements since the last inspection have been satisfactory. Targets help pupils understand what they have to do to improve and teaching assistants are involved in supporting learning. Assessment of pupils' work is well established but more frequent assessment in reading and writing is not fully in place through the school. Consequently the smaller steps in lower attainers' learning and those with special educational needs are difficult to quantify. Some teachers carry out regular assessment of pupils' written work that is helping them to adjust targets in the short-term but this is not consistent. Whilst literacy lessons are regularly monitored by the co-ordinator she has not yet ensured that some of the more effective practise is adopted.

Language and literacy across the curriculum

49. The scrutiny of work and discussions with pupils indicate provision is satisfactory. Planning in the medium term now identifies literacy objectives and there are some well planned lessons in history and geography that address speaking and listening skills through opportunities for drama and small group presentations. Well planned lessons in science enable pupils to improve their standards of writing through short informative accounts and reports.

MATHEMATICS

The provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Initiatives, which are focusing on improving teaching and learning, are beginning to be successful.
- Teachers' expectations are not always high enough and so some pupils do not retain new learning.
- The good assessment procedures and the current tracking of pupils learning are helping to raise standards.
- There is insufficient rigour in the monitoring of teaching and learning to sustain improvements.

Commentary

50. Standards in mathematics have fluctuated from well above to well below average when compared to similar schools in the last four years. This has mainly been due to differences in the ability range of different groups of pupils but also reflects the unsatisfactory achievement by small groups of average attaining pupils. In the 2004 national tests attainment was very good at the end of year 2 as all pupils achieved the expected level and almost half achieved the higher level. This improvement is because teachers' lesson planning is more detailed and expectations are higher. There is a greater emphasis on learning mental arithmetic skills that is giving pupils' confidence in working with numbers. The results of national tests at the end of year 6 were well below average when compared with those of similar schools. Despite the introduction of strategies to improve pupils' achievement through years 3 to 6 these did not have enough time to significantly influence overall attainment. Current standards are average, in that most pupils meet or exceed the expected standards and achievement for the majority of pupils is satisfactory.

51. Teaching is satisfactory overall. The curriculum is well planned using national guidance, and strategies for teaching calculation are well taught. Lower attaining pupils develop a strong foundation of mental skills because of regular practice. Teachers are becoming more adventurous in how they develop these skills with older and higher attaining pupils in years 3 to 6 and as a result pupils are getting better at using strategies to solve number problems. Planning takes account of the questions that teachers will ask to check pupils' understanding. Teachers respond well to pupils' learning during question and answer sessions and explain new concepts clearly. Appropriate emphasis is placed on the final part of the lesson so that teachers can again check on what has been understood and show pupils how learning will develop in the future. There is an appropriate balance of time within lessons for the direct teaching of new ideas and for pupils to practise what they have been taught. However, pupils' workbooks illustrate that there are too many occasions when all pupils undertake the same tasks. This results in tasks that do not fully challenge all groups of pupils. Also, the expectation of the quality and quantity of work that pupils achieve is not high enough. This results in some average attaining pupils not fully consolidating their learning.

52. Overall improvement since the last inspection is satisfactory. A good range of assessment procedures enables teachers to analyse what pupils know and understand. Through this pupils progress is tracked and teachers can check how quickly pupils are learning. Recently, more emphasis has been placed on this checking and it occurs more frequently. Teachers realise sooner that some pupils are not making as much progress as they should and can help them to improve. This information is being shared with pupils so they have their own targets, which guide them in what they need to do next. All this is helpful and now needs to be used more in determining the tasks to be achieved in lessons.

53. Over recent years there has been a high mobility of staff through no fault of the school and this has led to a lack of continuity in the leadership and management of the subject. Current leadership and management are satisfactory. Resources have been well chosen to help with lesson planning and a start has been made on checking past test papers to identify areas where pupils underperform. However, there has not been a consistent and rigorous monitoring of teaching and learning so that the good practice evident in some classes can be shared to help all make improvements to their teaching.

Mathematics across the curriculum

54. Mathematics is used satisfactorily in a range of subjects across the curriculum. In particular it is used in science when pupils are recording results in tables and graphs. ICT is also used effectively through using programs designed to teach particular aspects of mathematics.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well and the quality of teaching and learning are good.
- Science teaching is linked well with other subjects.
- There is a good emphasis on pupils learning investigative skills.
- More opportunities are needed for pupils to evaluate their own progress.

Commentary

55. Since the previous inspection, when attainment in science was found to be very high compared both nationally and with similar schools, attainment has dipped. This can be partly explained by the comparatively high number of pupils identified with special educational needs in year 6 and the frequent movement of staff. However, there has also been a lack of expectation and challenge based on reliable assessment information. In the most recent tests, standards have improved and are good compared with schools nationally and average compared with similar schools. This represents good achievement by pupils and good progress from year 3 to year 6. Inspection findings show that by the end of years 2 and 6 standards are now above the expected levels.

56. Samples of pupils' work, lesson observations and teachers' assessments indicate that teaching is good overall and this is having a positive impact on standards. Teachers are knowledgeable about science, they plan their lessons well and their good questions help pupils to move forward in their learning. There is also a good emphasis on investigations and this means that pupils gain good scientific knowledge and understanding. For instance, during the inspection, pupils in year 6 were investigating yeast and how micro-organisms can be useful. They set up an investigation to show that yeast needs warmth, sugar and water in order to expand. They understood that there were a number of variables they had to control in order to test their predictions.

57. Improvement since the previous inspection has been satisfactory. The school has introduced more links with other subjects into science. For example, pupils write up their scientific investigations showing the aim, prediction, method and conclusion and this gives good opportunities for them to improve their writing skills. Numeracy work is also improved through science. For example, when year 2 pupils measured how far a toy car travels down a ramp. There are also good opportunities to extend skills in ICT, using computers for research and to draw graphs to record results of investigations.

58. The subject co-ordinator was absent at the time of the inspection but is effective, working alongside staff, giving demonstration lessons and providing clear guidelines to assist in lesson

planning. He has been trialling 'science diaries' for pupils to evaluate their own progress. This would be a useful tool for pupils to use and would aid assessment and so help their progress. As yet, it has not been put into use across the year groups.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The provision for ICT is **satisfactory**.

Main strengths and weaknesses

- Standards are in line with expectations, achievement is satisfactory and improving throughout the school.
- Pupils are enthusiastic and have positive attitudes to the subject.
- Resources are good except in the area of control technology where a shortage of resources limits what pupils can attain.

Commentary

59. By the time pupils leave the school they are working at expected levels across a range of ICT skills. They use computers effectively to word process their written work. They research information from the Internet successfully, use spreadsheets extensively and have average skills when interpreting data from graphs and databases. Resources enabling pupils to learn to use technology to monitor or control situations and events are limited, and pupils do not make as much progress in this aspect. Overall achievement is satisfactory. It is improving because of recent expansion in the range and quality of computer software. This, combined with improving levels of teachers' expertise and the higher profile given to using whiteboards linked to computers in lessons, is helping pupils to catch up. In discussions with pupils and from sampling their work it is evident that they have very little experience of control. Some older pupils have not moved beyond programming simple instructions to move a robotic toy or direct a pointer around the computer screen. They have some experience of monitoring through, for example, altering the fields on a data base program but do not have the resources to extend either of these skills to the standard expected.

60. A computer suite with sufficient computers for every pupil in each class makes a very positive contribution to the quantity and quality of work that pupils achieve. Pupils with special educational needs have resources especially designed to support their needs and this provides them with a similar curriculum to their friends. For specific projects pupils use digital cameras, video cameras and a microscope linked to the computers. Through this range of equipment they extend their skills.

61. Most pupils are enthusiastic and talk animatedly about projects they have undertaken showing a good level of application and involvement. Leadership and management are satisfactory. Medium term planning has been modified to show where the ICT skills are to be developed through other subjects. This is an improvement since the last inspection. There has been a good level of staff training but the recent high turnover of staff has meant that not all the current adults in the school have received the same quantity of training. There are plans to share expertise within the school.

Information and communication technology across the curriculum

62. This is a good feature of the subject and its use is improving. ICT skills are used across several subjects. Computers are making an impact on the core subjects, through using word processing, data handling programs and spreadsheets. Pupils are innovative in presenting their work, recording their recent visit to Devon.

HUMANITIES

Religious education is reported in full below. Pupils work was sampled in geography and history and one lesson was seen in each subject.

63. In **geography** it is not possible to form an overall judgement about provision, standards or achievement. The scrutiny of pupils' work and discussions with co-ordinators indicate that all units of geography are taught as required. The co-ordinator has drawn up a good set of guidelines that usefully incorporate literacy opportunities. Books have been purchased to support the development of literacy skills, particularly research skills and comparative geographical studies. In the one year 6 lesson seen the teacher made good use of a recent residential experience in the Dartmoor national park to help pupils develop a good understanding of the difficult decisions facing planners.
64. In **history** it was not possible to form a judgement on provision, standards or achievement. The scrutiny of pupils' work indicates that research skills are developed progressively and that pupils acquire knowledge of important historical events. Standards seen in year 2 and year 6 based on scrutiny of work and during the lesson were average. A unit of work looking at different explanations for the invasion of Britain by the Romans was developed well during the inspection. Pupils learnt well to consider different sources of evidence. They arrived at an understanding that evidence is often incomplete and leads to a distorted view of events.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Teachers' planning is good and the curriculum covers distinctive features of religious traditions in major world faiths and their application to everyday life for believers.

Commentary

65. Standards of attainment seen during the inspection for most pupils, including those identified with special educational needs, are in line with the expectations of the locally agreed syllabus at the end of years 2 and 6. Standards are not as high as in the previous inspection. Analysis of pupils' work and discussions with pupils indicate that achievement is satisfactory. The scheme of work, which is based on the locally agreed syllabus and national guidance, has been revised since the previous inspection and this provides a good subject curriculum, covering Christianity and major world faiths. Teachers' planning from this new scheme gives pupils sound opportunities to learn about other people's faiths and helps them to understand and respect their beliefs.
66. It was only possible to observe one lesson during the inspection but from looking at teachers' planning, talking with pupils and looking at their work, the quality of teaching is satisfactory overall. In the one lesson observed year 6 pupils had good opportunities to learn about Communion in the Christian Church. They had previously learnt about 'The Last Supper' and were helped to understand the links between that and the Communion Service. The teacher had a table laid out as an altar and this made the lesson very meaningful for pupils. Younger pupils in year 2 have recently been learning about Sikhism and the teacher helped them to understand the importance of the naming ceremony for a Sikh baby by talking to pupils about their own names and how special they are. Visits to the local temple and churches enriches pupils learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Pupils' work was sampled in physical education (PE), art and design, design and technology (DT) and music. However, too few lessons were seen to form an overall judgement about provision in these subjects.

67. Two PE lessons were observed and this evidence was enhanced by details provided by the co-ordinator. Curriculum planning shows good coverage of all aspects of the subject. Intervention and support for those with physical difficulties during the lessons observed was sensitive and encouraging and ensured they achieved well. The opportunities for the pupils to play and work with others were developed well during both the games lesson and the dance lesson. Standards, in the year 3 dance lesson, were well above those expected. The leadership role is developing well. The recent focus on training teachers in teaching games skills has raised teachers' confidence and pupils' skills. The manager has introduced a useful PE scheme that is clear and gives plenty of support to follow up this training. She has yet to evaluate its impact on the quality of teaching.
68. Only one **art** lesson was seen. The evidence from the lesson, which was a good one, and from looking at a range of pupils' work would suggest that standards are securely in line with expectations. Pupils enjoy their lessons. An art club provides good opportunities for those who wish to extend their skills.
69. One lesson of **DT** was seen during the inspection and the evidence available was limited. However, pupils spoke very positively about DT lessons and there were some interesting moving vehicles made by year 2 pupils who had to design their models using specific criteria.
70. No **music** lessons were seen. During assemblies, pupils sang tunefully and with enthusiasm. It is clear that they enjoy singing and standards were meeting expectations. The school has recently extended music-making opportunities for pupils and once a week, after school, a large group of children are enjoying learning to play the recorder. There are also opportunities for pupils to learn to play other musical instruments such as woodwind and brass, and these pupils meet together to play as a band. Support is given from the local youth music service. This provides more expertise in the teaching of music. Since the previous inspection and following the loss of music specialists from the staff, the school has purchased a published music scheme in order to ensure all aspects of the subject are fully taught,

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision for pupil's personal, social, health and citizenship education (PSHCE) was sampled.

71. Provision in personal, social and health education and citizenship is good. The school adopts a well considered approach towards promoting pupils' personal and social development. This has a good impact on pupils' attitudes and sense of responsibility. Adults listen very carefully to what the pupils have to say, are interested in them and in any problems they have. The programme makes a very good contribution to the systematic development of speaking and listening skills. Times when pupils sit in a circle together with their teacher to take turns to discuss their ideas about different issues are well established. For example, year 6 pupils tried to match photographs with statements about people and discovered that most of their conclusions resulted from stereotyping. From this they very clearly realised the danger in adopting this approach to real situations. The use of class and school councils gives pupils opportunities to take responsibility for decisions within the school community and they take this role seriously. Pupils are taught about the possible hazards of drugs, and education about sex and relationships is dealt with appropriately for each year group. Specialist input supports the programme, particularly visits.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	4
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).