

INSPECTION REPORT

LANGTOFT PRIMARY SCHOOL

Peterborough

LEA area: Lincolnshire

Unique reference number: 120381

Headteacher: Mr R A Platt

Lead inspector: Rachael Andrew

Dates of inspection: 7th – 9th February 2005

Inspection number: 267182

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: 191

School address: Manor Close
Langtoft
Peterborough
Postcode: PE6 9NB

Telephone number: 01778 343419
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Appropriate authority: The governing body
Name of chair of Mr Fred Hunte
governors:

Date of previous November 1998
inspection:

CHARACTERISTICS OF THE SCHOOL

This is an average size community school. There are 191 boys and girls on roll, most of whom come from the village of Langtoft. The school draws in other pupils from further afield because parents choose it, particularly for its provision for pupils with special educational needs. As a result, although the proportion of these pupils is below average, the proportion of those with statements of more serious special educational needs, including those relating to learning, behaviour, speech and language, is well above average. Attainment on entry is around the national average but covers a wide range. Almost all the pupils are white and all speak English as their first language at home. There is a broad mix of homeowners and families in council and other rented accommodation. The school serves an area in which the social and economic factors are above average. This is reflected to an extent in the small proportion of those receiving free school meals. The school is involved in National Vocational Qualification training and the Graduate Teacher Programme. It provides drop-in health facilities run by the school nurse once a month. The school is involved in the Comenius Project and has link with schools in several countries. It has achieved Investors in People Status and the Naacemmark for its work with information technology.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21460	Rachael Andrew	Lead inspector	Science, art and design, music, physical education, personal, social and health education, Foundation Stage
1112	Peter Oldfield	Lay inspector	
1678	David Peckett	Team inspector	English, geography, history, religious education
19120	Derek Pattinson	Team inspector	Mathematics, information and communication technology, design and technology, special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with many strengths and few weaknesses. It is well led and managed and receives strong support from governors. The climate for learning is very good and the school provides a good education. Pupils do well and standards are high. The school provides good value for money.

The school's main strengths and weaknesses are:

- Effective teaching leads to good achievement and high standards in English, mathematics, science, information and communication technology (ICT) and religious education.
- Strengths in leadership, management and governance ensure that the school continues to improve.
- Children in the Foundation Stage get a good start to their school lives.
- The school values all pupils, whatever their background, ability or attributes and enables all to benefit from what it has to offer.
- Pupils behave very well, are keen to learn and form supportive relationships in response to the high expectations and example of staff.
- There is further work to do on the curriculum to ensure it is innovative and inspiring.

The school has improved significantly since the last inspection. There has been a good response to most of the weaknesses identified in the last inspection report especially the tracking of progress, target setting, governance and subject planning. A few minor weaknesses, for example in control technology and pupils' spiritual and cultural development, have not improved sufficiently. Leadership and management are now more effective. Pupils' achievement has improved and standards have risen faster than the national trend at the end of Year 6.

STANDARDS ACHIEVED

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

*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.*

Pupils' achievement is good. At all stages achievement is good and standards are above average. Boys and girls of different ability, including those with special educational needs, do well.

Children in the reception class achieve well in personal, emotional and social development, communication, language and literacy and mathematical development. Most children are on course to reach the goals set for children of this age and many will exceed them. Pupils in Years 1 and 2 achieve well in reading, writing, mathematics, science, ICT and religious education and reach above average standards, well above average in reading. Pupils in Years 3 to 6 achieve well in English, mathematics, science, ICT and religious education and

reach above average standards. Standards in mathematics and science are well above average.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good overall.

Pupils are keen to learn and behave very well, although the behaviour of a few boys in Year 3 occasionally distracts others. There are very good relationships throughout the school. Attendance is well above average. The school misses opportunities to promote pupils' cultural and spiritual development. Although these aspects are satisfactory overall, they are relative weaknesses in pupils' personal development. Social and moral aspects are much stronger.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good at each stage so pupils make good gains in learning. Teaching is often very good in Years 5 and 6 and this contributes strongly to the high standards when pupils leave. Teachers make good opportunities for speaking and listening so pupils become confident and articulate when expressing their ideas and explaining their work. Teachers are clear about what pupils need to learn and pass on their knowledge and develop pupils' skills effectively. They manage pupils well so that pupils can concentrate and make the most of their time in the classroom. Teaching assistants are well briefed and provide effective support. Classroom resources especially for ICT are used well to motivate pupils and hold their interest. Teachers question pupils skilfully to extend their understanding. Expectations are high, particularly in Years 5 and 6. Teachers' marking and target setting for pupils are having a strong impact on achievement in Years 4 to 6. The curriculum is broad and interesting and enriched by visits, visitors and out of lesson activities. Opportunities are missed, when the curriculum is planned, to inspire pupils and to provide well for music, drama, art and dance and pupils' spiritual and cultural development. The care and welfare of the pupils are a strong feature.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. Leadership is good. The headteacher provides a strong steer to the school's work. The deputy head plays a pivotal role in carrying through improvements. Other teachers with responsibility lead well in their areas. Management is good but checking ongoing developments is not always sufficiently rigorous to ensure improvements have taken root throughout the school. Governance is good. Governors are strongly supportive and have become increasingly effective in leading school improvement. Statutory requirements are met except for some minor omissions in information to parents.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are consulted regularly and are generally happy with the school's work. They feel the school is forward looking and continues to improve. Inspectors agree. Parents have concerns about the size of some classes. Inspectors found that teaching assistant support in larger classes was effective. Some parents of pupils in Year 3 expressed concerns about the behaviour of a minority in that class. Inspectors also have concerns but feel the school is taking effective action. Through the school council, pupils have a voice in school life and exercise it responsibly. They are proud of their school and enthusiastic about the opportunities they have.

IMPROVEMENTS NEEDED

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

- Overhaul the curriculum to provide:
more exciting opportunities in music, drama, dance and art;
better opportunities to promote pupils' cultural and spiritual development;
added relevance through cross-curricular links.

and, to meet statutory requirements:

- Ensure that all the information required by law is included in information to parents in the governors' annual report and the prospectus.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good. Standards are above average.

Main strengths and weaknesses

- Pupils in Years 3 to 6 do particularly well in mathematics and science so that standards are well above average by the age of eleven.
- Throughout the school pupils read well and speak freely and confidently.
- Pupils of different ability, including pupils with special educational needs, make good progress because work is usually adapted well to meet their requirements. However, the use of worksheets for mathematics and science, especially in the younger classes, sometimes limits achievement.
- Investigative science work contributes strongly to achievement especially in the older classes but an investigative approach to mathematics, including solving real-life problems, is not much in evidence.

Commentary

1. The table below indicates that results in Year 2 in writing and mathematics were broadly average but standards in reading were slightly below average. Pupils did not do as well as those in similar schools in reading. In particular, although higher attaining pupils did well, there was a large group of pupils who did not meet the standards expected of seven year olds. As a result, standards have not kept pace with improvements nationally. This relates particularly to a high percentage of pupils with special educational needs in Year 2 in 2004. These pupils are now in Year 3. The school has put more support into this class to improve standards and these pupils, although still behind their peers, are improving steadily.

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

Standards in:	School results	National results
reading	15.6 (15.3)	15.8 (15.7)
writing	15.2 (14.4)	14.6 (14.6)
mathematics	16.8 (16.6)	16.2 (16.3)

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

2. The table below indicates that results in Year 6 were above average. In mathematics and science they were well above average. National information shows pupils made above average progress in English between Key Stage 1 and Key Stage 2 and well above average progress in mathematics and science. Improvements in standards at eleven are above the national trend.

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

Standards in:	School results	National results
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English	27.7 (28.7)	26.9 (26.8)
mathematics	28.7 (28.2)	27.0 (26.8)
science	30.1 (28.1)	28.6 (28.6)

There were 26 pupils in the year group. Figures in brackets are for the previous year

3. Children in the Foundation Stage make good progress. Most are on course to reach the goals set for their age in communication, language and literacy, mathematical development and personal, social and emotional development and many are on course to exceed them. In the other areas of learning there was insufficient evidence to make judgements about progress.
4. Standards in reading, writing, mathematics, science, ICT and religious education in the current Year 2 are above average and pupils are achieving well. This reflects the school evidence that lower than usual results last year were related to that particular year group. Pupils of all ability do well. Standards in English, ICT and religious education in the current Year 6 are above average. In mathematics and science, standards are well above average. Higher attaining pupils do particularly well.
5. Good opportunities with a clear purpose for speaking and listening in pairs, in groups and in whole class situations, contribute to high standards. Pupils listen carefully when new learning is explained and to instructions and this contributes to their progress in many subjects. By the time they leave the school most pupils are articulate and share their thoughts and feelings, support a point of view and explain their work confidently. Many pupils read well for their age because reading skills are taught thoroughly and there are good opportunities to read for information and enjoyment. Pupils' reading skills contribute to success in other subjects although for a few pupils in Year 3, a lack of skill in reading is holding them back. The school recognises this and is responding appropriately.
6. Higher attainers are usually challenged to work to capacity and lower attainers and those with special educational needs given good support. The work is usually matched carefully to individual or group needs. Occasionally in mathematics and science, worksheets do not provide this challenge and higher attaining pupils' progress is limited by them. Pupils with special educational needs make mostly good progress as they move through the school. This is because the special educational needs co-ordinator provides sound leadership, and is well supported by teachers and support assistants to help meet pupils' diverse needs.
7. Investigative work in science brings the subject alive for pupils and they show real enthusiasm for their work. It contributes to pupils' thorough understanding of different areas of science and helps them to explain what they know. They are developing the skills they need to tackle investigations set up by their teachers and, in the case of older pupils, to plan and carry out investigations of their own. This has been a successful development issue that the school has tackled effectively and is continuing to build on. In mathematics, although pupils are competent, they do not have enough opportunities to put their skills into practice in real-life situations to help them to see the relevance of their knowledge and to develop their enthusiasm and understanding.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their personal development, including spiritual, moral, social and cultural development, is good overall. Attendance is very good and punctuality good.

Main strengths and weaknesses

- Children's personal development is well supported in the Foundation Stage.
- Pupils with specific needs are supported well, so that they are able to take a full part in school life and grow in confidence.
- Pupils show very good attitudes to work and are keen to learn.
- Expectations of behaviour are high and staff and pupils work hard to achieve them.
- The school very effectively promotes pupils' understanding of right and wrong and the advantages of getting on well together and so relationships are very good throughout the school.
- The school council provides good opportunities for pupils to take on responsibility and promotes their understanding of serving the school community.
- Spiritual and cultural awareness are not so well developed.
- Attendance is well above the national average.

Commentary

8. Children in the reception class get off to a good start in their school life. They learn classroom routines quickly and become confident in their new surroundings and in moving around the school. Social skills and relationships develop well. Children are kind to each other and spontaneously applaud the contribution of others. It is a happy classroom, where learning is enjoyable.
9. Pupils with special educational needs across the school are very well integrated and well supported so that they benefit from the strong relationships in the school. They have a positive attitude to their work. Most are well behaved, and respond well to the encouragement they receive, which helps boost their confidence and enables them to take pride in their achievements.
10. Pupils respond well to the high expectations set for their behaviour. Overall behaviour is very good, but there are a small number of boys in Year 3 who do not listen well and thus lose good opportunities afforded by the teacher. They sometimes distract other pupils. In the school as a whole, pupils are polite and helpful and collaborate well. The work the school does to eliminate oppressive behaviour and to make pupils aware of the effect of their action on others results in a friendly and harmonious atmosphere. There have been no exclusions. Pupils' very good social and moral development is a strength. Their contribution to the formation of the class rules and knowledge of the school code ensure a common understanding of the way they should behave in the school. Pupils act as monitors and some are elected to the school council. These opportunities give pupils a voice to express their ideas and develop the principles of citizenship.
11. Pupils' spiritual awareness, whilst satisfactory, is still not as good as it might be. The school has succeeded in improving the daily act of worship so that it is a meaningful occasion for pupils and gives them a chance to reflect on well-chosen themes such as trust and obedience. However, other issues relating to spiritual development from the last two inspections have still not been assiduously tackled. There are missed opportunities within all subjects to promote the spiritual dimension of pupils' learning,

for example to reflect and wonder, to consider events and people who have shaped their lives and, particularly in drama, dance, music and art, to appreciate mood and express their feelings. There is no cohesive plan to ensure it takes place although some teachers make the most of those that arise spontaneously. A few opportunities are planned, for example pupils learn about what inspired famous scientists. The quotation on the display about Isaac Newton, "...if I have seen further it is only because I stood on the shoulders of giants", gives pupils pause for thought.

12. Whilst cultural development is satisfactory, there is still not a full recognition of the fact that pupils live in a diverse and multi-cultural society. The school has sought to raise pupils' racial awareness. The chair of governors has made a valuable contribution to this and pupils have been involved in the 'Heartstone Project'. Through religious education pupils have a growing knowledge of the major faiths. However, there are missed opportunities to involve pupils in learning about the richness and diversity of other cultures through other subjects of the curriculum, for example design and technology, music and art and through visits and special events.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.0
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.

13. Pupils are proud of their school and are keen to attend. Parents support the school's efforts to maintain a very high attendance rate. A few pupils arrive late, sometimes due to local traffic conditions. The school records and monitors attendance very well.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are effective. The curriculum is broad and interests the pupils but some important elements are not well represented and there are missed opportunities to inspire pupils. Activities outside normal lessons enrich what is taught. The school takes very good care of its pupils.

Teaching and learning

Teaching, learning and assessment are all good.

Main strengths and weaknesses

- Good teaching overall and often very good at teaching at Key Stage 2, leads to good achievement and, by the time pupils leave, high standards in English, mathematics, science, ICT and religious education.
- Teachers at all stages have good subject knowledge and use questioning skills very well to challenge pupils and extend their thinking.
- Information from assessment is generally used well to pitch the work appropriately for different groups of pupils including those with special educational needs but the work for higher attaining pupils occasionally limits their achievement.
- There are few interruptions to learning and pupils work quickly and productively because teachers are clear about what they want pupils to learn and manage them very well.

- Teachers use ICT well to hold pupils' interest, explain new work and develop understanding.
- Teachers are successful in promoting very good relationships so pupils are keen to do well and support each other but the behaviour of a few boys in Year 3 occasionally disrupts others.
- Teaching assistants are well briefed and know pupils well so that they provide good support, especially for pupils with special educational needs, although individual education plans are not always helpful.
- Excellent practice is developing in marking and target setting in English and mathematics in Years 4 to 6 where it is contributing strongly to pupils' progress and knowledge of their own learning.

Commentary

14. Teachers have a good knowledge of the areas of learning for reception age children and the subjects of the National Curriculum and religious education for Key Stages 1 and 2. This enables them to explain new work well, challenge pupils and extend their thinking, especially through whole-class teaching. Questions are well chosen to draw pupils in and to develop understanding. Good opportunities are made for pupils to explain their thinking and ideas and to develop their speaking skills so that they grow in confidence and are not afraid to have a go. The work teachers set for pupils is usually pitched well to ensure good achievement but this is not always the case. In Years 1 and 2, for example, unchallenging worksheets mean the work is occasionally too easy for higher attaining pupils so they do not always do as well as they should. In the reception class initial assessments on entry were not used sufficiently well to highlight where individual children, especially higher attainers, needed to start. The use of information from running notes soon put this right and helped the teacher and assistants to move children on quickly. Future planning now takes account of the need to move on higher attaining children from the start. Good progress is established in reception and carries on through the school as a result of teaching skills. At the end of Key Stage 2, teaching is often very good and occasionally inspiring and the best progress is made there. This ensures that standards when pupils leave are above average in English, ICT and religious education and well above average in mathematics and science.

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	10 (32%)	13 (42%)	6 (19%)	1(3%)	0	0

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

15. Teachers work hard to establish a good working atmosphere in their classes. From their earliest days in reception, children benefit from very good attention to their personal and social development. As a result they settle into school life and its demands quickly. Teachers build up very good relationships with their pupils because they treat them fairly, know their aptitudes and draw less confident pupils in. They have high expectations of behaviour and concentration and pupils respond well. Pupils are keen to learn because lessons are interesting. Resources, particularly interactive whiteboards, are used well to hold pupils' attention. The tasks and activities are well judged to develop the learning intended. Pupils generally support each other well. Work with 'response partners' and 'critical friends' is well established amongst older

pupils so that they are able to support each other well and bounce ideas off each other. In Year 3, a concentration of a few boys with challenging behaviour occasionally distracts pupils who want to get on. The school has put extra support into this class to improve behaviour and achievement with some success but there is further to go. A few boys in this class still struggle with reading and this is not helping their self-esteem.

16. There is a strong sense of teamwork between teachers and teaching assistants. The different roles of each are well established and there are useful discussions about planning for and feedback about pupils' learning. As a result teaching assistants are able to provide valuable support in lessons. They keep pupils on track, explain tasks and deal with difficulties well. Approaches to the identification and support of pupils with special educational needs are good. Teachers work hard to ensure that pupils successfully meet the targets on their individual education plans. However, not all targets are precise enough or monitoring towards their achievement rigorous or regular enough to give pupils the best possible opportunities to succeed.
17. In Years 4 to 6, pupils are benefiting from perceptive, developmental marking and target setting. This process identifies individual strengths, areas for improvements and next steps. Pupils are becoming much more involved in evaluating their own learning and as a result know their targets well and work hard to achieve them. Excellent practice occurs where pupils respond directly to teachers' comments in their books. The journal system which has established a useful dialogue between pupils and teachers in the older years contributes strongly to pupils' understanding of their own learning requirements.

The curriculum

The school provides a good curriculum for its pupils. There are good opportunities for enrichment. The accommodation and resources are very good.

Main strengths and weaknesses

- Good provision for English, mathematics, science, ICT and religious education enables pupils to achieve well.
- The school has not yet taken account of recent national initiatives, which are needed to provide a more vibrant, relevant and exciting curriculum for its pupils.
- A good range of visits and extra-curricular activities extends pupils' learning.
- Children in the reception class receive a good start to their school life.
- Provision for pupils with special educational needs is good, enabling them to make good progress as they move through the school.
- The very good accommodation and good resources are helping to drive up standards.

Commentary

18. All subjects required by the National Curriculum are represented, as well as conversational French. English, mathematics, science and ICT are given good emphasis. As a result, pupils steadily build on their understanding, with good achievement evident in both key stages. There is a clear framework for developing pupils' knowledge, skills and understanding, which is usually adapted well to pupils' needs to ensure that pupils of all abilities make good progress. This is an improvement on the findings of the last inspection when some subjects were not planned for systematically.
19. The curriculum has not benefited from a recent overhaul. The national Excellence and Enjoyment Strategy, which emphasises the importance of an innovative approach to the

curriculum in order to excite and challenge pupils, has not been given sufficient attention. As a result, there are missed opportunities to inspire pupils, to bring learning to life and to prepare pupils more fully for adult life. In particular, music, drama, dance and art do not give sufficient attention to the quality of pupils' learning experiences and opportunities to express themselves. Links between subjects make learning more relevant for pupils, such as in a Year 4 lesson about position and movement, which involved mathematics, geography and ICT. However, these opportunities tend to occur coincidentally rather than as part of systematic planning. Aspects of pupils' spiritual and cultural development, although improved since the last inspection, have not been considered as an integral part of the curriculum. There are too few links with business and local industry, to help pupils to appreciate the world of work. The school has not evaluated regularly and rigorously the quality of its curriculum to help judge its effectiveness and impact on pupils' learning. It has stated its intention to do so in the school development plan and as a first step has improved the planning for art.

20. A good range and number of visits and after-school clubs help to enrich pupils' experiences. Residential visits for Years 4, 5 and 6 to Freiston Environmental Centre, Ironbridge, and Kingswood Education Centre, and occasional visitors, such as Lincolnshire Police and the school nurse, extend pupils' learning further. The recent visit to Kingswood had a profound effect on Year 6 pupils who described it as "brilliant", "fantastic", and "a visit they would never forget". A diverse range of popular, well-attended and well-led clubs, including computer, sports, environmental studies and Latin, helps to develop important skills for those taking part. Instrumental tuition is offered during school time by a private provider but currently only a few pupils are involved.
21. The quality and range of learning opportunities for children in the reception class are good and take account of the early learning goals. Children take part in a wide range of planned and carefully structured activities and experiences, which give them a good start to their education.
22. Teachers ensure that all pupils have equal access to the subjects of the National Curriculum. Provision for pupils with special educational needs is good, enabling them to achieve well. This is because provision, including for the above average number of pupils with statements, is matched to their precise needs, whether these are learning, physical or emotional and behavioural. They are well supported by committed staff.
23. Very good accommodation, considerably improved recently, presents a bright, attractive and cared-for appearance and is used well to help teach all subjects and drive up standards. The school grounds provide opportunities for pupils to study wildlife (although the pond area is currently out of bounds), undertake practical geography, and develop games' skills. Colourful wall displays help to motivate pupils and celebrate their work. A good range of quality resources makes a positive contribution to pupils' learning. These have been much improved, especially in ICT where they are now very good. Interactive whiteboards in every classroom and a good number of computers support teaching and learning very well. Even better use could be made of classroom computers if planning for each subject included when and how computer work could be incorporated.

Care, guidance and support

The school's procedures for the care, welfare, health and safety of pupils are very good. The school provides good support, advice and guidance for pupils. It involves pupils very well by seeking their views about its work and development.

Main strengths and weaknesses

- The school has a very high regard for pupils' care, welfare, health and safety.
- Pupils know they can turn to adults if they have problems or concerns.
- Advice and support are good overall. Personal targets are effective in improving progress.
- The school has very good systems for taking account of pupils' views.
- Induction arrangements are very well established.

Commentary

24. Parents believe the pastoral care offered by the school is very good. Inspectors agree. Good improvements have taken place since the last inspection, particularly in the monitoring of pupils' academic and personal development. Because staff are very good role models and there are very good relationships throughout the school, pupils feel secure and happy. Teachers maintain a very good knowledge of pupils' development. The dialogue established through personal journals in older classes contributes strongly to this. The tracking of progress enables teachers to have a good overview of pupils' achievements. Target-setting has become well established and there is excellent practice in Year 4 to Year 6 so that pupils have insights into their own achievements and feel closely involved in improving them. This contributes strongly to the good and often very good progress they make. Pupils with special educational needs are cared for well. Able and committed teaching assistants support them well. Approaches by teachers to the identification, monitoring and recording of progress of pupils with special educational needs are effective overall.
25. Child protection procedures are very well understood. The headteacher, who is the responsible officer in this regard, discharges these duties well and regularly updates his staff upon requirements. Parents feel that their children are very well cared for. The school has a very high regard for health and safety and very good procedures are in place to ensure the well-being of all pupils. Attendance is very well monitored. All staff have had training in first aid. The school has an appropriate level of contact with a range of support agencies. Once a month, the school nurse provides a drop-in facility for pupils and parents. Because of the attention given to care and safety, recent building work has been completed with the minimum of disruption.
26. The procedures to help the youngest children settle into school life are very good. Children become very familiar with class procedures because of the careful induction programme they receive. Older pupils have very good introductions to secondary schools. They make an early visit with parents and have some curricular links whilst in their final year at primary school, including physical education, science and music. A mathematics bridging project is also well developed.
27. Pupils are very happy, feel confident and enjoy very strong relationships with all staff because they know that they may express their views and their views are taken into account. The school council is well supported and can progress ideas in a formal way.

Partnership with parents, other schools and the community

The school has a good link with parents and the community and very good links with other schools.

Main strengths and weaknesses

- The school has good procedures in place to seek parents' views and to keep them informed.
- The Friends Association gives good support to the school.
- The very good links with other schools contribute to school improvement and those with the secondary schools effectively promote a smooth transition.

Commentary

28. The school welcomes its good links with parents and works hard to keep them well informed and to seek their views. An annual questionnaire sent to parents allows them to offer opinions whilst a regular supply of half-termly newsletters, printed or e-mailed, allows parents to be fully aware of the life of the school. There are some minor omissions to the advice given to parents in the current school brochure and last published governing body report. The school has been made aware of these. Parents are pleased to supervise homework, which is regularly set. Attendance at parents meetings to discuss the progress of their children is very high. This signifies the interest parents have in the school and the support they give to their children. A number of parents give regular and valuable support in classrooms.
29. A few parents expressed reservations about the use of computers to help staff in constructing the annual reports of progress. This was an issue also raised at the last inspection. As then, inspection of this procedure finds them to give a good indication of the progress of pupils, targets for improvement and where appropriate, clear results of statutory tests. Parents of pupils with special educational needs are involved and informed at an early stage of the process. Communication with them is good. The school tries hard to ensure that links between home and school are regular and constructive. Parents generally feel comfortable about approaching the school, knowing their views can be expressed and will be acted upon.
30. The very strong Friends Association has given good support to the school and has provided equipment and books to support learning. It provides a very good programme of social and fund-raising events, including a well-supported Annual Ball, which has developed a good link with the school and wider community. The Friends Association has a very active part in the organisation of the County Primary Schools' Cross-Country Championship supported by many primary schools and with over one thousand competitors. This is held locally. This enables the school to be very effectively promoted in the region.
31. The partnership with secondary schools is very well developed. Curricular links have been well established so that transfer problems are minimised and pupils feel confident about their new school. The reception class teacher has good links with the local pre-school group, increasing the confidence with which young children approach school. Staff benefit from the support they receive from the family of schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are both good. The governance of the school is good.

Main strengths and weaknesses

- The headteacher has a clear vision of how to lead the school forward and is strongly committed to improving the school environment and the quality of the pupils' education.
- The work of the deputy headteacher is a significant aid to raising achievement.
- Planned improvements are not all monitored and evaluated rigorously.
- The senior leadership team and staff are highly motivated and work together with a strong focus on raising standards and helping pupils achieve.
- Governors know the school well and play an important part in its improvement.
- In all aspects of its work the school successfully promotes inclusion and equal opportunities for its pupils.
- There are minor omissions in the governors' annual report and in the school prospectus.

Commentary

32. Since the time of the last inspection there have been significant improvements. This is because of the headteacher's clear vision for the future and his determination to involve everyone in raising standards. The deputy headteacher contributes to the vision, inspires her colleagues and plays an important part in leading the developments. Together, the headteacher and deputy headteacher motivate the staff, governors and parents with their positive approach and with their ability to make sure that planned improvements are seen through successfully. The senior leadership team, for example, have worked hard to improve arrangements for assessing pupils' attainment and the monitoring of pupils' progress. These policies are helping to improve the provision and to raise standards across the school. Where the headteacher is passionate about the required improvements, for example to ICT and to the school environment, then the developments are particularly impressive and make a real impact on teaching and learning. The same innovation, rigour and determination are not applied to all aspects of the school development plan. For example the school has checked that the curriculum broadly covers what should be taught in each subject but has not rigorously evaluated its impact on the quality of pupils' learning.
33. Subject leaders work well and show their commitment to improving standards and provision. The leadership of their subjects is often good. Management arrangements, such as monitoring planning and pupils' work, enable subject leaders to be well informed about pupils' progress and to plan for improvements. Opportunities to observe teaching are increasing and have contributed to improvements, for example in English. There have been few in the past in other subjects or for the special educational needs co-ordinator, which limits effectiveness. The assessment policy and the much improved tracking of pupils' progress are helping class teachers and core subject leaders to focus more sharply on raising standards.
34. The governing body is fully involved in shaping the vision and direction of the school. It carries out its statutory duties well but there are minor omissions in the annual report to parents and within the prospectus. The chair of governors plays a vital role improving the role of the governors and their training. Governors are well informed, through their regular contact with the headteacher, about all aspects of the school's work. Governors keep detailed records of all their visits and share their perceptions with the chair of governors. They share fully in the school's commitment to improvements, are proud of its progress and are very active in securing improvements. The new building and refurbishment show how determined the governors and headteacher are to provide for the school community. Governors are confident

in their role and add challenge in order to improve the quality of pupils' education. They apply best value principles well to their work.

35. Good management successfully brings the school's shared vision and clear purpose to life. The self-evaluation process is detailed but needs to be more rigorous. Governors and school staff draw on full and up-to-date information about pupils' attainment, for example in literacy and numeracy, to track progress and identify areas for improvement. Teachers have consistently worked on the quality and range of learning using ICT. As a result of carefully planned action, standards are good and teachers' use of ICT is a strength. Procedures for the professional development of staff are good and closely linked with agreed priorities for improvement. Good progress has been made in implementing workforce agreements so that teachers' workloads are more manageable. The quality of teaching and learning, the quality of relationships and the positive ethos enable the school to make a very valuable contribution to the lives of its pupils. There is efficient oversight of the school budget by the school business manager. Her role on the senior management team enables the headteacher to concentrate on educational matters. Very detailed and secure financial management underpins the school's planning for improvement. The budget has had a small planned deficit for the last two years but an appropriate surplus is forecast for next year.
36. The success in bringing about inclusion and equality of opportunity are strengths of which the school is proud. Pupils with special educational needs are enabled, by means of the good provision, to share in the achievement of all pupils. This reflects the school's commitment to inclusion and the skill of teachers, support staff and governors in achieving it.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	457220
Total expenditure	456660
Expenditure per pupil	2349

Balances (£)	
Balance from previous year	-1440
Balance carried forward to the next	-880

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

37. Provision has improved significantly since the last inspection. The Foundation Stage curriculum is firmly established and subject to ongoing modifications and improvements in response to the reception teacher's careful evaluations and the recent addition of an outside play area. It is well led. Planning for the six areas of learning is effective, especially so for communication, language and literacy, mathematical development and personal, emotional and social development. It was not possible to make separate judgements about the quality of provision, including teaching and learning or standards and achievement, for other areas of learning. Planning for all areas provides well for a balance of carefully selected directed activities and those chosen by the children themselves. In addition, increasing periods of whole-class teaching prepare the children well for Year 1. The teacher and teaching assistants keep a close check on children's development and learning and use running notes effectively to guide the next steps in learning so that children make good progress. The detailed baseline assessment process provides a clear picture of the children's attainment on entry. This is broadly average although there are a good number of children with below average attainment and a similar number of very able children. In spite of their already considerable knowledge of letter sounds and numbers, these more able children began by working alongside the rest of the class in whole-class reading and mathematical activities. This system has now been changed so that they are moved on much more quickly.
38. The planning for those areas of learning not inspected in detail, namely **knowledge and understanding of the world, creative development and physical development**, provides a broad range of activities to promote children's learning. Scientific, geographical and historical aspects of knowledge and understanding of the world have a secure place in the planning. Activities are often linked to a theme which adds relevance and meaning to the work. Currently the theme is 'materials' so the children were led to consider which materials are good for building through the use of the 'Three Little Pigs' story. A walk around the village extended their understanding of buildings and building materials further. Use of the hall, climbing equipment and their new outdoor area provides good opportunities for physical activity. Creative work provides a range of art activities including modelling with clay and dough, singing, using instruments, dance and listening to music. Good use of the 'home corner' as a 'building site office' has built very well on children's experiences, engages them in creative role-play and involves them in reading and writing.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff have established warm relationships with the children and their parents so that children are keen to come to school and anticipate that they will enjoy activities.
- Classroom routines are firmly established and expectations of behaviour are high so that the room is calm and purposeful.

- There are missed opportunities for children to take responsibility for selecting and getting out equipment.

Commentary

39. Children's achievements are good. Most are on course to exceed the early learning goals.
40. This is a happy class, where children enjoy learning. Children know what is expected of them and respond very well. There are very good levels of care, including for children with challenging special educational needs. There are meaningful exchanges between parents and the staff on an informal day-to-day basis which ensures that minor difficulties and upsets do not become problems and that useful information is passed to help parents build up a picture of children's progress. The induction arrangements are very effective and ensure a smooth start to school life.
41. Teaching and learning are good. Children get on well together. They take their cue from the teacher and assistants who value what children say and build their confidence and self-esteem. Most children have learned to take turns and listen to what others have to say. They are willing to help others when it is needed. The classroom is calm and children work quietly because of the teacher's high expectations and management skills. Children are interested in what the teacher has planned for them and anticipate with excitement many of the day's activities. For example, as the class settled on the carpet at the start of the second day of the inspection, one child was heard to exclaim, "I can't wait to hear this!"
42. Children choose activities confidently. These are usually put out for them. They concentrate well and persevere with difficulties because teachers encourage them to do so. They are mostly independent in their personal needs. There are few occasions, however, where they need to think about what is required to carry out an activity of their choice and to gather the equipment necessary. Problems have been caused by the recent move into a new classroom and the labelling of equipment is not yet complete.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There is systematic teaching of reading and writing skills.
- There are very good opportunities for children to speak, listen and develop conversation.
- The book corner is uninviting and the range of books rather narrow although of good quality.

Commentary

43. Achievement is good. Most children are on course to achieve the goals set for their age by the end of reception. Many will exceed them.

44. Teaching and learning are good and often very good. There are frequent opportunities for children to learn and practise letter sounds, word building, letter formation and sentence making. Whole-class teaching makes good use of the interactive whiteboard and other resources to show how letters are formed, what sounds they make and how words can be built. Higher attaining children are already reading with some fluency and many children can build words with three sounds. The teacher is gradually extending this effective whole-class teaching as the children's concentration grows. There are good opportunities for children to work in small groups with the teacher so that work can be pitched according to their needs. Higher attaining children, for example, are composing their own sentences and writing them with a little help from word books and the teacher. Lower attaining children tell the teacher what they want to say and then write under the teacher's sentence. Most children form their letters correctly because this is given good emphasis.
45. There is a good emphasis on developing opportunities for speaking and listening. Excellent use is made of the class toys 'Lenny' and 'Arthur' who go home with a different child each night and have all sorts of adventures. The next morning the host child tells the class all about these visitors. It is evident that there is a good level of support from parents for these 'homework activities'. The teacher and assistants know the value of talk and engage the children in conversation whenever it is appropriate, so children learn new vocabulary when they take part in activities. Although the teacher models more complex sentences well, there are missed opportunities to help children extend their own sentences.
46. The book corner has been rather hastily arranged in the new room and is not yet attracting many children. The books chosen are usually of good quality though almost exclusively story books. There are few simple reference books available in the classroom, for example for children to refer to when exploring the current topic on materials, and few examples of stories portraying children from other cultures either in this country or further afield.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- There is systematic teaching of numbers, shapes and mathematical language.
- There are missed opportunities to develop children's understanding through the application of number skills to everyday tasks.

Commentary

47. Achievement is good. Most children are on course to reach the goals set for their age by the end of reception and many will exceed them.
48. Teaching and learning are good. In whole-class teaching time children learn to read, count and order numbers to ten and beyond. Many can say what the missing numbers are in a simple sequence. They know which are 'bigger' and 'smaller'. As a class they count confidently in twos, the more confident carrying along the others. Higher attaining children are beginning to use two-digit numbers confidently but they are hampered because there are no prompts such as number lines beyond ten or numbers

arranged in patterns, for example 100 squares. There is good support for a very able 'mathematician' in the class who is provided with suitable work from the National Curriculum. All children have good opportunities to explore and investigate numbers and shapes in games and activities set up by the teacher to build on class work. These are well supported by an adult.

49. Mathematical language is given a strong emphasis so that children are able to use it when they explain their ideas. Currently children are extending their vocabulary of position through the teacher's imaginative use of the digital camera, interactive whiteboard and a game of hide and seek with 'Lenny'. The children's response was exuberant and they made good gains. There are too few opportunities planned to use and apply mathematical skills in everyday tasks to consolidate the understanding of lower attaining children in particular and so that children see the relevance of what they are learning.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well so that standards are above average by time they leave.
- The quality of teaching and learning is generally good and occasionally inspirational.
- The use of writing in subjects other than English is good but the marking for literacy content is not.
- Pupils' attitudes to learning are good.
- Very good subject leadership has brought about good improvement since the previous inspection.
- There is some excellent practice in marking and assessment.
- Reading is carefully taught but is not structured sufficiently for a few pupils.

Commentary

50. The tests for pupils aged seven in 2004 show results were below average in reading and average in writing. However, the work of the current Year 2 pupils is above average and they are making good progress so it is likely that the outcomes of the tests in 2005 will show a significant improvement. This confirms school information that links last year's results to high numbers of pupils with special educational needs in that class. At the end of Year 6, results in the 2004 tests were above the national average. The work of the pupils currently in Year 6 is also above average, with well above average standards in reading. Pupils achieve well. Higher attaining pupils do particularly well. National information indicates that pupils make very good gains between Years 2 and 6. There has been a significant improvement since the last inspection. This is the result of improved teaching and better use of assessment information to guide planning as well as to track pupils' progress over time.
51. Pupils' work is planned well in all classes and teachers expect the most from all their pupils. Standards in listening are good throughout the school and the standards in speaking are above average. The teachers are skilled at asking questions and enabling the pupils to give reasoned and articulate answers. Pupils are particularly good at working together in discussion and collaboration. They listen and converse confidently and show good consideration for the listener.

52. Reading is taught thoroughly so that pupils build on the skills learned in Years 1 and 2. Most pupils enjoy reading and know several ways of finding out what the unfamiliar words are. They develop good book skills and use the contents and index pages confidently. A discussion with older pupils shows that they read for enjoyment and information, have access to a wide choice of appropriate literature and can talk with knowledge and enthusiasm about their favourite authors. For those few pupils who are not making the expected progress in reading there are insufficient carefully structured books. They find the choice of suitable books difficult and the vocabulary too diverse to help them learn and gain success.
53. Teachers are good at helping pupils to learn to use correct grammar and spelling. Handwriting is taught consistently and teachers' expectations of handwriting and presentation are higher than at the last inspection. The Year 6 pupils write fluently in ink and have developed a very legible and personal style.
54. Teaching and learning are good throughout the school. Excellent teaching was seen in Year 6 which inspired pupils to become engrossed in improving their writing skills. Lessons are planned carefully with clear purposes, and teachers make sure that pupils understand what they are going to learn. Support staff know what is expected of them and they make an important contribution to pupils' learning. Pupils with special educational needs make good progress because of the extra help they receive. Teachers manage pupils' behaviour very well and as a result pupils settle to work readily and quickly. Teachers are very good at using imaginative ideas to interest and motivate the pupils to improve their writing. There are some good links to drama, to stories and to personal experience. The good use of assessment information helps to make sure that teachers focus on the targets they have set for individuals and for groups of pupils. This makes teaching more effective and is helping to push up the standards achieved. Pupils understand their targets and use them to focus on their own improvement.
55. There is some excellent practice in marking pupils' work, particularly in Years 4, 5 and 6, so as to assess their progress and give guidance as to what they must do next to improve. The learning is assessed against the planned outcomes and the guidance is linked to the setting of personal targets. There are plans to extend the practice to all teachers and then to develop the ideas for assessment involving the pupils and giving more time to follow up the marking and guidance.
56. Leadership and management are very good. The deputy headteacher is the subject leader. She is well informed, sets very high standards and is very effective in bringing about improvement. Systematic monitoring of teaching and pupils' work, the detailed tracking of pupils' progress and careful analysis of results provide good information about what is working well in the subject and what needs to be improved. The school uses this information very well to build on strengths and target areas for improvement; for instance, there is a very detailed intervention programme which is helping to raise standards in Year 3.

Language and literacy across the curriculum

57. Language and literacy skills are developed well in other subjects. There are many well-planned activities in which pupils use their reading and writing skills. Teachers often encourage them to use different styles and methods of presentation in their work in subjects, such as history, geography and religious education. Teachers consistently use good questioning across the subjects to encourage pupils to discuss ideas and to extend their answers. This also helps to improve the standard of pupils' writing. The marking of pupils' written work in subjects other than English does not pay sufficient attention to spelling, grammar and presentation.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good overall, which ensures that pupils of all abilities achieve well over time and reach above national levels by the end of Year 2 and well above national levels by the end of Year 6.
- Leadership is sound, but some aspects of management are not secure.
- Investigative and problem-solving approaches to help develop understanding are not given enough emphasis.
- Teachers are increasingly tracking pupils' progress to help them make the best possible progress and become more knowledgeable about their own learning.
- The development of mathematical skills is increasingly promoted through other subjects, but not yet as part of systematic planning.

Commentary

58. Pupils' achievements are good overall as they move through Years 1 to 6. This is because most strands of the subject are well represented and there is a clear framework for developing knowledge, skills and understanding. Most teaching is good with work matched carefully to pupils' precise needs. Pupils with special educational needs are well supported and a wide range of resources is used well to support learning. Pupils enjoy mathematics. As a result, pupils reach standards which are above national levels by the end of Year 2 and are well above national expectations by the end of Year 6. Good improvement has been made because standards are higher than at the time of the last inspection when they were judged to be in line with national expectations.
59. Teaching is good in both key stages. Where teaching is good or better, teachers have high expectations and pitch work at appropriately challenging levels for pupils of all abilities. They maintain a brisk pace throughout and ask purposeful questions to develop clear understanding of new knowledge. They adopt a confident and lively approach to keep pupils motivated and involved. As a result of these many strengths, pupils make good, and sometimes very good, gains in learning. These strong features help to explain the good attitudes to learning and good standards of behaviour seen during the inspection. Most teachers give good emphasis to mental arithmetic to help improve pupils' speed of mental recall and acquire important mathematical knowledge. However, teachers do not use real-life mathematical experiences enough to help pupils appreciate the importance of number in their daily lives and to bring the subject to life for them. Some teachers do not encourage pupils to take enough pride in the quality of their work, and as a result, the presentation of pupils' work is unacceptably varied. In one unsatisfactory lesson, there was not enough pace, challenge or rigour in the teacher's approach and so pupils marked time.
60. The subject is soundly led and there are clear plans for its continued development. However, the school does not do enough to check how well teaching and learning are going.
61. Teachers are not placing enough emphasis on providing opportunities to develop pupils' reasoning skills, initiative and understanding through investigative and problem-solving activities, to bring the subject alive for them and facilitate learning. For more able pupils, worksheets are sometimes over-used to unnecessarily consolidate what pupils already understand before they proceed to appropriately challenging tasks, which slows their progress. Displays in classrooms are not always used to advantage to help pupils acquire mathematical vocabulary.
62. Pupils have learning targets and as a result are increasingly clear about what they need to do next to improve. Marking in Years 4 to 6 celebrates pupils' efforts as well as giving points for further development although in other years it is not as good. Data from national tests is analysed to ensure that weaknesses are identified and overcome. Teachers increasingly

assess and record what pupils are learning against agreed objectives so that they can track progress and build carefully on what pupils know and understand.

Mathematics across the curriculum

63. The use of mathematics across the curriculum is satisfactory. There are some good examples of the development of mathematical skills, knowledge and understanding through other subjects. For instance, older pupils develop their ability to represent data in different ways by completing spreadsheets in ICT, and use numerical data effectively to record outcomes of investigations in science. However, opportunities tend to occur coincidentally rather than as part of systematic planning.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The emphasis on investigative work in Years 3 to 6 contributes strongly to very good achievement and pupils' enjoyment.
- Higher attaining pupils do particularly well in Key Stage 2 but not so well at Key Stage 1 because the work is not as challenging.
- Good teaching overall, often very good at Key Stage 2, builds up pupils' skills and knowledge systematically throughout the school.
- The subject leader successfully moves the subject forward but there is more to be done to monitor the work throughout the school.
- Standards are well above average at the end of Year 6 and have improved faster than the national trend over recent years. The curriculum, teaching, standards and achievement have all improved since the last inspection.

Commentary

64. Standards are above average by the age of seven and well above average by the age of eleven. Pupils achieve well. Results in national tests for eleven year olds have improved faster than the national trend. The emphasis on investigative work, identified as an area for improvement, now provides good levels of challenge and adds interest and excitement to the curriculum. This is especially the case in Key Stage 2. Pupils of all ability benefit from this approach and make good gains during lessons. Boys and girls respond with enthusiasm. They enjoy science, work hard and collaborate well. When older pupils discuss their work in pairs, they help to extend each other's understanding, for example in Year 5, when pupils grappled with the idea of how pitch changes. The good resources available to teachers contribute to success in investigative work but the pond and wildlife area have suffered from a lack of maintenance especially during recent building work and have not been used to advantage for some time.
65. Standards are above average at the end of Year 2. The work is methodical and pupils try hard but it lacks the challenge of work in Key Stage 2, where the questions teachers ask and the way in which pupils record their work are demanding and thought-provoking. The emphasis on investigative work is not as marked in Years 1 and 2. Pupils' completed work shows that the use of worksheets tends to limit the achievement of higher attaining pupils because the questions posed do not challenge

them to express their ideas and understanding fully. There has not been the marked improvement in standards seen at Key Stage 2.

66. Teaching and learning benefit from teachers' good subject knowledge and careful planning. Teaching has improved because of effective curriculum guidelines and the support of the subject leader. There is a strong sense of teamwork and of teachers sharing ideas and skills. Key features of the very good teaching observed in Years 5 and 6 were the quality of teachers' questions, relationship with pupils and classroom management skills. Teachers expect much of pupils, trust them to work independently and challenge them to use a range of well-developed skills to solve problems. For example, there is good evidence of mathematical skills being used to advantage to identify patterns, record findings and reach conclusions. Lower attaining pupils and those with special educational needs do well because learning is adapted for them and they receive effective support from teachers and teaching assistants, who build their confidence.
67. Leadership and management of the subject is sound overall with significant strengths in leadership. The subject leader is relatively new to her role. She has set about it with an enthusiasm which is passed on to teachers and pupils alike. She sets a very good example to others through the quality of her own teaching. There have been many recent effective improvements to the subject and further plans for the future. These have identified some important issues. For example, although a careful check is made of teachers' planning, at the moment there are too few opportunities for the subject leader to monitor teaching and learning through observing lessons. There is further to go in checking the achievement of different groups of pupils and evaluating pupils' work so that relative strengths and weaknesses, especially in Key Stage 1, can be identified in different areas of science.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Teaching and learning are good overall, which enables pupils to make good progress over time and reach standards in most aspects that are above national levels at the end of both key stages.
- Control technology is still a weakness, as it was at the time of the last inspection.
- The subject is very well led, and there are rigorous plans for its continued development.
- Pupils regularly use ICT in other subjects to extend learning and practise important skills, but not as part of a planned programme.

Commentary

68. Improvements in ICT since the last inspection have been good. Pupils make good, and sometimes very good, progress as they move through the school. As a result they reach standards which are above national levels by the end of Years 2 and 6. For example, by the end of Year 2, pupils can use a mouse accurately, print out work unaided and produce clear, error-free text. By the end of Year 6, pupils use a specific program to create formulae to generate number sequences and graphs based on equations in mathematics. A small number of pupils achieve well above national requirements in their ability to present information and ideas in different forms and combine a range of information from different sources. Standards

are high because most teachers are confident teaching the requirements of the curriculum, and a very good number and range of resources support learning. The subject occupies a high profile and is very well led. Pupils have regular opportunities to develop important skills in ICT and other subjects and show mostly good attitudes to learning. As a result, almost all pupils are confident in their computer skills by the time they leave the school and in an excellent position to build further on their achievements.

69. Teaching and learning are good overall. The best teaching is in Years 5 and 6. Teachers' presentations are confident and their subject knowledge is secure. Resources, such as the interactive whiteboard, are used effectively to promote learning. Good questioning of pupils and good levels of challenge help to ensure a clear focus on developing understanding. Pupils are given much encouragement and teachers maintain a brisk pace. As a result of these strong features, pupils have positive attitudes to work and make very good gains in learning. Teachers are now assessing and recording progress against key objectives to give pupils the best possible opportunities to succeed. However, teachers rarely match work to pupils' precise needs to help them make the best possible progress. For example, some explanations such as about using the Internet are too complex for younger pupils and they have difficulty in remembering what they have learned.
70. The school recognises that control technology is not given enough attention and plans to address this in the near future. At present, pupils are not able to make, test, improve and refine sequences of instructions to make things happen or monitor events to levels required nationally. Teachers do not give enough attention to discussing and describing with pupils the effectiveness of their work in ICT and how it compares with alternative methods. Pupils exchange information with others, often their friends and their teacher, using e-mail, and all have an e-mail address. However, this requires further emphasis to raise its profile.
71. The subject is very well led by the deputy headteacher who sets a good example to others through the quality of her teaching. There are clear, rigorous and detailed plans for its continued development to help raise standards further. These include gaining a better view of the quality of teaching and learning through lesson observations. This is currently a weakness in ICT.

Information and communication technology across the curriculum

72. ICT is used well to support other subjects. The high profile given to ICT can be seen through its regular use to support and extend learning in other subjects and give pupils opportunity to practise key skills. For example, in a Year 4 English lesson pupils develop their word-processing skills as they write about the Iron Man, and in a mathematics lesson pupils consolidate understanding of direction from a map of the locality on the interactive whiteboard. Pupils increasingly use the Internet for research purposes, such as when Year 6 found information about the Himalayas in geography. A recent successful visit to Kingswood Centre for Year 6 pupils and a computer club for older pupils provide further evidence of its high profile. However, there is not yet a planned programme to secure its integration with other subjects so opportunities are missed. .

HUMANITIES

73. Inspectors saw one lesson in **history** and no lessons in **geography**. Based on the work seen in pupils' books and folders, standards are judged in line with expectations for pupils aged seven and eleven.
74. Teachers' planning and pupils' previous work in history and geography show there is a well-planned curriculum, with educational visits and visitors to improve their understanding of the subjects. When planning these subjects teachers follow the school framework so there is a good coverage of the expected units of work across both key stages. Teachers use resources well to bring history and geography 'alive' for the pupils, for example two 'Celtic' women visited

the school to give the pupils a taste for the bread of the period and to help pupils learn about life during the Roman invasion. Resources are also used well by pupils to undertake personal research, for example to find out information about Victorian childhood.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- The teaching is good and pupils achieve well so standards are above those expected in the locally agreed syllabus in Key Stages 1 and 2.
- Opportunities are missed to strengthen links between Christianity and other major faiths.
- The pupils use their literacy skills very well to record their work and are able to recall important facts about different religions and cultures.
- The pupils with special educational needs are fully involved and are very well supported throughout.
- Resources are good.

Commentary

75. By Years 2 and 6 the pupils' knowledge and understanding of religious education are above the standards expected in the locally agreed syllabus. The pupils' achievements are good. The school has done well since the last inspection to improve the range of work covered and to add to the resources so they are now good. In Years 1 and 2, the pupils can recall important facts about Judaism and Christianity, the customs and the celebrations of the two faiths, particularly Hanukkah. Pupils have a good understanding of different places of worship. In their study of Sikhism the pupils are developing a good understanding of the religion, its sacred texts and the important rituals that guide Sikhs in their faith.
76. Teaching is good overall. Well-organised planning of lessons and the teachers' good subject knowledge contribute strongly to good progress. In the lessons observed, teaching was very good. The teachers were innovative and creative to engage the pupils and raise standards. A teacher, who prepared a high quality lesson for Year 4 pupils, had a good knowledge of the Buddhism. The skilled use of questions pursued the very difficult concept of faith and why people value it and behave as they do. In response the pupils thought deeply and discussed their ideas at length. They then used drama to act out their interpretation of one of the five Buddhist Precepts. Throughout the school, the pupils, including those with special educational needs, are developing a good understanding of major faiths, including Christianity. Opportunities are missed to use the local church as a resource to stimulate learning about symbols, places of worship and the importance of faith in the life of Christians and to link this with pupils' learning of other faiths.
77. There is currently no designated subject leader. The headteacher has filled the gap effectively, ensuring that good progress has been maintained since the last inspection. Standards in Key stage 2 are higher, the quality of teaching is better and the curriculum is better structured. Resources, including pictures, books and artefacts, are good. They are used well and create interest in the subject. The pupils use their literacy skills well to discuss, research and record their learning in a range of interesting ways.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

78. Inspectors observed one lesson in art and design, one in design and technology, one in music and two in physical education, both of these in Year 1. There is insufficient evidence to make judgements about provision and standards.
79. The school has identified **art and design** as a subject for improvement. A good start has been made. An art room has been set up in a redundant mobile classroom. Resources are carefully organised and stored. The building of art skills is given good attention and this can be seen in 'The Gallery' where work of good quality from each class is displayed in the art room. Pupils try out ideas in sketchbooks but there is room for further development in their use. In **design and technology**, teachers' planning indicates that designing, making and evaluating finished work are each given adequate attention. There is little evidence of high quality in completed work. The teaching scheme for **music** promotes learning in listening, appraising, composing and performing. Pupils sing in tune and with enjoyment but opportunities are missed to improve phrasing and dynamics. Pupils respond well, although not in large numbers, to the opportunity to have tuition during school time on keyboard, brass and woodwind instruments. This is paid for by parents. Planning for **physical education** ensures that pupils develop athletic, games, gymnastic and dance skills. They have the opportunity to learn to swim. Clubs and special events, for example the Grimsthorpe Run, provide further opportunities for pupils to extend their skills and compete with pupils from other schools.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

80. There is a planned programme of work that includes sex and relationship education and drug education for older pupils. Two lessons were observed. Teachers make good opportunities for pupils to share their ideas and express their concerns and feelings. The taught programme and these opportunities contribute strongly to pupils' personal development, very good relationships and attitudes. Pupils learn to think about the effect of their actions and are aware of their responsibilities to others and to the community.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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 (ethos)	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
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	3
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	2

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
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).