

INSPECTION REPORT

LEA PRIMARY SCHOOL

Lea, Matlock

LEA area: Derbyshire

Unique reference number: 112536

Headteacher: Mr N Pratley

Lead inspector: Mr C Parker

Dates of inspection: 18th – 21st October 2004

Inspection number: 267195

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	107
School address:	Church Street Lea Nr Matlock Derbyshire
Postcode:	DE4 5JP
Telephone number:	01629 534286
Fax number:	01629 534286
Appropriate authority:	The governing body
Name of chair of governors:	Mr P Appleton
Date of previous inspection:	19 th April 1999

CHARACTERISTICS OF THE SCHOOL

There are currently 107 pupils on roll; almost all are of white British heritage. All pupils speak English as their first language. The proportion of pupils with special educational needs is lower than the national average although the percentage with statements is higher. Very few pupils are eligible for free school meals. Attainment on entry to the reception class is above average overall but does vary from year to year; this is evident in the current school population with some year groups having much higher proportions of pupils with special educational needs than others.

The socio-economic circumstances of the area are better than average. For example, unemployment is less than half the national average, significantly more people are educated to degree level and over 80 per cent are owner occupiers compared with 69 per cent nationally.

The pupils are taught in four classes; two classes have full time teachers and the remaining two classes are each taught by two teachers who share the job. The headteacher has been in post for two years following a period of instability when the school was led by a succession of acting headteachers.

The school was awarded the basics skills quality mark and won an achievement award in 2003. It has a leading ICT teacher and is involved in a small school's ICT project.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11897	Chris Parker	Lead inspector	<i>Mathematics, science, information and communication technology, art and design, design and technology, personal, social and health education, special educational needs</i>
14083	Andy Anderson	Lay inspector	
16892	Julia Elsley	Team inspector	<i>English, history, geography, religious education, music, physical education, Foundation Stage</i>

The inspection contractor was :

Inspire Educational Ltd

The Coach House
132 Whitaker Road
Derby

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school where the pupils are stimulated to learn by very good teaching. They achieve very well and attain high standards. Their personal development is very good. The headteacher has established an ethos of high expectation, which motivates and engages both staff and pupils to give their best. The leadership and management are very purposeful and clearly focused on extending and enhancing the school's provision in the pursuit of excellence. The school provides very good value for money.

The school's main strengths and weaknesses are:

- The leadership of the headteacher and governance are excellent
- Standards are well above average in English, mathematics and science
- Pupils with special educational needs do very well
- Self esteem is strongly fostered consequently the pupils are happy and confident
- The learning and teaching are very good. The pupils have very good opportunities to use their literacy, numeracy and ICT skills across the curriculum
- The tracking of each pupil's progress is very comprehensive
- Parents are highly satisfied with the work of the school

The school has made very good progress since the last inspection. There has been a transformation in the leadership and governance of the school. The governors now guide the work of the school and hold it to account very effectively. Standards have risen and a significant proportion of both boys and girls now attain high standards. The curriculum is now very well planned. Relationships with parents are excellent and they now hold the school in very high regard.

STANDARDS ACHIEVED

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

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

The pupils are achieving very well, consequently standards are high. Most of the youngest children are well on course to reach, and some will exceed, the early learning goals by the end of the reception year. At the end of Year 2 and Year 6 standards are well above average overall. The ethos of high expectations and the goal of excellence results in very good achievement and progress even where there are apparent dips in the standards attained in a national test. This was the case in the Year 2 writing test in 2004 when the results were average but closer examination of the pupils' results shows they significantly exceeded the expected progress during Year 2. In reading the results were in the top five per cent nationally and in mathematics they were well above average. The results of the national tests at the end of Year 2 have been consistently very high over the last few years.

The position is very similar at the end of Year 6. In 2004 the results were very high overall; in English and mathematics the results were well above average and in science they were in the top five per cent nationally. All of the pupils reached the expected level and a high proportion attained the higher level; in science all of the pupils reached the higher level. The school's results compare very favourably with similar schools. The pupils' use of, and competence in, ICT is growing because extensive use is made of software to support learning and extend the pupils' skills.

The pupils behave very well and relationships are very strong throughout the school. High achievement is very effectively promoted; it stimulates a desire to learn and generates positive attitudes to school. Self esteem is strongly fostered and the pupils respond very enthusiastically to the interesting tasks they are set and enjoy learning. **The school provides a very good range of opportunities for personal development.** Attendance is well above average.

QUALITY OF EDUCATION

High expectations, **very good teaching**, an interesting and varied curriculum and very good procedures for the care and welfare of the pupils combine to ensure the **quality of education provided by the school is very good.**

Many lessons engage and stimulate the pupils' learning. ICT is used with increasingly good effect to stimulate learning. The teachers set interesting tasks which are carefully modified for different abilities. The most able are challenged and those with special educational needs are very well supported by their teachers and the teaching assistants. The very effective and well established structures and procedures help the pupils to know what is expected of them. The pupils' progress is thoroughly assessed but marking to help the pupils to improve their work is not yet fully effective. The curriculum is extended and enriched by a very good range of activities, visitors and visits. The pupils have very good opportunities to use their literacy, numeracy and ICT skills across the curriculum. The accommodation and resources are satisfactory overall but the building constrains the range of opportunities provided for the youngest children and is inadequate for some aspects of physical education. The care, welfare and safety of the pupils and the support, advice and guidance offered to them are all very good. The school seeks and listens to the pupils' views very well. Consequently, the pupils have excellent relationships with the adults in school. Links with parents are excellent; their views are sought, valued and acted upon. Parents are provided with a very good range of information which they value highly.

LEADERSHIP AND MANAGEMENT

The **leadership and management are very good.** The partnership between the headteacher and chair of governors is very influential and is firmly embedded in the school improvement strategy. The governing body now has high aspirations based on a clear view of where the school is and what needs to improve. The headteacher has established a drive to establish, maintain and extend the high standards and the very good achievements of the pupils. Subject leaders are highly motivated and very effective in their roles. The headteacher has succeeded in uniting parents, governors and teachers in the common goal of aspiring to an excellent all round education for the pupils. This is central to the school's very good provision and explains why it is very well placed to improve further. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most of the pupils say they like school and many say there is nothing they would change because they enjoy school as it is. The vast majority of parents are highly satisfied with the progress the pupils are making, the teaching, the information they receive and the leadership and management of the school.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- develop greater consistency in marking to ensure the pupils know what they need to do to improve further and are given the opportunity to respond.

In addition the governing body should:

- take every available opportunity to improve the accommodation.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The pupils are achieving very well and consequently standards are being maintained at a high level.

Main strengths and weaknesses

- Standards are well above average in English, mathematics and science
- Pupils with special educational needs do very well
- Pupils competence in ICT is growing rapidly and exceeds expectations

Commentary

1. Most of the youngest children are exceeding the age related expectations and are well on course to reach and some will exceed the early learning goals by the end of the reception year in their communication, language and literacy, mathematical and personal development.
2. At the end of Year 2 and Year 6 standards are well above average overall. There are variations and fluctuations between cohorts from year to year because the number of pupils in each year group is relatively small. The ethos of high expectations and the goal of excellence results in very good achievement and progress even where there are apparent dips in the standards attained in a specific test. This was the case in the Year 2 writing test in 2004 when the results were average but closer examination of the pupils' results shows they significantly exceeded the expected progress during Year 2. In reading, the results were in the top five per cent nationally and in mathematics they were well above average. The results of the national tests at the end of Year 2 have been consistently very high over the last few years.
3. The position is very similar at the end of Year 6 where results are now much higher in mathematics and science than they were at the time of the last inspection. Boys now achieve equally as well girls and there is no longer evidence of underachievement. In 2004

the results were very high overall; in English and mathematics the results were well above average and in science they were in the top five per cent nationally. All of the pupils reached the expected level and a high proportion attained the higher level; in science all of the pupils reached the higher level. The school's results compare very favourably with similar schools.

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

Standards in:	School results	National results
reading	18.5 (18.3)	16.0 (15.7)
writing	14.7 (16.4)	14.8 (14.6)
mathematics	18.1 (18.3)	16.4 (16.3)

There were 11 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	29.2 (28.1)	27.0 (26.8)
mathematics	30.0 (29.3)	27.2 (26.8)
science	33.0 (31.1)	28.9 (28.6)

There were 11 pupils in the year group. Figures in brackets are for the previous year

- Currently standards are well above average in English, mathematics and science in Year 2 and Year 6. Inspection evidence indicates that standards may not be quite as high at the end of Year 6 this year because there are more pupils with special educational needs. Nevertheless, the pupils are achieving very well and the school is likely to meet and possibly exceed its targets. The pupils with special educational needs are particularly well supported and helped to achieve very well. The manner in which pupils of all abilities are engaged, encouraged and challenged is a significant factor in the school's successful drive for high achievement.
- The pupils' use of, and competence in, ICT is growing because extensive use is made of software to support learning and extend the pupils' skills. This is most evident in Years 3 and 4 but is spreading throughout the school. The work of a teacher who is a leading ICT teacher within the local education authority and a visiting peripatetic ICT teacher is very influential in improving standards in ICT.

Pupils' attitudes, values and other personal qualities

The pupils behave very well and have very positive attitudes to school. The school provides a very good range of opportunities for personal development. Attendance is well above average.

Main strengths and weaknesses

- The school promotes high achievement very effectively and stimulates a desire to learn
- The pupils respond very enthusiastically to the interesting tasks they are set and enjoy learning
- Self esteem is strongly fostered and consequently the pupils are happy and confident
- Relationships are very strong

Commentary

6. All pupils are very happy to come to school and are very eager to learn. They are attentive, co-operative and collaborate well with each other. There are very good relationships throughout the school. Where they offered opportunities to take on responsibilities, for example, representing their classes in the School Council, the older pupils respond in a very mature and responsible manner. The youngest children are making good progress in their personal and social development and all are likely to reach the goals expected by the end of the reception year.
7. Pupils behave very well in lessons. The headteacher actively promotes high expectations and is fully supported in this by all members of staff. Consequently, the school stimulates in pupils a real desire to learn. Teaching and non-teaching staff have high expectations of what constitutes good behaviour and consistently and fairly implement the school's behaviour management procedures. Behaviour at break and lunchtime, and as pupils move around the school is very good. There have been no exclusions.
8. Overall provision for pupils' spiritual, moral, and social development is very good. The children are developing a very good understanding of the responsibilities of living together in a community and respecting each other's feelings and values. The whole ethos of the school promotes spiritual development. This is positively reinforced in, for example, assemblies and lessons. Pupils are continually given opportunities for reflection, for example, at the end of a visit to a church the pupils were asked; *'Before you leave find somewhere to sit quietly by yourself, think about what you can hear, smell and see, and how this building makes you feel'*.
9. Provision for pupils' cultural development is good. This is promoted through visits and, for example, art and music lessons. As a result of this work children are learning how to live their lives as part of a multicultural society.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.5	School data	0.5
National data	5.4	National data	0.4

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

10. The school's actions to promote good attendance and punctuality are very good and result in a high level of attendance. The relatively high rate of unauthorised absence is mainly caused by extra days taken for annual holidays during term time and the school's rigorous approach to recording and reporting absence.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

High expectations, very good teaching, an interesting and varied curriculum and very good procedures for the care and welfare of the pupils combine to ensure the quality of education provided by the school is very good.

Teaching and learning

The learning and teaching are very good. Assessment is good.

Main strengths and weaknesses

- High expectations are consistently promoted
- Many lessons engage and stimulate the pupils' learning
- Very effective structures and procedures are well established
- ICT is used with increasingly good effect to stimulate learning
- Pupils' work and progress are thoroughly assessed but marking to help the pupils to improve their work is not yet fully effective

Commentary

11. In the Foundation Stage the teaching is good overall. The adults work together well as a team and relationships and the care of the children are consistently good. The teaching of basic skills is effective and helps the children to develop their reading, writing and mathematics well. In some lessons tasks are a little too directed to fit alongside the needs of the Year 1 pupils who are taught in the same class. Increasing use is being made of play but sometimes this is not sufficiently developed to fully extend the children's learning. There have been significant improvements since the last inspection to allow access to a secure outdoor play area.

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	6	11	2	0	0	0

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

12. In Years 2, 3 and 4 the teaching is particularly strong. Clear structures and processes are evident in all lessons and all of the teachers reflect the ethos of high expectations and high achievement promoted by the headteacher. For example, there were instances when points made in morning assembly were developed during lessons, reinforcing and utilising the ethos within the context of a lesson to encourage the pupils to do their best.

13. The teachers stimulate and motivate the pupils very well. In an excellent lesson in Year 2 the teacher and her teaching assistant used puppets to engage the pupils in a discussion about giving instructions. 'Miss Muddle' created an interesting and enjoyable focus for the pupils' learning with the teacher skilfully recording the pupils' instructions with ICT. When the teacher set the pupils a task they worked with considerable enthusiasm and made excellent progress. In Years 3 and 4 the pupils are similarly motivated by the teacher. This was very evident in an excellent lesson when the children were involved in script writing. The teacher consistently challenged the pupils and made very good use of the interactive whiteboard to aid the pupils' understanding of stage directions and play writing techniques. Many lessons are characterised by particularly good use of ICT to enhance learning and the interactive whiteboard to enliven the teaching. For example, when the teacher was questioning the pupils about different materials that might act as a filter during a science investigation he used the technology very effectively to zoom in on sacking, paper towels and filter paper, highlighting their potential uses.

14. In Year 5 and 6 the pupils are doing very well because the teaching is consistently good and relationships are very strong. The teacher modifies the tasks for the different ages and abilities within the class very effectively. This was the case when a range of tasks were set for the pupils to create and interpret frequency graphs; the less able pupils were well supported and the more able pupils challenged with more demanding problems. In one very good lesson when the pupils were developing a journalistic style of writing the teacher managed the lesson, used interesting resources and challenged the pupils very effectively. Consequently, they made very good progress. One pupil commented that what she liked most about the school was; ' *Learning because it is fun.*'
15. The very good teaching which motivates and enthuses the pupils is the key factor in the high achievement of the pupils. The very good support for pupils with special educational needs, particularly by the teaching assistants, allows pupils of all abilities to do well. The tracking of each pupil's progress and very thorough and constructive assessment allows the teacher to plan tasks that move the pupils on a rapid rate. Recent steps have been taken to improve marking so that it helps the pupils to improve their work. This not yet fully effective; in some cases comments are summative and do not contain help or suggestions for the pupils. Sometimes helpful comments are made but not followed up by the teacher or the pupils and in others cases targets set for the pupils are not regularly evaluated. Nevertheless, there are evident and growing trends of effective self-evaluation by the pupils, particularly when they are questioned by the teacher towards the end of a lesson.

The curriculum

The curriculum is interesting and varied. The accommodation and resources are satisfactory.

Main strengths and weaknesses

- The curriculum is extended and enriched by a very good range of activities, visitors and visits
- The pupils have very good opportunities to use their literacy, numeracy and ICT skills across the curriculum
- Provision for pupils with special educational needs is very good
- The accommodation constrains the range of opportunities provided for the youngest children and is inadequate for some aspects of physical education

Commentary

16. The curriculum for the Foundation Stage is appropriately based on the six areas of learning. It now utilises the outdoor area which is an improvement since the last inspection. Positive strides forward have been made in developing play as a tool for learning. However, the classroom is somewhat cramped and constrains the range and quality of play experiences provided for the youngest children.
17. The school provides a broad curriculum for pupils in Years 1 to 6 which meets statutory requirements. All subjects are covered in depth through a well planned programme but the accommodation constrains the opportunities the school can provide for gymnastics. The national strategies are used very well to plan work in English and mathematics and there are very good opportunities for the pupils to use and practise their literacy and numeracy skills across the curriculum. The pupils with special educational need benefit from good quality, carefully planned provision. Their individual education plans are carefully

constructed so that the teachers and their assistants are fully aware of the pupils' individual targets. These targets are reviewed regularly and adjusted accordingly.

18. The school has compiled a register of pupils who are gifted or talented not only in English and mathematics, but also in other areas such as music and sport. The support and monitoring of gifted and talented pupils is an integral element of the school's promotion of high expectations and high achievement.
19. The provision for curriculum enrichment is very good. The pupils benefit greatly from a range of visits and visitors that support and enrich their learning. For example, the oldest pupils spoke animatedly about their residential visit to an adventure centre. On their return the school carried out a questionnaire evaluation of the visit by seeking the pupils' views. Other pupils spoke of visits to Poole's Cavern, the Open Centre in Derby and Sudbury Hall. They particularly remembered how these visits made a big contribution to their work in, for example, religious education and history. Visitors to the school such as an aboriginal artist, book illustrator, poet, Hindu dancers and Quakers add to the diverse curriculum. There is a good range of after school sports clubs, and a drama and French club. There is good provision for individual and group music tuition and opportunities for enrichment through listening to music being played at the beginning of assemblies and in lessons. Children are also given opportunities to join a school orchestra and to celebrate their successes regularly by performing in front of their peers and parents at musical events. Parents greatly appreciate the opportunities provided for their children to participate in concerts and productions.
20. Throughout the school, resources are well managed and organised and enhance the curriculum provision. This is particularly the case for ICT; laptops are centrally stored and used effectively to support learning in classrooms. The pupils have good opportunities to use and extend their ICT skills in a wide range of contexts across the curriculum and stimulating use of the interactive whiteboard contributes considerably to the pupils' learning. Some classroom activities have to be carried out with careful management because there is so little space for the pupils to work in and little room for the teacher to move around. This is particularly the case in the reception and Year 1 classroom. While some aspects of the accommodation are good, the multi purpose hall is not big enough for physical education lessons. The teachers say they can manage by splitting classes into smaller groups and rotating activities but the situation is far from ideal. Some of the children feel their toilets should be improved and those available to the staff are from a bygone age and in urgent need of modernisation. The governors are currently discussing a range of options to improve the accommodation.

Care, guidance and support

The care, welfare and safety of the pupils are very good. The support, advice and guidance offered to pupils are very good. The school seeks and listens to the pupils' views very well.

Main strengths and weaknesses

- The pupils have excellent relationships with the adults in school
- The tracking of each pupil's progress is very comprehensive
- The school actively seeks, values and acts on pupils' views

Commentary

21. The school has an extremely caring ethos. The headteacher and his staff are very approachable, caring and fully committed to the welfare of the children in their charge. All staff know the pupils very well. Every child has an excellent and trusting relationship with one or more adults in the school. Relationships between adults and children are firmly grounded in mutual respect.
22. The school's child protection procedures are secure and fully understood by all members of staff. The school's arrangements for pastoral care, for example, first aid provision, are very good. Supervision at breaks and lunchtime is alert and vigilant and the standard of care is very high.
23. The governing body and headteacher take their health and safety responsibilities very seriously. All the required checks and inspections, including risk assessments, are regularly carried out and properly recorded. Consequently, children work and play in a safe and secure environment. However, a small number of minor potential safety concerns, mainly in relation to the school site, were brought to the attention of the headteacher during the inspection.
24. Teaching assistants and support staff provide very good support to teachers and pupils. Support in the classrooms is based on assessment and thorough analysis of individual pupils' achievements. The school has very good pupil tracking systems that are used consistently and very effectively. This has a very positive impact on standards achieved and pupils' personal development.
25. Pupils are regularly consulted over a wide range of issues concerning the day-to-day running of the school. The school council provides very good opportunities for pupils to be actively involved in development of the school and school improvement. This is very much appreciated by the pupils.

Partnership with parents, other schools and the community

Links with parents are excellent. Those with the community and other schools are very good.

Main strengths and weaknesses

- The views of parents are sought, valued and acted upon
- Parents are provided with a very good range of information which they value highly
- Parents are highly satisfied with the work of the school

Commentary

26. Links with parents are excellent. The vast majority of parents consistently express extremely positive views about all aspects of the school. Parents are regularly consulted and feel their views are valued and acted upon. Parental questionnaires are thoroughly analysed and any concerns fed back to parents along with details of the governors' proposed action. Parents are very happy that any concerns or complaints they might have are listened to and actioned entirely to their satisfaction.
27. During the inspection it was found that the headteacher and his staff were available to parents at the start and end of each school day and were very approachable and welcoming. A considerable number of parents help in classrooms and around the school.

There is very good support for home reading and homework. The Friends Association (PTA) is very well supported and raises considerable funds for the school.

28. The provision of information about all aspects of school life is very good. The school prospectus is attractive and informative. The governors hold an annual meeting with parents and publish a comprehensive annual report. Parents receive very good day-to-day information in the way of newsletters and regular letters about specific events and activities. The governors and PTA also send out regular newsletters. Each class sends out a comprehensive curriculum newsletter at the start of each term. Parents are given an informative annual progress report that clearly states progress made and includes targets for improvement. They are offered the opportunity to attend appropriate consultation evenings each year.
29. The school uses the local and wider community extremely well. Pupils are taken on a good range of visits, including a residential experience for the older children, and are exposed to a wide range of community visitors, which enrich the curriculum and support their personal development. Pupils are encouraged to raise funds for local, national and international charities and this increases their awareness of others less fortunate than themselves.
30. The school is fully involved in the local cluster of schools. There are very good relationships with the main receiving secondary school, which ensures a smooth transition to the next stage of their education.

LEADERSHIP AND MANAGEMENT

The leadership and management are very good. The leadership of the headteacher and governance are excellent. Management is very good.

Main strengths and weaknesses

- The partnership between the headteacher and chair of governors is very influential
- The headteacher has established a strong ethos of high expectations
- Self evaluation is firmly embedded in the school improvement strategy
- Subject leaders are highly motivated and very effective in their roles
- Administrative support is extremely efficient

Commentary

31. The leadership, management and governance of the school have been transformed. The headteacher and chair of governors provide an axis around which significant improvements have been made and further enhancements are planned. The governing body now has high aspirations based on a clear view of where the school is and what needs to improve. The governors see the pursuit of excellence as their priority. To this end the school aims are set out against a series of milestones indicating where the school will be in one year and where it will be in three years. The governors visit the school frequently to monitor its work and find out for themselves how the school is doing. As a result of this and very well developed self evaluation strategies the school improvement plan is comprehensive, related to the school's aims and very clearly focused on activities that will lead to improvements. Monitoring arrangements are highlighted and involve the governors who maintain an overview of progress through their committees. The process of school improvement is very well thought out and is very well managed.

32. Parents are fully involved in the school's improvement strategy. Last year a review of progress was sent to parents with a questionnaire to seek their views and identify any new issues for the school. The governors responded to this questionnaire not only by sending out an analysis of the results but also a summary of comments and areas of concern along with an explanation and proposed actions. This illustrates the enormous improvement in the role and effectiveness of the governing body and its links with the school and the parents.
33. The headteacher has established an ethos in the school which is very influential in the drive to establish, maintain and extend the high standards and the very good achievements of the pupils. The high expectations established within the school motivate both staff and pupils to give their best and strive to continually improve. Discussions with parents indicate that the headteacher's willingness to meet them, his high profile at the start and end of the day and his very good relationship with the pupils have done much to repair the damaged goodwill that was evident at the time of the last inspection. The headteacher has succeeded in uniting parents, governors and teachers in the common goal of aspiring to an excellent all round education for the pupils. This is central to the school's very good provision and why it is very well placed to improve further.
34. Subject leaders are very effective in their roles. The headteacher has focused on developing the leadership skills of the teachers so they can systematically apply them to the development of each subject in turn. This is proving to be the right approach to dealing with the demands of the curriculum amongst a small staff. Each curriculum area has an identified link either with a named governor or a governing body committee to ensure the subject leaders are both challenged and supported and governors are kept fully informed of developments. Each subject leader carries out a review and reports to the headteacher and link governors on the successes in their subject and the need for any future improvements. This process includes a very interesting comparison with the summary statements from the Ofsted/HMI annual subject reports. This gives teachers and governors a clear picture of how well the school is doing.
35. The school's very efficient administrative support allows the headteacher and teachers to focus their efforts on providing a high quality education. The most significant barrier to further improvement is the accommodation; the governors are pursuing a number of options and have plans for improvements to various parts of the building.
36. One parent observed that there had been a *remarkable improvement in how the school is managed*'. The inspection is in full agreement with this statement.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	337 338
Total expenditure	313 282
Expenditure per pupil	2874

Balances (£)	
Balance from previous year	38 651
Balance carried forward to the next	24 056

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

37. Children enter the Reception class in September or January of each year. Currently there are nine children and they share the same setting with eighteen Year 1 pupils. All of the children have had pre-school experience.
38. The children are well on course to reach the Early Learning Goals in all areas of learning by the end of the reception year. Some children are very likely to exceed these goals. Overall, the children are making good progress and achieving well. In the areas of **knowledge and understanding of the world** and **creative development** it is not possible to make a judgement on the quality of the provision, the standards and the quality of the teaching as insufficient evidence was available during the course of the inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children are achieving well and making good progress
- The children have good opportunities to understand and learn to respect other cultures and beliefs

Commentary

39. At this point of the year, this area of learning is the major focus of the teaching. The children are happy, confident and secure in coming to school. They separate from their parents and carers very well and show high levels of self-confidence. They are encouraged by the staff who show a very caring and sensitive approach and have established firm relationships with them. The children have made friends with each other and are learning to listen, take turns and share fairly. The children work well together. The good level of support provided by the staff ensures that there are no significant differences between the performance of boys and girls and of those with special educational needs. The children self-register on arrival and are keen to participate in all the prepared activities around them. However, the levels of independence and decision making would be increased more rapidly if the children had greater opportunity to select, access and return their own resources as part of a training to make decisions, be independently creative and imaginative, and be responsible for their own actions. This would help to extend and build upon their current achievements and fit comfortably alongside the teacher's planned activities in both the indoor and outdoor classroom.
40. When preparing for a physical education lesson in the hall, the children confidently and competently changed quickly and quietly with the minimal support of an adult. All the children manage their own personal hygiene. The children show high levels of tolerance and respect for each other as they listen and work harmoniously together. A very good example of respect was seen during the inspection when the class had visitors who had come to help them understand the cultural traditions of the festival of Navaratri through music, dance and the making and giving of sweets.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The children are making very clear gains in their speaking and listening skills.
- They make very good progress in their early reading skills.

Commentary

41. Most children start school with good speaking and listening skills and every opportunity is given to enhance these skills. Evidence from the teacher's planning indicates that this is a particular strength that extends to other areas of learning. The children often sit with Year 1 pupils, which presents good opportunities to talk, for example when learning new vocabulary and exploring the meanings and sounds of the new words and text. They talk at length about the character Timothy Pope. This captures their attention, generates a thirst for knowledge and sustains their interest. They are very keen and eager to respond to the very good questioning from the adults with ideas, thoughts and feelings. The adults encourage the children to speak slowly and extend their responses by focusing very clearly on the use of subject specific language. Similarly they use mathematical language to good effect.
42. Very good attention is given to early reading skills. Books are shared daily, the children listen attentively and are confident in response to the adult's questioning. The high expectation and the challenging questioning by the teacher ensure that the children know that a picture conveys a meaning, that we read from left to right and can point to individual common words confidently and competently. They clearly enjoy books and handle them with care. The children are very confident at linking sounds and objects to letters, and accurately name and sound the letters of the alphabet.
43. The early writing skills are being suitably developed. The children are being taught well to form letters correctly. They use their phonic knowledge well to write simple words and make good attempts at more complex words. Good levels of support enable most children to achieve well. However, not enough is done to develop independent writing of lists, instructions, labels and captions by providing a greater focus on and through role-play activities. The quality of the assessments made on the each child's reading and writing are very good.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The children achieve well
- The teaching of mathematics is good

Commentary

44. Most children are confident in counting to ten and beyond. In the whole class activity observed, the children remained well focused and involved in counting out coins to the value of 10 pence. The session was well timed and its length matched their attention span. The teacher introduced the new learning very well and captured their interest using the terms 'more than' and 'less than'. The work was presented in such a challenging way that promoted the use of mathematical language. The handling of coins to buy and sell fruit and vegetables and sequencing numbers on a computer programme reinforced their learning. Good mathematical experiences were enhanced by a cooking activity led by the teaching assistant as they weighed and compared the quantities of the ingredients for jam tarts. Most of the children can also write numbers fairly accurately. They recognise different shapes, such as a triangle, square, circle and rectangle, and create patterns using these shapes well. The children are enthusiastic and keen to succeed. As a result, the children are achieving well. Assessment is used very effectively.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The children are making good progress and achieve well in their larger movement skills
- The development of finer skills is restricted by the physical limitations of the classroom

Commentary

45. The children's physical skills on entry to school are above the age-related expectation. In a hall lesson with the Year 1 pupils, the children had good opportunities to improve their larger movement skills. They move with confidence, imagination and control, co-ordinating their movements well. All of the children enjoy setting themselves challenges, concentrate well and show pleasure in their achievement, for instance when travelling along a bench using a sequence of movements. At the end of the session the 'cool down' period before returning to the classroom raised the children's awareness of the effects of exercise to their bodies. The children manage construction equipment well but the finer movement skills are not being rapidly extended because of the constraints of the classroom, which limits the range of experiences to mainly table-top activities. There is insufficient space for daily opportunities to, for example, handle tools, paint, water-play, sand play or use malleable materials such as, play dough.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is **very good**.

Main strengths and weaknesses

- All pupils achieve well and make very good progress
- The teaching is very good

- Literacy skills are used very effectively across the curriculum

Commentary

46. The headteacher and teachers have worked successfully to raise the pupils' attainment since the last inspection and, as a result, standards achieved by the end of Year 6 in speaking and listening, reading and writing are well above average. Standards are high because the teachers have very high expectations of the pupils and they have developed strategies and initiatives such as, paired discussions and shared research work with pupils from a very early age. They make very effective use of statistical data to analyse pupils' strengths and weaknesses in national tests and use this information well to set challenging targets. Strong support is given to pupils with special educational needs, which ensures that they improve their skills and confidence rapidly in line with their capabilities. The pupils have very positive attitudes towards learning and a thirst for knowledge which are harnessed and exploited by the very good teaching which is at the heart of the school's success.
47. Standards in speaking and listening are well above average throughout the school. The pupils listen very carefully to instructions and have been taught to ask thoughtful questions. They listen and respect each other's contributions, particularly when working with a partner, which they are required to do frequently in lessons. These listening and talking sessions require them to think, reflect and act upon the outcomes of their discussion. The pace of work is rapid and consistently challenges the pupils.
48. Standards in reading are high throughout the school. The pupils read fluently and accurately and have been taught from a very early age to use a range of strategies to read unfamiliar words. They respond to fiction and non-fiction texts well because they are guided skilfully by all staff. The pupils can skim and scan text to seek information they require. For example, Year 2 pupils used the Internet to find out information about Guy Fawkes. Furthermore, they can discuss their findings and record them using correct punctuation and grammar skills. When they forget the teachers quickly remind them. In Year 6 the pupils have high level interpretation skills and can confidently convey their views about characters, settings, styles and events in a novel. They obviously enjoy reading and as one child said; *'I choose thick books, because I never want a story to end'*. In addition, the most able discuss and interpret how accurately a film conveys the story line of a novel.
49. Standards in writing are high. From a very early age there is a very good focus on punctuation, grammar and spelling. The pupils have a very good understanding of how words are built up from phonemes. This helps them to make credible attempts at spelling unfamiliar words. Their writing is lively and well constructed, and they are taught to use creative and imaginative language, particularly in stories, script writing and poetry. The pupils confidently grasp how to write persuasive non-fiction and to organise it so that it can influence the reader's opinions, for example, when they are writing a newspaper article.

Example of outstanding practice

A Year 3 and 4 lesson on writing a play script; focussing on setting the scene and stage directions

The teacher used the interactive whiteboard to create an introduction using the pupils' suggestions and ideas. Through detailed questioning the pupils identified the characters, what they would say and the manner in which they would deliver their lines. The pupils acted out the beginning of the opening scene, bringing the characters to life. The teacher drew out the different intonations in the pupils' delivery and asked them to describe how the characters were speaking. The pupils suggested how they spoke, for example nervously or

haughtily. The teacher used these ideas to develop the introduction on the interactive whiteboard; this was quickly printed and distributed for the pupils to continue individually.

50. The quality of the teaching is very good overall. Two excellent lessons were seen. The lively, dynamic and enthusiastic delivery of the basic skills of language and literacy motivates and stimulates the pupils. The teachers are very well supported in their work by the teaching assistants, parents and governors. However, the school is not complacent and is continually striving for excellence. Recently energies have been directed at improving the quality of teachers' marking and pupils' presentation of work. In the best marking practice the teacher is very careful to make encouraging comments and to point out how a piece of work can be improved. However, this approach is not yet consistently employed across the whole school. Initiatives in target setting and self evaluation are developing well but are not yet fully effective. The subject leader is very effective in promoting and managing the subject and is committed to further improvement.

Language and literacy across the curriculum

51. The teachers provide the pupils with a very good range of opportunities to use and extend their language and literacy skills in other subjects. The teachers ensure the pupils write in different contexts for different purposes, such as recording their finding for a science experiment or explaining their aboriginal artwork. Proper consideration is given to grammar and punctuation, for example, when the teacher asked quietly of one child; 'Is the apostrophe in the right place?' The teaching creates strong links with ICT, encouraging pupils to use technology in ways that make their writing and speaking more effective in communicating their intentions across all subjects. As a result, the pupils achieve well.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards in mathematics are high
- Teaching is very good and builds well on pupils' learning
- Pupils' attitudes to their work are generally very good
- The subject is very well led and managed

Commentary

52. Over the past three years standards have been high. Currently, standards in Year 2 and Year 6 are well above average and the pupils are likely to achieve the school's targets in the national tests. The underachievement of boys has been eradicated and in some years they slightly out perform girls, although over time girls and boys achieve equally well. In the national tests in 2004 all of the pupils reached the expected level and half reached the higher level. High standards are being maintained and continuing improvement sought because the teaching is very good and provides a good degree of challenge for all pupils including the higher attaining pupils. For example, some Year 3 and 4 pupils used the interactive whiteboard to demonstrate and explain their methods of identifying sequences. In the lesson they showed how they could recognise patterns and extend increasing complex sequences. Challenges of this kind were followed keenly by the pupils and created

a very good working atmosphere in the class. Similarly in Years 5 and 6 the pupils respond well to a problem set by the teacher which required them to draw and interpret a frequency graph. Pupils' attitudes to their work are very positive and they work very well together when asked to work in pairs or groups.

53. Pupils of all abilities make very good progress and achieve very well because the curriculum is structured carefully and taught effectively. The teachers plan their work, taking the pupils' prior learning into consideration. The impact of this is evident in the way in which teaching assistants support pupils with special educational needs by explaining and recapping the teacher's instructions. This enables the pupils to make progress in their learning by ensuring that the work meets their needs. Across the school there is good development in the pupils' knowledge and understanding in all areas of mathematics.
54. Teaching is always at least good throughout the school and often it is very good. It has improved since the last inspection. The teachers use oral and mental introductions to set a good pace to the lesson and to keep the pupils alert and interested. Teachers' marking and oral responses are generally good but do not always make explicit reference to the pupils' targets. Not all of the pupils' work is marked in a manner that helps them to improve and they are not consistently given opportunities to correct or improve their work. Nevertheless, as a result of close monitoring, thorough assessment and high expectations the pupils make very good progress. For example, Year 2 received a further careful explanation of the key vocabulary that helps them to identify the operation they need to solve word problems which enabled the pupils to succeed.
55. Relationships between teachers and pupils are very good. Good humoured teaching coupled with high expectations creates a very positive working atmosphere in classrooms. Opportunities for paired work and the sharing of ideas have a positive impact on the pupils' achievement.
56. Resources are adequate. Good use is made of the interactive whiteboard to provide high quality interaction which, coupled with very effective teaching, enables pupils to focus their interest and achieve very well. The leadership and management of the subject are very good. The mathematics subject leader has a clear action plan to sustain and build upon the improvements which have already taken place.

Mathematics across the curriculum

57. There are appropriate opportunities for the pupils to use their numeracy skills across the curriculum. For example, they measure length in design and technology, estimate distances in geography, interpret graphs in science and use their knowledge of symmetry in art.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are well above average in Year 2 and 6
- Teaching and learning are very good
- Investigative approaches are strongly promoted

Commentary

58. Standards of work are currently well above average. The pupils' progress in developing the skills of investigation is particularly good; they are being very well developed as they move through the school. In a very good lesson seen in Year 3 and 4 pupils were challenged to devise their own methods to separate solids from liquid. Very good use was made of the pupils' observation skills and good opportunities were provided for them to record their results both in the form of tables and through written accounts. Most pupils achieve very well in developing their knowledge and understanding of all aspects of science.
59. Although no lessons were seen in Years 1 and 2, last year's teacher assessments show that standards are high and scrutiny of the pupils' current work shows that this is being maintained. There are good examples in their work of pupils recording their observations and communicating their findings, in some cases using ICT.
60. Teaching and learning in science are very good. A particular strength is the opportunities given to use both literacy and numeracy skills in recording observations and communicating findings. Activities are well planned and resources are used well to stimulate and engage the pupils. In Years 3 and 4 lessons make very good use of the interactive whiteboard to focus the pupils' attention on, for example, enlarged images of a range of filters. Questioning is used very effectively to stimulate learning and extend the pupils involvement in lessons. Although, in Year 5 and 6, one lessons got off to slow start it picked up pace considerably as the lesson progressed. This good pace of learning results in the overwhelming majority of pupils working with enthusiasm and perseverance. This was the case when the oldest pupils were devising an experiment identify the factors which increase the rate at which some solids dissolve. The pupils listen carefully to what the teachers have to say and listen well to each other's points of view. All teachers reflect the high expectations of achievement that form the school's drive for excellence.
61. Since the last inspection the school has made very good improvement in the provision for science. The underachievement of boys highlighted in the last report is now no longer evident. The excellent results of the 2004 tests at the end of Year 6 provide strong evidence that there is now no variation in the achievements of boys and girls because all of the pupils achieved the higher level in the national tests.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above average by Year 6
- The pupils enjoy using ICT and achieve well
- In Years 2, 3 and 4 the teachers make extensive use of ICT to support learning

Commentary

62. The stimulating approaches to learning and teaching being promoted are very effectively utilising a range of software to motivate the pupils. In Year 2, for example, the pupils created a repeating wallpaper pattern as part of their study of William Morris. To enable the pupils

to undertake this task the teacher skilfully introduced new skills to the pupils, which they used effectively create a simple image and then repeat it.

63. In Years 3 and 4 the teacher is a leading ICT teacher within the local education authority. His confidence and knowledge of the hardware and software enables him to make very effective use of the technology right across the curriculum. For example, when the pupils were researching life in an Indian village they worked in small groups to create multimedia pages containing text, images, sound and in some cases video. These pages were then linked to the home page containing the titles of each group's topic of research. The teacher reviewed the pupils' work using the interactive whiteboard which provoked both good geographical discussion and an evaluation of their use of the software.
64. In Years 5 and 6 a peripatetic teacher works with the pupils. In one lesson observed the pupils searched and sorted a large database to find out about the crimes of Victorian children and the punishment they received. This generated good discussion about the accuracy of information and the way in which the database was structured.
65. Overall, the teaching of ICT is good and in Years 3 and 4 it is very good. The increasing and effective use of ICT is leading to the pupils' competences growing rapidly. This is exemplified by a wall display in Years 3 and 4 showing how pupils have moved from giving direct instructions in LOGO to creating procedures which call other procedures.

Information and communication technology across the curriculum

66. The use of ICT across the curriculum is extensive in some, but not all, parts of the school. Nevertheless, its effective use is increasing and many pupils readily turn to the technology to both research and communicate their work.

HUMANITIES

67. One lesson was seen in each of history, geography and religious education. An activity afternoon for Years 1 and 2 which focused on the celebration of the festival of Navaratri was observed. An examination of the pupils' completed work was carried out in all three subjects. Discussions were held with pupils and staff. The planned curriculum offered is very broad and well balanced and is enhanced by visits out into the local community and further afield. The leadership and management of the subjects are very good. The assessment of the work is very good, an improvement since the last inspection. In all three subjects it is very evident that a high priority is given to the application of literacy skills and the use of ICT to support learning.
68. The **history** curriculum is very well managed to ensure full coverage of the National Curriculum programmes of study in the mixed-age range classes. In the one lesson observed at Years 1 and 2 the quality of the teaching and learning was excellent and the achievement of the pupils was high. As a result the pupils were making excellent progress in their knowledge and understanding through historical enquiry, exploring a wide range of sources and discovering answers to their questions. For example, the skilful and challenging questioning led by the teacher promoted high levels of historical enquiry about The Gunpowder Plot. The pupils worked in pairs and this enabled the pupils to have high levels of discussion and to write probing questions such as; *Why was Guy Fawkes unarmed? How did they build a tunnel underground? Who wrote the letter to the King? What happened to Guy Fawkes when he was caught?* This work was completed quickly

and efficiently because they wanted to move rapidly onto the task of using sources of evidence such as pictures, books, the Internet and a video recording to find the answers. By the end of the session they were able to report back their findings and share with the rest of the class the information they had discovered. The pupils were highly motivated and enthusiastic learners. Consequently, the standards achieved by the end of this lesson were well above expectations and the pupils had made excellent progress.

69. In the one **geography** lesson seen the quality of the teaching and learning was very good and as a result the pupils were achieving very well. The pupils were able to confidently identify features of an Indian Village and create a multimedia page showing what they have learned about, for example, farming, transport and water. They worked together very well and at speed because they found the task stimulating and interesting. By the end of the lesson they confidently reported back their findings, having been extremely adept at producing a multimedia page. They were continually challenged and motivated by the teacher. A significant feature was the discreet reinforcement of the use of literacy skills.
70. In **religious education**, from a review of the pupils' work, discussions with the pupils and the observation of one lesson it is clear that standards exceed expectations and that pupils are making good progress. This is because of the systematic planning, well-prepared resources and visits to places of worship. The good discussions with the older pupils about their visit to the local church, and the manner in which they articulated their understanding demonstrated that they had acquired a very good knowledge of both the features and the significance and purpose of a Christian Church. Similarly, the younger children have begun to acquire knowledge about the significance of, for example, festivals and celebrations in many faiths. This was clearly evident from their knowledge of the Hindu festivals of Holi and Navaratri.¹ The children were able to share, ask questions and reflect with the many parents, governors and other visitors to the school as they engaged in facets of the celebration by making sweets and dancing to the Indian music. They were keen and enthusiastic to know more and this gave them good opportunities to further extend and share their understanding.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. One design and technology and one art and design lesson were observed. In both subjects work on display, in books and photographic records were also scrutinised. Two physical education lessons were seen. Although two music lessons and a hymn practice were observed it was not possible to see a lesson with Years 5 and 6 so there was insufficient evidence to support an overall judgement about the quality of the teaching and learning and the standards the pupils achieve in music. However, from the teacher's planning, discussions with parents, staff and pupils and photographic evidence of past work it is clear that the children are given a wide range of musical experiences.
72. In **art and design** the pupils have a good range of opportunities to work in a range of media. In Year 2 the pupils' sketch books record their experiments with pencil, crayon, paint and printing inks. There are also good examples of pupils exploring colour, shape and pattern through the work of William Morris. In an ICT lesson the pupils used software to

¹ *Holi is the Hindu festival that welcomes the spring and celebrates the new life and energy of the season. Navaratri or Navratri (nine nights) is one of the greatest Hindu festivals. It symbolises the triumph of good over evil. Navaratri takes place at the beginning of October around harvest time.*

create a repeating pattern for wallpaper to good effect which they then compared with the prints they had made on textile. Older pupils have recently worked with an illustrator and explored aboriginal art. Work on display in Years 5 and 6 shows how the pupils have created montages from action photographs and made action drawings of their own. In the one art and design lesson observed the pupils were attempting to create the effect of movement. Here good teaching helped the pupils extend their skills and begin to explore techniques they could use to convey movement. This work is of the expected standard.

73. In the one lesson observed in **design and technology** the Year 1 pupils were decorating photograph frames they had made. The work was of the expected standard. A good feature of the teaching was the introduction which examined the parts of a photograph frame through disassembly. At this early stage in the school year there is little finished work but examples of completed puppets, the pupils' evaluations and their work on healthy eating and biscuits indicate that standards are in line with expectations.
74. Of the **music** lessons seen, one was taught by a teacher with very good knowledge and understanding of the subject. Consequently, the teaching had a very positive influence on the above average standards achieved in the lesson and in the pupils' very good achievements. The lesson was conducted at a rigorous pace. The group composition work was very well managed, so that the learning was purposeful and the pupils concentrated throughout. The pupils worked together in groups and supported each other very well. In the other lesson seen the teacher followed a published music scheme and this enabled the pupils to have a good musical experience which focused specifically on the development of singing and listening skills. As a result, the pupils made good progress during the lesson and achieved well.
75. In whole school hymn practice, the pupils sing clearly, hold the melody contour fairly accurately and keep a steady rhythm with due attention to note values. The pupils who are learning to play an instrument have a competent grasp of the basic rudiments of music, good control and mastery of their instruments. The pupils are keen, enthusiastic and are making good gains in their learning. They are achieving well. This is because the quality of the teaching by the specialist teacher is very good. A few pupils are being prepared for external examinations.
76. In both **physical education** lessons seen there was a good focus on the development of skills, for example, on how to hold the hockey stick and control the ball or with the youngest children in the hall to practise and evaluate movement and balancing skills. In each case teaching was characterised by high expectation, clarity of instruction and a continual awareness of safety. This was very important in the very small hall, which is inadequate for a large number of children. This issue was raised at the last inspection but the school has not been able to resolve the problem. The limited space continues to place a restriction upon the curriculum for gymnastics and, to a lesser extent, dance. All the pupils have regular swimming lessons and by the time they leave the school they are able to swim at least 25 metres. The school is involved in a wide range of sporting events and older children participate in a residential visit to an outdoor centre.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

77. During the inspection, only one **personal, social and health education** lesson was seen, in which the Year 3 and 4 pupils discussed caring for others. The friendly atmosphere and very positive relationship between the teacher and the pupils encouraged them to give their

views and contribute to the class discussion. One pupil reversed the emphasis, speaking with genuine gratitude for the care of others when he had been in hospital. The teacher developed the theme of caring by allowing each pupil to take a secret peep at a picture of the most important person to be cared for. The picture was a mirror!

78. The school has a good programme of work that is presented in weekly lessons in each class. The pupils' positive attitudes and the respect they show for their peers and their teachers indicate that this programme of work is very effective.

79. PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	Grade
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	1
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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