

INSPECTION REPORT

LUDWELL PRIMARY SCHOOL

Shaftesbury

LEA area: Wiltshire

Unique reference number: 126271

Headteacher: Mr D Rolfe

Lead inspector: Mrs M Gough

Dates of inspection: 11th – 13th October 2004

Inspection number: 267254

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:	57
School address:	Ludwell Shaftesbury Dorset
Postcode:	SP7 9ND
Telephone number:	01747 828519
Appropriate authority:	The governing body
Name of chair of governors:	Mr M Jeffery
Date of previous inspection:	March 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated in the village of Ludwell, close to the town of Shaftesbury. It caters for pupils between the ages of four and eleven, from the immediate area and surrounding villages. The school is in the final stages of its transfer from a first school to a primary school, and for the first time has Year 6 pupils on roll. The percentage of pupils known to be eligible for free school meals is around five per cent of the total school population. This figure is very low and does not accurately reflect the diverse socio-economic circumstances of the pupils and their families. Thirteen pupils are currently on the school's special educational needs register. This represents 21 per cent of the school population and is about average. The school has one pupil who has a Statement of Special Educational Needs. No pupil is at the early stages of learning English as an additional language. The school is part of a Networked Learning Community and over the past few years has received Basic Skills Quality Marks in literacy, reading and spelling and mathematics. Six pupils have left the school other than at the usual point of transfer and six pupils have joined other than at the usual point of entry. The attainment of the Reception children when they start school varies significantly from year to year but is typically below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22361	Mrs M Gough	Lead inspector	Foundation Stage, mathematics, information and communication technology, music, physical education, personal, social and health education and citizenship
11437	Mr A Anderson	Lay inspector	
12997	Mrs C Cheong	Team inspector	Special educational needs, English, science, art and design, religious education, design and technology, history, geography

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school that has many strengths. Teaching and learning are good in Key Stage 1 and Key Stage 2. Pupils achieve well. The leadership and management of the headteacher and governing body are good. The school gives good value for money.

The school's main strengths and weaknesses are:

- Teaching is good in Key Stage 1 and Key Stage 2. The practice of teachers teaching their specialist subjects throughout the school is very effective.
- Pupils have very positive attitudes to school and to work. Their behaviour is very good.
- The school provides a very good range of additional learning opportunities that contribute significantly to their personal and social development.
- The school's arrangements for ensuring the health, safety and well-being of pupils are good.
- The school's provision for the pupils' personal, social and health education and citizenship is very good and contributes significantly to their social and moral development.
- Links with parents, other schools and the community are very good.
- Leadership and management are good overall, and the headteacher sets a very good lead through his own classroom practice.
- Standards in writing are a weaker area of pupils' learning throughout the school.
- There are weaknesses in some aspects of the provision for Foundation Stage children.

The school has improved well since the last inspection. The change from first to primary status has been very smoothly managed, and there has been very good improvement in terms of the rebuilding and refurbishment of the accommodation. The school has maintained and in some cases further developed the many good features described in the last report. All of the key issues arising from the last inspection have been fully addressed.

STANDARDS ACHIEVED

Year 2 results

Results in National Curriculum tests at the end of Year 2 compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	C	D	D	D
Writing	C	D	D	E
Mathematics	C	E	B	B

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

Pupils' achievement is **good**, overall. The achievement of children in the Foundation Stage is satisfactory overall. In Key Stage 1 and Key Stage 2, pupils achieve well and attain the standards of which they are capable. Standards are satisfactory overall for the current Year 2 and Year 6 groups, but because groups of pupils are very small, the overall attainment of different year groups varies significantly from year to year.

This is the first year that the school has had Year 6 pupils, and there are therefore no national test results for previous years.

On the basis of the end of 2003 Key Stage 1 national test results, the pupils' attainment in reading and writing was below the national average, and their attainment in mathematics was above the national average. In comparison with similar schools, the pupils' performance in reading was below average, their attainment in writing was well below average, and their attainment in mathematics was above average. The school's results for 2004 show that although standards in reading seem to have improved, standards in writing have been maintained, and standards in mathematics seem to have dropped. Extreme care must be exercised when interpreting and comparing the end of key stage results as the groups of pupils entered for the tests are often very small, and there are significant variations in the natural ability of pupils.

The inspection findings show that pupils' attainment in English and mathematics is in line with national expectations at the end of both key stages, and that pupils achieve well in these subjects. In science, the pupils' attainment is in line with national expectations at the end of Key Stage 1, and above national expectations at the end of Key Stage 2. Pupils of all ages achieve well in science. In religious education, pupils' attainment is in line with the requirements of the Locally Agreed Syllabus at the end of both key stages, and the pupils' achievement is satisfactory. In information and communication technology, pupils' achievement is satisfactory and they attain the nationally expected standards at the end of both key stages. In art and design, and physical education, pupils of all ages achieve well, and their attainment is in line with national expectations at the end of both key stages.

By the end of the Foundation Stage, the children's attainment is below the expected level in communication, language and literacy, and mathematical development, and at the nationally expected level in knowledge and understanding of the world, physical development and creative development. In personal, social and emotional development, the children's attainment is above the expected level at the end of the Reception year. The children's achievement is satisfactory overall, but needs to be better in communication, language and literacy and mathematics. The children achieve well in personal, social and emotional development and physical development.

The pupils' attitudes, behaviour and personal development are very good. Overall the pupils' spiritual, moral, social and cultural development is **very good**. Their moral and social development is very good, and their spiritual and cultural development is good. Pupils' attendance and punctuality at the school are very good.

QUALITY OF EDUCATION

The school provides a **good** quality of education for the pupils. Overall, teaching and learning are **good**. Assessment is satisfactory in Key Stage 1 and Key Stage 2, but poor in the Foundation Stage. The curriculum is satisfactory and is enriched by a very good range of additional learning opportunities. The accommodation and resources are very good overall. The school provides very good levels of pastoral care and has good systems in place for ensuring the pupils' health and safety. The school very successfully seeks and acts upon the views of pupils. Very good links have been established with parents, the community and other schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good** overall. The headteacher provides good leadership and management. The governing body effectively fulfils its role.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school and with the way in which they are involved in their children's education. Pupils speak very highly of the education they receive and of their teachers. They have very positive attitudes and enjoy coming to school.

IMPROVEMENTS NEEDED

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

- improve the standard of writing throughout the school;
- ensure that the Reception children make better progress in communication, language and literacy and mathematical development so that standards in these areas rise more quickly.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The pupils' achievement is **good** overall. Standards are at the nationally expected level.

Main strengths and weaknesses

- Standards in reading are above average, and standards in speaking and listening are well above average.
- Pupils of all ages and abilities achieve well.
- Writing is a weak feature of the learning of Reception children.
- Although satisfactory, standards in writing at the end of Key Stage 2 could be higher.

Commentary

1. Although pupils of all abilities in Key Stage 1 and Key Stage 2 achieve well, and attain the standards of which they are capable, their attainment, as measured by end of key stage national tests, varies significantly from year to year. This is because the groups of pupils entered for the tests are very small, and the performance of even one pupil can distort the overall picture of attainment. It is therefore not possible to interpret meaningful trends in the pupils' performance over time, and comparisons between the pupils' performance and that of pupils in similar schools is unreliable. The school's test results can also be affected by high levels of pupil mobility. For example, the current Year 6 group contains nine pupils, some of whom have joined the school very recently. As a result, the school's predicted targets for the 2005 tests in English and mathematics have changed quite significantly.

Foundation Stage

2. The attainment on entry of the current group of Reception children is below the expected level overall. The children make good progress in personal, social and emotional development, and physical development, and achieve well in these areas of learning. In all other areas of learning their achievement is satisfactory. However, although satisfactory, the children's progress in communication, language and literacy and mathematical development needs to be more rapid.
3. By the end of the Foundation Stage, the children's attainment is below the expected level in communication, language and literacy, and mathematical development, and at the nationally expected level in knowledge and understanding of the world, physical development and creative development. In personal, social and emotional development, the children's attainment is above the expected level at the end of the Reception year.

Key Stage 1

Standards in national tests at the end of Year 2 – average points score in 2003

Standards in:	School results	National results
Reading	15.3 (15.4)	15.7 (15.8)
Writing	13.7 (13.7)	14.6 (14.4)
Mathematics	17.0 (15.0)	16.3 (16.5)

There were 14 pupils in the year group. Figures in brackets are for the previous year.

4. On the basis of the end of 2003 Key Stage 1 national test results, the pupils' attainment in reading and writing was below the national average, and their attainment in mathematics was above the national average. In comparison with similar schools, the pupils' performance in reading was below average, their attainment in writing was well below average, and their attainment in mathematics was above average. The school's results for 2004 show that standards in reading seem to have improved, standards in writing have been maintained, and standards in mathematics seem to have dropped.
5. The inspection findings indicate that standards in English, mathematics and science are in line with national expectations at the end of Key Stage 1. Pupils achieve well in these subjects, and activities meet the needs of pupils with special educational needs and appropriately challenge higher attaining pupils. In English, standards of speaking and listening are above average, but standards of writing are below national expectations. In mathematics, pupils' understanding and knowledge of number is strong, and their ability to solve open-ended problems is a weaker element of their learning. In science pupils' investigative skills are satisfactory, and their scientific knowledge is secure. Pupils' skills of literacy and numeracy are satisfactory overall.
6. Standards in religious education meet the expectations of the Locally Agreed syllabus and pupils' achievement is satisfactory. In information and communication technology, the pupils' attainment is in line with national expectations and their achievement is satisfactory. They make satisfactory use of information and communication technology in their work in other subjects. In physical education and art and design, pupils achieve well and attain the national expectations by the end of the key stage. In personal, social and health education and citizenship, pupils' attainment is above the expected level and their achievement is good.

Key Stage 2

7. This is the first year that the school has had Year 6 pupils, and as a result, there are no past Key Stage 2 national test results in English, mathematics and science. The inspection findings indicate that the current group of Year 6 pupils is on course to attain the nationally expected level in English and mathematics, and above the expected level in science. Pupils of all abilities achieve well in these subjects, but writing is a weaker area of their learning, and some pupils have difficulties in writing extended pieces and developing their ideas. Pupils make satisfactory use of literacy and numeracy skills across the curriculum, and there are strengths in their speaking and listening skills, and the way in which they research information, both from books, and from the Internet.
8. In religious education, the pupils' achievement is satisfactory, and their attainment is in line with the requirements of the Locally Agreed Syllabus. In information and communication technology, pupils achieve satisfactorily and their attainment is in line with national expectations, although their experience of producing multi-media presentations is limited by the lack of resources. In physical education and art and design, the pupils achieve well, and their attainment is in line with national expectations. In personal, social and health education and citizenship, the pupils' attainment is well above the expected level, and they attain very well in this area of their learning.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes, behaviour and personal development are **very good**. Overall the pupils' spiritual, moral, social and cultural development is **very good**. Their moral and social

development is **very good**, and their spiritual and cultural development is **good**. Pupils' attendance and punctuality at the school are **very good**.

Main strengths and weaknesses

- Pupils have very positive attitudes to school and to work. Their behaviour is very good at all times.
- Older Key Stage 2 pupils demonstrate very good levels of responsibility and independence.
- Pupils have a very well developed sense of right and wrong, and get on extremely well with one another and the staff.
- Pupils' spiritual and cultural development are good, and pupils are very respectful of the views and beliefs of others.
- The rate of attendance is very good, and is well above the national average.

Commentary

9. The pupils' behaviour is very good overall, and there has been good improvement since the last inspection. Pupils form very good relationships with one another, and work very well together on shared tasks. Pupils are kind, and older Key Stage 2 pupils understand their role in supporting younger pupils at playtimes. A very small number of pupils present challenging behaviour, but this is dealt with very sensitively and effectively by the staff, who explain the impact of the pupils' actions on the well-being and happiness of others. There have been no exclusions from the school. Bullying is extremely rare, and pupils and their parents agree that behaviour is a strength of the school.
10. Pupils of all ages and abilities have very positive attitudes to school and to work. This represents good improvement since the last inspection. Pupils work hard and try to do their best. They listen well in lessons and make positive contributions to discussions. Pupils enjoy coming to school. The pupils' personal development is very well developed, and pupils show increasing levels of maturity as they move through the school. Opportunities for the pupils to act as Team Captains, or to be members of the School Council very successfully enhance their understanding of shared and collective responsibility. A friendship bench in the school yard is used very effectively to support children who feel 'left out', and encourages pupils to consider the feelings of others. The pupils personal development is further enhanced by the many opportunities provided by the school for them to raise money for charity.
11. The pupils' spiritual, moral, social and cultural development is very good overall. Pupils' spiritual development is effectively promoted in lessons as they consider the feelings of others. The grounds provide areas of natural beauty where the pupils can reflect quietly on their surroundings. Good use is made of the local and wider environment to enhance the pupils' knowledge of their own culture. Very good use of visitors, such as a Nigerian artist and a drumming group give the pupils further insight into the traditions of other cultures, and pupils show very good levels of respect for the views and beliefs of others. There are many very good opportunities for the pupils to consider social and moral issues, and personal, social and health education and citizenship lessons are used very well to extend their learning. Pupils of all ages have a very well developed sense of right and wrong, and very good understanding of the need for communities, such as the school community, to have agreed rules which are for the benefit of all.

12. The overall attendance of pupils at the school is very good and is well above the national average. There is very little evidence linked to pupil lateness and the vast majority of parents are very supportive of the school in terms of helping to ensure that their children attend school regularly and promptly. The school is proactive in monitoring and promoting the attendance of all pupils and external agencies are used effectively to support the school with any occasional attendance issues.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	3.8	School data:	0.2
National data:	5.4	National data:	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education for the pupils. Overall, teaching and learning are **good**, and assessment is **satisfactory**. The curriculum is **satisfactory** and is enriched by a **very good** range of additional learning opportunities. The accommodation and resources are **very good** overall. The school provides **very good** levels of pastoral care and has **good** systems in place for ensuring the pupils' health and safety. The school **very successfully** seeks and acts upon the views of pupils. **Very good** links have been established with parents, the community and other schools.

Teaching and learning

The quality of teaching and learning is **good** in Key Stage 1 and Key Stage 2 and has some very good features. Teaching in the Foundation Stage is **satisfactory**. Assessment is **satisfactory** in Key Stage 1 and Key Stage 2, but **unsatisfactory** in the Foundation Stage.

Main strengths and weaknesses

- The specialist teaching of science, art and design and physical education has a very significant impact on the pupils' achievement, and makes very good use of the expertise of individual teachers.
- Personal, social and health education and citizenship is taught well throughout the school.
- Support staff are used well to enhance and extend the pupils' learning.
- Pupils have very positive attitudes to learning and take a full and active part in all lessons.
- Very good relationships between staff and pupils create a very positive learning environment where the views of all pupils are valued and respected.
- Good assessment systems have been introduced in all subjects, but they are new and are not yet having their maximum impact on pupils' learning.
- The formal assessment of Reception children is poor and not enough use is made of assessment information when planning work in communication, language and literacy and mathematical development.

Commentary

Summary of teaching observed during the inspection in lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	6	7	5			

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

13. The strong features identified at the time of the last inspection have been successfully maintained and developed, and there has been good improvement in terms of developing the role of specialist teachers. Overall improvement has been good.
14. The teaching of the Reception children is satisfactory overall. The classroom assistant makes a good contribution to the children's learning. The teacher provides a good range of play activities for the children, but they are not always sufficiently structured and focused. Personal, social and emotional development and physical development are taught well, and the children achieve well in these areas. Although adults develop the children's spoken language well, there are weaknesses in the teaching of early writing skills, and the children do not make enough progress in this aspect of their learning. The teacher and classroom assistant know the children very well and make ongoing informal assessments of their progress and achievements. However, the formal recording of the children's attainment and achievement in the Foundation Stage Profiles is poor, and not enough use is made of the information that is gathered to target activities to the specific needs of individual children.
15. The specialist teaching of science, art and design and physical education in Key Stage 1 and Key Stage 2 is very effective and maximises the strengths of individual teachers. The practice also ensures good levels of continuity and progression in the pupils' learning as these teachers have an overview of the pupils' achievement and attainment across the school. There is also specialist teaching in music, but this was not observed during the inspection. The teaching of personal, social and health education and citizenship is good throughout the school.
16. Teachers have very good relationships with the pupils, and as a result, pupils are very comfortable about sharing their ideas or giving their views. Teachers cope well with the wide range of ability within the mixed age classes, and effectively challenge the highest attaining pupils whilst providing very good additional support for those with special educational needs. Where teaching is most effective, teachers use questions particularly well to extend the pupils' thinking, and to revise the pupils' previous learning. In many lessons there are very good opportunities for the pupils to evaluate their own learning, and to suggest ways they might further improve. This very good practice is particularly evident in science, physical education, and in the upper Key Stage 2 class.
17. Support staff are used well overall, and their input into supporting pupils with Statements of Special Educational Needs is very good. The practice of support staff working with small groups of pupils is very beneficial, especially when it enables the class teacher to focus on a particular issue with perhaps just one age group within the class.
18. Pupils have very positive attitudes to learning and take a full and active role in class activities. They are especially keen to take part in discussions and to present their

ideas, and older Key Stage 2 pupils are very successful in giving clear explanations. Pupils make good gains in their learning as they move through the school, and become increasingly independent learners. Where they have the opportunity to evaluate their own learning they have a good understanding of how they might improve and the steps they need to take.

19. Assessment is satisfactory overall in Key Stage 1 and Key Stage 2. The school has devised some good systems for tracking pupils' progress and attainment in all subjects, but many of these systems are very new, and the information they are providing has not yet been fed back into teachers' long-term and medium term planning. Of particular note is the ongoing assessment in science which is very good, and which gives pupils a very clear idea of the standard they are attaining as they move through different topics.

The curriculum

The quality of the curriculum is **satisfactory**. The school provides a **very good** range of enrichment opportunities. The accommodation and resources are **very good** overall.

Main strengths and weaknesses

- The school's provision for personal, social and health education is very good.
- Pupils are encouraged to take part in a very wide range of additional learning opportunities which significantly enhance their learning and their personal development.
- The school is very inclusive, and pupils with difficulties are very well supported so that they can take a full part in all activities.
- The accommodation is very good, and has been significantly improved since the last inspection.
- The use of 'Golden Time' in the Reception/Year 1 class is unsatisfactory.

Commentary

20. The curriculum is satisfactory for pupils of all ages. It meets the requirements of the National Curriculum in Key Stage 1 and Key Stage 2, and religious education is taught in accordance with the requirements of the Locally Agreed Syllabus. The curriculum is broad and well balanced. There has been satisfactory improvement since the last inspection in developing the curriculum. Where curriculum planning is most imaginative, the morning session is used creatively, and maximum use is made of the time that is available. 'Golden Time', when pupils choose their own activities as a reward for good work, is not sufficiently purposeful in the Reception/Year 1 class, and in this class is a poor use of teaching and learning time. The provision for personal, social and health education and citizenship is very good throughout the school.
21. The provision for pupils with special educational needs is satisfactory. Individual education plans are in place for all pupils, and staff work hard to support those pupils who need extra help. Very good support for pupils with statements of special educational needs enables these pupils to take a full and active part in all activities.
22. The statutory curriculum is very effectively enriched by a wide range of exciting activities which are popular with the pupils. Of particular note is the range of residential visits which take place throughout Key Stage 2. Pupils benefit greatly from the social interaction with pupils from other schools, and many of the activities extend their physical skills as they take part in adventurous activities. The pupils are very excited

about the 'Themed' days which take place at least once per year. These days often have a historical focus, and the pupils enjoy dressing up and sampling life as it used to be. A local leisure centre is well utilised to provide extra sports teaching and the school makes good use of its own starter swimming pool. The school also provides French and musical instrument lessons.

23. The accommodation is very good. The school has undergone an extensive programme of rebuilding and refurbishment, and there has been very good improvement since the last inspection when the hall was used as a general teaching space. Resources are of good quality and are satisfactory in terms of number and range.

Care, guidance and support

This is a very caring school that has **good** systems to support and ensure the pupils' health, welfare and safety. **Satisfactory** formal systems are in place to monitor the pupils' personal development and achievements. The school is **very effective** in the way in which it seeks the views of pupils.

Main strengths and weaknesses

- The school has good systems for child protection, and for ensuring the health and safety of all pupils.
- The pupils are very well known to staff, enabling teachers and support staff to provide very good levels of additional support when necessary.
- The pupils have very good opportunities to express their views.

Commentary

24. This is a very caring school, and all staff and governors are fully committed to ensuring that pupils work in a safe, secure and happy learning environment. There has been good improvement since the last inspection, especially in terms of seeking the pupils' views about school life. The many strengths described in the last report have been maintained and in some areas developed further.
25. Child protection systems are effective, and staff are aware of the escalation procedures. Good arrangements are in place for risk assessments, and the school has good first-aid and evacuation procedures. All members of staff provide a very high degree of pastoral support for individual pupils, and respond sensitively to any problems they have. Teachers know the pupils very well, and informally monitor their personal development and well-being. However, there are few formal systems for recording information about the pupils' personal development. The school has responded well to the requirements of the 'Every Child Matters' paper, and staff are vigilant in monitoring pupils, especially those who are vulnerable.
26. The school is very effective in the way in which it seeks the views of pupils. The headteacher and staff often act upon the pupils' suggestions, and pupils are very pleased with the way in which their views are valued. The School Council provides a very good forum through which pupils can present their ideas, and pupils are also encouraged to express their feeling through more formal lessons such as those for personal, social and health education and citizenship.

Partnership with parents, other schools and the community

The school has established **very good** links with parents, other schools and within the local and wider community.

Main strengths and weaknesses

- There are very high levels of parental satisfaction.
- Parents receive very good information about the life and work of the school.
- A good number of parents regularly help out in school and there is a strong and very active Parents' Association.
- The school utilises the community and other schools very well to support and extend the pupils' learning.

Commentary

27. Those parents who returned questionnaires and who attended the pre-inspection meeting, expressed very high levels of satisfaction with the school. Parents are generally very pleased with the quality of education the school provides and the way in which the school is led and managed. A good number of parents willingly help out in school, and the active Parents' Association initiates a wide range of social and fund-raising activities.
28. The school provides very good levels of information for parents, and this is critical in maintaining effective lines of communication with the significant number of families who live outside the local area. Annual reports of pupils' progress are of good quality overall, but are very variable in terms of the consistency with which teachers identify targets for the pupils' future improvement. Good links have been made with parents of pupils with special educational needs.
29. The school makes very good use of the local environment and has very good links with the local and wider community. Regular visits are made to places of local interest, and visitors, such as the local fire service, are invited into school to enhance the pupils' learning. Very good links have been established with other local schools, the main receiving secondary school and local playgroups.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good** overall. The headteacher provides **good** leadership and management. The governing body **effectively** fulfils its role.

Main strengths and weaknesses

- The headteacher very effectively combines a high teaching commitment with his leadership and management responsibilities.
- The headteacher, staff and governing body have very effectively led the school through the transition from first to primary status.
- Governors are well informed about the life and work of the school and have a clear understanding of its strengths and weaknesses.
- The school's finances are well managed.
- Very good use is made of teachers' strengths through the practice of specialist teaching.
- There has been a good range of monitoring in the core subjects which has led to good improvement.
- The school has a very good ethos that is characterised by its strong commitment to inclusion.

Commentary

30. The headteacher provides good leadership for the school, and sets a very good example through his own very good teaching. However, his high teaching commitment leaves him only a very limited amount of time in which to carry out his whole-school responsibilities. Nevertheless, together with key staff, he has carried out a good range of monitoring activities in the core subjects, leading to good improvements. The headteacher has a good strategic overview of the school, and paces change well so that the small staff is not overwhelmed by new initiatives.
31. The change in status of the school from first to primary has been very well managed, and the transition has been smooth. As the school has grown, new staff have been taken on, and there is now a good range of expertise. This expertise has been very effectively harnessed, and where teachers teach their specialist areas, the quality of teaching is often very good. Co-ordinators have willingly taken on several curriculum areas, and they provide good support for their colleagues. However, their role in monitoring standards, teaching and learning in the foundation subjects is under-developed.
32. The governance of the school is good. Regular visits by individual governors, together with very detailed termly reports from the headteacher, enable the governing body to be well informed about the life and work of the school. Governors perform their role of critical friend to the headteacher well, and through discussion contribute effectively to school development planning. Governors have taken part in a good range of training and are up to date with the recent workplace reform arrangements. The health and safety committee plays a good part in ensuring that the learning environment is safe and secure.
33. The school has a very positive ethos, and pupils work in a purposeful and very supportive learning environment. The school has a very strong commitment to inclusion, and works very closely with pupils and families who have difficulties or problems. The provision for special educational needs is satisfactorily managed, and support staff are very effectively deployed to work with individuals or small groups of pupils who need additional help and support.
34. The school is well managed on a daily basis. Performance management is well established. Finances are well managed with the school using its budget well to support learning and to ensure that purchases are cost-effective and based on the principles of best value. The management of the recruitment, retention and workload of staff is very good. The school provides good value for money.

Financial Information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	227 994
Total expenditure	228 494
Expenditure per pupil	4 394

Balances (£)	
Balance from previous year	16 783
Balance carried forward to the next	16 283

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **satisfactory**.

Main strengths and weaknesses

- The teaching of personal, social and emotional development and physical development is good enabling the children to achieve well.
- The children make good progress in reading, speaking and listening, but unsatisfactory progress in writing.
- The Reception children benefit from working alongside the Year 1 pupils and sharing some of their activities.
- Although a good emphasis is placed on the children learning through play, some of the activities are not sufficiently structured.
- The classroom assistant makes a good contribution to the learning of the Reception children.
- Resources are good, and the range of outside play equipment is very good.
- The formal assessment of children is poor, and not enough use is made of assessment information when planning work in communication, language and literacy and mathematical development.
- The leadership and management of the Foundation Stage are satisfactory.
- Good links have been established between home and school.

Commentary

35. The children's attainment when they start school varies from year to year but is often below the expected level in terms of their mathematical and language skills. By the end of the Reception year, the children's attainment is below the expected level in communication, language and literacy and mathematical development, and at the expected level in knowledge and understanding of the world, creative development and physical development. In personal, social and emotional development, the children attain beyond the expected level in their learning. The children's achievement is satisfactory overall, and good in personal, social and emotional development and in physical development.
36. The children work alongside Year 1 pupils, and benefit from their influence, especially when they share joint activities where the Year 1 pupils set a good lead. The quality of teaching and learning is satisfactory overall, and good in the area of personal, social and emotional development and physical development. The Reception children are well supported by a keen, enthusiastic and experienced classroom assistant, and take part in a wide range of activities. However, although the curriculum for the Reception children is broad, some of the play activities lack structure. The teacher and classroom assistant know the children and their families very well, but do not make enough use of ongoing assessment when planning activities, especially in the areas of mathematical development and communication, language and literacy. Not enough use is made of the Foundation Stage profiles to track the children's progress and to target where additional support is needed. The school has a good range of resources to support the children's learning, and the resources for outside play are very good. Links between home and school are good, and parents are supportive of their individual children and of the school as a whole. The leadership and management of the Foundation Stage are satisfactory and there has been satisfactory improvement since the last inspection.

37. The children's attainment in **personal, social and emotional development** is above the expected level by the end of the Reception year, and children of all ages and abilities make good progress and achieve well. Teaching and learning are good. The children quickly settle into the routines of the school, and show good levels of independence as they select activities and resources. The Reception children play well together, and most share and take turns well. The teacher and classroom assistant are very successful in the way in which they develop the children's self-esteem, through the good use of praise and encouragement. The children are beginning to learn how to consider the views of others through more formal sessions of personal, social and health education where they join in with the Year 1 pupils, and through their work in religious education.
38. In **communication, language and literacy**, the children's attainment is below the expected level at the end of the Reception year. Although the children make good progress in reading, speaking and listening, they do not make enough progress in developing early writing skills. Opportunities for the children to make marks and to take part in emergent writing activities are not sufficiently structured or frequent. Not enough use is made of assessment information when planning writing activities and children are often given the same recording task, irrespective of their ability. Reading is generally taught well, and the children are at the expected level in this aspect of their work. The children respond well to books, and listen keenly to stories, but do not always make enough link between the processes of reading and writing. Adults effectively develop the children's spoken language skills through good interaction with them during the course of the day, and through activities such as 'Show and Tell' where the children confidently share their favourite or special things with the rest of the class.
39. In **mathematical development**, the children's achievement is satisfactory, although most do not attain the Early Learning Goals by the end of the Foundation Stage. The teaching is satisfactory overall, and the classroom assistant is particularly effective in promoting the children's mathematical vocabulary through ongoing discussion about their work. Most of the children count up to ten, and occasionally beyond by the end of the Reception year, but their understanding of one to one correspondence is sometimes shaky, and they are not always accurate when counting a given number of objects. The children have a basic but secure grasp of shape, and recognise and describe a satisfactory range of two-dimensional shapes. The children's use of comparative terms of measure such as longer/shorter than, heavier/lighter than, bigger/smaller than is not always accurate. Mathematical play activities are not always sufficiently structured or focused, and not enough use is made of assessment information to match activities to the children's level of ability.
40. The children's attainment in **knowledge and understanding of the world** is at the expected level by the end of the Foundation Stage, and the children's achievement is satisfactory. Teaching is satisfactory overall, and there is good input from the classroom assistant who develops the children's language well, and encourages them to develop observational and enquiry skills as they carry out their play activities. The children have regular access to the classroom computer and there is a good range of software that effectively promotes their information and communication technology skills, and that supports their learning in other areas of the Foundation Stage curriculum. The children have satisfactory access to building equipment, and to activities that help them to learn about their environment, and to develop an early geographical understanding.
41. In **physical development**, the children's attainment is at the expected level for their age, and they achieve well. Teaching and learning are good overall. The children's

learning is significantly enhanced by good and regular access to the outside area where the children can choose from a very good range of wheeled toys, and play on climbing equipment. Opportunities for the children to take part in physical education lessons with the Year 1 pupils enhance their learning, and the good teaching by the specialist teacher helps them to learn new skills, and to learn how to work co-operatively with others. Most of the children have satisfactory manipulative skills, but play activities are not always sufficiently structured so that these skills can be systematically developed and improved.

42. In **creative development**, the children's attainment is at the expected level by the end of the Reception year. The achievement of children of all abilities is satisfactory. The children have regular access to role-play areas, and work well together taking on different characters. The children's artwork is of a satisfactory standard, although few children are encouraged to paint or work with modelling materials on a daily basis. There are regular opportunities for the children to take part in music lessons with the Year 1 pupils, but not enough daily access to music making activities, and few opportunities for them to sing rhymes or jingles throughout the course of the day.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The overall provision in English is **good**.

Main strengths and weaknesses

- By the end of Year 6, standards in reading are above average and standards of speaking and listening are well above average.
- Standards in writing are below average at the end of Key Stage 1.
- The quality of teaching and learning is good and pupils achieve well overall from their different starting points.
- In some classes, the daily reading slot is not sufficiently demanding to raise standards further.
- Although there are good opportunities across other subjects for pupils to develop their reading, speaking and listening skills, there are too few extended writing opportunities.
- Pupils have very positive attitudes to learning.
- A good range of monitoring has taken place and this has led to good improvements overall.
- Target setting with individual pupils is helping raise standards, but this practice is not consistent throughout the school.
- Teaching assistants support pupils' learning well.
- The subject is well led and managed.

Commentary

43. On the basis of the 2003 end of Key Stage 1 national test results, the pupils' attainment in reading and writing is below the national average. In comparison with similar schools, the pupils' performance in reading is below average and their performance in writing is well below average. The 2004 results paint a much improved picture in reading, although standards in writing remain low. Extreme caution must be taken when interpreting the test data as the groups of pupils entered for the tests are very small, and the performance of one pupil can alter the overall picture of attainment

significantly. This is the first year that the school has had Year 6 pupils and there are therefore no test data.

44. The inspection findings indicate that standards at the end of Key Stage 1 and the end of Key Stage 2 are in line with national expectations overall. Pupils achieve well in reading, speaking and listening, and satisfactorily in writing. Standards of speaking and listening are well above average when the pupils leave school at the end of Year 6, and the pupils benefit from the many very good opportunities for them to enter into discussion and to make presentations to their classmates. Pupils have a good vocabulary enabling them to explain their ideas clearly. Standards in reading have improved well, and by the end of Year 6, a good number of pupils are reading at an above average level. However, the daily reading slot is not always used to full advantage in some classes. Older pupils have secure library skills, and find information quickly. Good opportunities are provided across the curriculum for pupils to engage in research using books and the Internet. Standards in writing are below national expectations at the end of Key Stage 1, and although they are satisfactory by the end of Key Stage 2, they could be even higher. Pupils of all ages often have difficulties in developing and sustaining their ideas when writing extended pieces. Pupils do not have enough opportunities to use computers for drafting and editing their writing, and opportunities for them to practise newly acquired writing skills across the curriculum are limited in some classes.
45. The quality of teaching and learning is good overall. Good account is taken of the wide range of age and ability within classes, and activities are usually well matched to the pupils' levels of ability. Where teaching is at its best, learning objectives are shared with the pupils, and they have the opportunity to evaluate the extent of their learning. Support staff are used well to work with individual pupils and groups of pupils, and are especially effective when working with pupils with special educational needs. In some classes, individual targets are set for pupils giving them a clear idea of what they are aiming for. However, this good practice is not consistent throughout the school. Pupils of all ages have very good attitudes to learning and are keen to join in with all activities. The marking of pupils' work is good. It generally gives pupils a clear picture of how well they are doing and what they need to do to improve.
46. The leadership and management of English are good, and there has been good improvement since the last inspection in terms of raising standards further in some areas. Monitoring of lessons is regularly undertaken and is having a positive impact on teaching. Some basic analysis of test results is carried out, giving pointers for whole-school development. Assessment systems are good, but the use made of assessment information varies from class to class. The staff have recognised that as the school continues to grow there is need for further careful tracking of different groups of pupils to ensure that they make the progress of which they are capable.

Language and literacy across the curriculum

47. The school provides good opportunities for pupils to develop their reading, speaking and listening skills across the curriculum, but in some classes there are too few writing opportunities.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils of all ages and abilities achieve well and attain the standards of which they are capable.
- The pupils' knowledge and understanding of number is strong, but they are not sufficiently confident in solving open-ended problems.
- Teaching is good, and support staff are used well to enhance and support the pupils' learning.
- The subject is well led and managed.
- Assessment is used well to match activities with pupils' ability, and pupils have a good understanding of their own learning.
- Not enough use is made of information and communication technology to support pupils' learning on a daily basis.

Commentary

48. On the basis of the 2003 end of Key Stage 1 national test results, pupils' attainment is above the national average, and above average in comparison with similar schools. The unvalidated 2004 results paint a very different picture and show a significant dip. However, this irregular pattern of attainment is typical for the school because the cohorts of pupils entered for the tests are very small and vary significantly in terms of their natural ability. Until this year the school has had no Year 6 pupils as it has only recently changed its status from first school to primary school. There are therefore no Year 6 test results against which to compare the pupils' attainment or to measure their progress. There has been good improvement overall since the last inspection in terms of challenging the higher attaining pupils, and meeting the needs of pupils with special educational needs.
49. The inspection findings show that the current groups of Year 2 and Year 6 pupils are on course to attain the nationally expected level by the end of the year. Pupils throughout the school make good progress and achieve well. However, this good achievement is not always reflected in the overall attainment, especially in groups such as the current Year 6 group where the overall attainment of the group has been affected by relatively high levels of mobility. Pupils are particularly strong in the way in which they manipulate number and make mental calculations. They deal confidently with large numbers, and know a variety of methods for performing and checking their calculations. Pupils have a secure understanding of aspects of shape, space and measure, and teachers provide good opportunities for pupils to use standard units of measure in their number work. A weaker aspect of pupils' learning, especially in Key Stage 2, is the pupils' ability to solve open-ended investigations. Pupils do not always show enough imagination in the way in which they approach and tackle problem solving activities.
50. Teaching and learning are good. Activities are well prepared and have a clear focus, enabling the pupils to know exactly what is expected of them. Where teaching is at its best, pupils have the opportunity to reflect on their learning, and to identify ways in which they might improve. In all classes, good use is made of classroom assistants who work with small groups of pupils, often extending their learning through practical activities. Lessons move at a good pace, and mental arithmetic sessions at the start of lessons are often challenging and rigorous. Although some use is made of information

and communication technology to support pupils' learning, such as when they produce charts or spreadsheets, there are some missed opportunities for using information and communication technology.

51. The subject is well led and managed and there has been a good amount of monitoring of classroom practice and pupils' work which has led to improvements in the overall provision. Assessment systems are good, and good use is made of test data to track and monitor the pupils' progress as they move through the school.

Mathematics across the curriculum

52. The pupils' use of mathematics across the curriculum is satisfactory. Teachers make good use of incidental opportunities that arise, but do not systematically identify opportunities for pupils to use mathematical skills in their planning for other subjects.

SCIENCE

The provision in science is **good**.

Main strengths and weaknesses

- Standards are above average by the time pupils leave school at the age of eleven.
- Pupils achieve well, and benefit from specialist teaching which takes good account of their previous learning.
- Assessment is used very well to help pupils understand how they can improve.
- The subject is led well by the co-ordinator.
- Pupils have very positive attitudes to the subject.

Commentary

53. The end of Key Stage 1 2003 teacher assessments show that standards in science are well below the national average. The 2004 teacher assessments show a significant improvement with a good percentage of pupils attaining the higher Level 3. However, the cohorts are very small, and variations from year to year are typical. This is the first year that the school has had Year 6 pupils and there are therefore no national test data.
54. The inspection findings indicate that pupils achieve well, and that standards are in line with national expectations at the end of Key Stage 1, and above national expectations at the end of Key Stage 2. Pupils develop a good scientific vocabulary as they move through the school and explain their ideas well. They have a secure scientific knowledge, and older pupils demonstrate good scientific enquiry skills as they set about finding things out for themselves. Good use is made of information and communication technology in the upper part of the school as pupils research information and use sensors for measuring changes in temperature, light and sound.
55. The quality of teaching and learning is good, and the teaching has many very good features. The practice of a specialist teacher teaching all classes is very effective, and means that there are very good levels of continuity and progression in the pupils' learning. The teacher brings a great deal of personal enthusiasm to his teaching, and activities are challenging and well matched to the pupils' levels of ability. Very good emphasis is placed on encouraging the pupils to think for themselves and to solve problems. Pupils are very responsible and are keen to take part in practical activities.

They work very well together in small groups, showing very good levels of co-operation. Very good use is made of ongoing assessment, and pupils have a very clear idea of how they can improve their work further. The marking of work is good, providing both supportive comments and advice on how pupils could improve.

56. The leadership and management of the subject are good. Good assessment systems have been put in place to track and monitor the pupils' progress and attainment, but these are not yet having their maximum impact because they have only recently been introduced throughout the whole school. There has been good improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

The quality of provision for information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Pupils have very positive attitudes and work very well together on joint tasks.
- The school provides good opportunities for pupils of all ages to use electronic mail and to access the Internet for research.
- Word-processing skills are well developed in both key stages.
- There is not enough software to support the learning of upper Key Stage 2 pupils in some aspects of the information and communication technology curriculum.

Commentary

57. Standards are at the expected level at the end of Key Stage 1. Year 6 pupils are on course to attain the nationally expected level by the end of the key stage, but have not yet had experience of creating multi-media presentations because of a lack of software. The achievement of pupils throughout the school is satisfactory.
58. Pupils of all ages have good word-processing skills, and confidently and competently move and edit text, and combine text with pictures that have been imported from a variety of different applications. Although pupils have some opportunities to use word-processing to support their written work, in the main they do not see computers as an editing and drafting tool. Pupils have satisfactory access to programs that help them to understand control technology, and older Key Stage 2 pupils have good opportunities to use sensing equipment to record differences in temperature, light and sound. Pupils throughout the school confidently use the Internet for research purposes and know how to send and receive electronic mail.
59. Teaching and learning are satisfactory, and some very good teaching was seen during the inspection. Because the school does not have a computer suite, teachers introduce new skills in class, and then provide opportunities for pupils to practise these newly acquired skills throughout the week. This arrangement generally works well. Pupils have very positive attitudes to information and communication technology and work very well together on shared tasks. They show very good levels of confidence and are keen to talk about their work.
60. The subject is satisfactorily led and managed, and the school is in the process of increasing the range of computers and reorganising the new library so that it can house a small computer suite. The school has recently introduced good systems for tracking the pupils' progress and attainment, but because they are so new, the

outcomes of assessment are not yet fully informing teachers' planning. Overall the improvement since the last inspection has been satisfactory.

Information and communication technology across the curriculum

61. Overall pupils make satisfactory use of information and communication technology in their work in other subjects, but they do not have enough opportunities to use computers for drafting and editing written work.

HUMANITIES

The inspection focused on **religious education**. Not enough evidence was collected in either **history** or **geography** to make secure judgements about provision, standards or the quality of teaching and learning. In history and geography, very good use is made of a wide range of visits and visiting speakers to enhance the pupils' learning and to enliven teaching. Pupils speak enthusiastically about themed days in history when they dress in character and sample some of the traditions of the era they are studying. Residential visits and visits to the local area very effectively support the pupils' understanding of aspects of geography.

Religious education

No judgement can be made on provision, as there were no lessons being taught during the period of the inspection.

Main strengths and weaknesses

- Pupils of all ages achieve well and attain the standards of which they are capable.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.
- Pupils have good attitudes to the subject and talk enthusiastically about their learning.

Commentary

62. The attainment of the current Year 2 and Year 6 pupils is in line with the expectations of the Locally Agreed Syllabus. Because the year groups are very small, the overall attainment of pupils varies significantly from year to year depending on the natural ability of the pupils. Pupils of all abilities achieve well, often from a low starting point, and attain the standards of which they are capable. There has been satisfactory improvement since the last inspection in terms of developing the curriculum, and standards are broadly the same as they were then.
63. The pupils have a secure grounding in Christianity, one of the main faiths they study as they move through school, and this work is supplemented by the input of one whole-school assembly each week which always has a religious theme. Pupils are interested in hearing stories from the Bible and older pupils understand the notion of parables. Through their work relating to Hinduism and Judaism, pupils have gained a satisfactory awareness of the differences and similarities between different faiths. Pupils make good use of computers to research new topics, and in some classes have good opportunities to write accounts which help them to develop their writing skills.
64. No teaching was seen during the inspection. However, the subject is taught on a regular basis, and in discussion, the pupils show good attitudes to the subject. The subject is satisfactorily led and managed, but has not been a recent focus for whole-school development. The school has set up good assessment systems for tracking the

pupils' progress and attainment as they move through the school, but the systems are very new and are not yet having their full impact. The subject makes a good contribution to the pupils' personal, spiritual, moral, social and cultural development, and teachers provide a good range of opportunities for pupils to consider the views and beliefs of others, and to show empathy for those less fortunate than themselves. Good links have been made with the local church which is used well as a resource to support the pupils' learning of aspects of Christianity.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The inspection focused on **physical education** and **art and design**. Not enough evidence was collected to make firm judgements about standards, teaching and learning or provision in either **design and technology** or **music**.

Art and design

The provision for art and design is **good**.

Main strengths and weaknesses

- The teaching in Key Stage 2 and the upper part of Key Stage 1 has many strengths.
- Key Stage 2 pupils have a secure knowledge of the work of a range of different artists.
- Sketch books are used well by pupils for preparatory work.
- There are too few displays of pupils' work around the school.
- The curriculum is good and pupils work with a good variety of different media.
- The subject is well led and managed.

Commentary

65. The pupils' attainment is at the nationally expected level at the end of each key stage. Pupils of all abilities achieve well and make steady gains in their knowledge, understanding and skills. There has been satisfactory improvement since the last inspection.
66. Pupils throughout the school have good opportunities to work with a wide variety of media and learn a good range of different techniques. In the upper part of Key Stage 1 and throughout Key Stage 2 sketch books are used well for preparatory work and for pupils to practise newly learned skills. Pupils are encouraged to fully exploit their imaginations enabling higher attainers to produce original pieces which are colourful, show good attention to detail and a good awareness of composition. Older Key Stage 2 pupils talk knowledgeably about the work of the artists they have studied and appreciate that their work was influenced by a range of environmental and social factors. This aspect of their learning is very secure.
67. Teaching is good overall. It is very good in the class that is taught by the specialist teacher. Where teaching is at its best, activities successfully build on the pupils' previous learning and teachers skilfully extend the learning of the highest attaining pupils. Often teachers place very good emphasis on the pupils learning through exploration and experimentation, and pupils respond with exceptionally high levels of enthusiasm. Teachers use demonstration well to show pupils what is expected of them, although in the lower part of Key Stage 1 there is sometimes too much direction and this constrains the pupils' creativity.

68. The subject is well led and managed by the co-ordinator who has a good overview of what is being taught throughout the school. She sets a very good example through her own teaching. Although good assessment systems have been introduced that link clearly to the National Curriculum they are very new and their impact is not yet fully evident in terms of informing further curriculum development. Pupils' work is valued, and teachers use praise well to motivate pupils in their work. However, the displays of pupils' work around the school are limited.

Physical education

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

Main strengths and weaknesses

- The very good specialist teaching of physical education throughout the school has a very positive impact on the pupils' achievement.
- The school provides a very good range of additional learning experiences that effectively enhance the pupils' learning and impact positively on their personal and social development.
- The subject is well led and managed.
- The starter swimming pool enables the youngest pupils to make very good progress in swimming.
- Assessment systems are good, but have only been recently implemented.

Commentary

69. During the inspection, lessons were seen in dance and gymnastics. In these areas, the pupils' attainment is in line with national expectations at the end of Key Stage 1 and Key Stage 2. The school has a starter swimming pool, and all classes make good use of this provision in the summer months. The pool gives the youngest children in the school good levels of confidence and a very good start to learning how to swim. Older pupils continue to develop their swimming skills at a local pool, and most swim the expected distance of twenty five metres by the end of Key Stage 2.
70. Pupils of all ages and abilities achieve well from their individual starting points. Pupils know how to make short gymnastics sequences, and try hard to follow their teacher's instructions to perform their movements with good levels of control and poise. Whilst higher attaining pupils attain a high standard in their work, some pupils in each class lack co-ordination and grace of movement and despite their best efforts do not attain the expected level in their work. In dance, pupils respond thoughtfully to the music, and try hard to reflect what they hear through their movements. Pupils rely quite heavily on the teacher for ideas, although a small number of pupils show good levels of imagination and originality in their work.
71. Teaching and learning are very good overall. Pupils in all year groups benefit from the input of a highly enthusiastic specialist teacher who has very high expectations of what the pupils can achieve. Very good emphasis is placed on the pupils learning through the evaluation of their own work, and through the demonstration of others. The very clear teaching of new skills helps the pupils to improve their work, and to know what is expected of them. Pupils have very positive attitudes and work very well together in small groups and pairs.
72. The subject is well led and managed and there has been good improvement since the last inspection. The school provides a very good range of additional learning

experiences, ensuring that the pupils have good access to all elements of the curriculum. Very good use is made of links with the local leisure centre. The school has introduced a good system of assessment, but it has only recently been implemented and as yet is not having its maximum impact in terms of informing teachers' planning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- The school has a very good programme for personal, social and health education which is taught in all classes.
- Very good relationships between pupils and teachers create a very supportive learning environment where pupils are not afraid to share their ideas, feelings and concerns.
- Teaching is good, and lessons are carefully planned and prepared.
- Very good use is made of incidental opportunities to support the pupils' personal and social development.
- The school does not yet have a formal system for tracking the pupils' progress in personal, social and health education and citizenship.

Commentary

73. Pupils achieve well in Key Stage 1, and very well in Key Stage 2 where the formal programme for personal, social and health education and citizenship is very effectively enriched by a wide range of incidental learning opportunities. By the end of Key Stage 1, pupils attain good standards in their work, and by the end of Key Stage 2, standards are very good, with pupils showing very high levels of maturity, empathy and understanding.
74. Very good relationships between pupils and adults ensure that pupils feel confident about sharing and exploring their ideas and concerns, knowing that their views will be valued, and treated with sensitivity. The pupils' learning is significantly enhanced by their good speaking skills which enable them to clearly express their thoughts. Pupils are keen to enter into discussion, and to take a full and active part in lessons. They have a very good appreciation of how they can be better citizens. There are many planned occasions for pupils to learn about the dangers of drugs and other substances through visits from external agencies.
75. Teaching and learning are good throughout the school. Formal lessons are well planned and prepared and successfully build on the pupils' previous learning. Teachers are very effective in the way in which they extend the pupils' experience and understanding through the pick-up of incidental opportunities that arise during the course of the day. A very broad programme of monitorial duties is carried out by older Key Stage 2 pupils in a very unobtrusive way. Pupils are very mature and sensible, and observe the routines and rules of Circle Time sessions well.
76. The subject is well led and managed and there has been very good improvement since the last inspection. Many of the personal, social and health education lessons are led by the headteacher, and this provides very good levels of continuity in the pupils' learning, and keeps him well informed about the pupils, their lives and their families. However, although pupils are well known to staff, there are as yet no formal systems

for tracking their progress and attainment in personal, social and health education and citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	3
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	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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