

INSPECTION REPORT

LUNSFORD PRIMARY SCHOOL

Aylesford

Kent

Unique reference number: 118516

Headteacher: Mr M Goddard

Lead inspector: Dr M J Bradshaw

Dates of inspection: 4th to 6th October 2004

Inspection number: 267256

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 years
Gender of pupils:	Mixed
Number on roll:	208
School address:	Swallow Road Larkfield Aylesford Kent
Postcode:	ME20 6PY
Telephone number:	01732 843352
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Appropriate authority:	Governing body
Name of chair of governors:	Mr D Rushton
Date of previous inspection:	28 th to 30 th June 1999

CHARACTERISTICS OF THE SCHOOL

The school has 208 full-time pupils from reception to year 6. Boys make up about 56 per cent of the school's roll, although the figure varies from class to class. The number of pupils that enter or leave the school during the year is low. Children enter reception full-time in the September of the year in which they are five years old. Attainment data show that the attainment of children joining the school in reception is about average, although it can vary from year to year. Virtually all pupils are from a white ethnic background. There are no pupils at an early stage of acquiring English. The number of pupils known to be eligible for free school meals is about 18 per cent, close to the average. About 10 per cent of pupils in years 1 to 6 have been identified as having significant learning needs, a little below the national average. The most significant needs relate to dyslexia, moderate learning and speech and language difficulties. No pupil has a statement of special educational needs.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
6169	Dr M J Bradshaw	Lead inspector	Foundation Stage Science Physical education Religious education
8992	Mr J Vischer	Lay inspector	
24528	Mr G Muton	Team inspector	Mathematics Information and communication technology Geography History
22967	Ms M Griffiths	Team inspector	Special educational needs English as an additional language English Art and design Design and technology Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Lunsford Primary School is **very effective** and provides **very good** value for money. Most children enter the school with average attainment levels and achieve very well. Attainment by year 2 is above average and generally well above average in year 6. Pupils' attitudes and behaviour are very good. Teaching is good and the headteacher's very effective leadership has ensured the rapid improvement in the school.

The school's main strengths and weaknesses are:

- In English, mathematics and science, attainment is above average by the end of year 2 and well above average by the end of year 6.
- The leadership of the headteacher and his drive to improve standards are excellent, and staff and governors effectively support him.
- The quality of teaching is good, which is leading to good learning and very good achievement.
- The provision for pupils with special educational needs is very good.
- Pupils are given very good personal support and guidance and the headteacher monitors each pupil's progress carefully.
- Pupils' personal development is well supported and this results in positive attitudes and very good behaviour and relationships.
- The links with parents are very good.
- The outdoor area for reception children is small and undeveloped.
- Assessment procedures are good in some areas, but underdeveloped in others.

Very good progress has been made since the previous inspection. The quality of leadership and management has been greatly improved. Very good progress has been made in ensuring all information and communication technology (ICT) requirements are in place and training has been provided. Teachers' planning is consistent and good. The management of and provision for pupils with special educational needs are now very good. Pupils' attendance is much improved. Pupils' attainment by the end of year 6 has improved and is well above average in English, mathematics and science. Teaching has improved throughout the school. Links with parents have improved. The indoor accommodation for children in reception is better, but the outside area remains inadequate. The school recognises that procedures for teachers to monitor how well pupils are doing in every subject are inconsistent.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6 , compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	E	A	A
mathematics	A*	C	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.*

Achievement in the school is now **very good**. This is because of the consistently good progress in each year in the school. Children enter the school with average attainment levels. Children in reception achieve well in the development of their language, literacy and number skills. By the time they start year 1, most children reach, and about a half exceed, the goals expected. Good

achievement in years 1 and 2 results in above average standards in reading, writing, speaking and listening, mathematics and science. Pupils' attainment by year 2 is similar to that expected in ICT and religious education (RE), and above this in art and design, design and technology, history and gymnastics in physical education (PE).

Good progress continues in the juniors as pupils build well on their previous learning. The table shows that pupils' attainment in English, mathematics and science was well above average in 2003; the results for 2004 are similar. Compared with similar schools, recent results indicate pupils make very good progress in English, mathematics and science. The good provision in year 6 is leading to continuing strong progress so that the school is on target to achieve similar results in 2005. Pupils' attainment by year 6 is similar to that expected in ICT and RE, and above this in art and design, design and technology, history and gymnastics in PE.

Children's personal qualities, including their spiritual, moral, social and cultural development, are **very good**. Children have very good relationships with other pupils. Their attitudes are good and behaviour is very good. Personal development is good, with moral and social development being very good. More could be done to prepare pupils for life in a culturally diverse society. Attendance is well above average and punctuality good.

QUALITY OF EDUCATION

The quality of education provided is **good**. Teaching is **good** and this is leading to good learning in all years. Good or very good teaching occurs in every class. Teachers consistently have very high expectations of pupils' behaviour. Lessons are well planned and pupils are interested. In the very best, stimulating lessons, pupils' interest and attitudes to learning are very good. Systems to identify how well pupils are doing in every subject are inconsistent, although this is being improved.

The school provides a good curriculum, which is enriched by a good range of visits and extra-curricular activities, particularly for pupils in the juniors. Increasingly good links are made between different subjects and specialist teaching is helping to improve provision. This is a caring school in which the personal needs of pupils are looked after very well. Pupils' education is aided by good links with the wider community and local schools, and very good links with parents, although written reports about children's progress lack sufficient detail about how children can improve.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **very good**. The headteacher provides excellent leadership and he has brought about significant improvements in the pupils' attainment and the quality of teaching. Management is very good and staff support the headteacher very well. Governance of the school is good. Statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school and comment favourably on the improvements made and how happy their children are at school. They think their children make good progress and that teaching is good and the school is well led. Pupils are very positive in their views of school.

IMPROVEMENTS NEEDED

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

- develop the outside area and resources for reception children and ensure these are used to support all areas of children's learning;
- implement the planned improvements to assessment systems so that all staff know how well pupils are doing in every subject and use the information to improve the detail in the written reports sent home to parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children in reception achieve **well** in all areas. Virtually all reception children achieve the goals expected, and a significant proportion are on course to exceed them this year. Pupils in years 1 and 2 achieve **well**, and attainment in year 2 is generally **above average** in reading, writing, mathematics and science. Continued good progress means that achievement by the end of year 6 is **very good** and standards in English, mathematics and science are generally **well above average**.

Main strengths and weaknesses

- Children in reception achieve well and make good strides in their learning.
- Achievement in years 1 and 2 is good and attainment is above average in English, mathematics and science.
- Attainment is well above average by the end of year 6 in English, mathematics and science.
- In art and design, design and technology and history attainment exceeds the standard expected.

Commentary

1. In recent years in national curriculum tests, year 2 pupils' attainment has generally been above or well above average in reading, writing and mathematics. Since the last inspection in 1999, results in year 2 have improved at a rate greater than that seen nationally. This positive picture of high attainment was repeated in the 2004 national curriculum assessments for year 2 pupils. For the current class, attainment is average in reading, writing and mathematics, and above average in science. These pupils are currently achieving well and making rapid progress. In recent years, year 6 pupils' results in English, mathematics and science have mostly been above or well above average. Since the last inspection, results in year 6 have improved at a rate above the national trend. This positive picture of high attainment was repeated in the 2004 national curriculum tests for year 6 pupils. Compared with similar schools, pupils' results show that they made very good progress in the junior classes. Currently, attainment in year 6 is above average in English and mathematics, and well above average in science; these pupils continue to make strong progress. Very good achievement overall is a result of pupils progressing at a good rate in each class.
2. Children begin reception with broadly average skills, although this varies from year to year. In the previous two years, indications are that children's attainment when starting tended to be below average, but current reception children who started recently are better than this. They make mostly good progress so that virtually all should reach the standards expected for their age in all areas of learning, and many should exceed them by the time they start year 1.

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

Standards in:	School results	National results
reading	17.8 (17.0)	15.7 (15.8)
writing	15.9 (13.8)	14.6 (14.4)
mathematics	17.3 (17.1)	16.3 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year

3. In recent years in national curriculum tests, results by year 2 show that girls and boys have attained broadly similar standards, except in writing where girls perform better than boys. The

differences are similar to those seen nationally and no significant difference is evident at present. In 2003, in reading and mathematics, between a third and a half of pupils reached the highest level in the tests. A similarly good picture is seen in this year's results. Pupils make good progress in years 1 and 2 and build well on their earlier learning. Current year 2 pupils are about average in English and mathematics, reflecting lower attainment when they started school, but they are making good progress. Previous work and pupils' results give a picture of generally above average attainment by the end of year 2. In science, pupils achieve well and pupils develop a good depth of knowledge and a broad range of skills. In ICT, achievement has improved and is satisfactory and pupils in year 2 attain standards similar to those expected. In years 1 and 2, pupils' work shows steady progress in RE and attainment is similar to that expected. In art and design, design and technology and history attainment is above that expected. In the one PE lesson seen, pupils' attainment was above that expected in gymnastics.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	28.4 (25.4)	26.8 (27.0)
mathematics	29.2 (27.4)	26.8 (26.7)
science	30.8 (29.8)	28.6 (28.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year

- In recent years in national curriculum tests, results by year 6 show that boys have tended to perform slightly less well than girls, although there is a marked variation from year to year. No significant differences are evident this year. In the 2003 national curriculum tests, attainment was well above average in English, mathematics and science; with over 90 per cent of pupils achieving the expected level, and between a third and two thirds the higher levels. A further improvement this year has meant that hardly any pupils failed to reach the level expected. This demonstrates how successfully pupils with special educational needs achieve. These results indicate the very good achievement since year 2. The school was close to meeting its challenging targets. Previous work and pupils' results give a picture of generally well above average attainment by the end of year 6. Current year 6 pupils are making strong progress and this should enable attainment to match that of last year by the time they leave the school. Currently attainment is above average in reading, writing and speaking and listening. In mathematics, pupils' number skills are good and attainment is above average. Science knowledge and pupils' scientific skills are well above average, and are promoted effectively because of the way these are developed within the curriculum. In ICT, pupils achieve satisfactorily and their attainment by year 6 reflects the standard expected. Satisfactory achievement in RE results in standards close to those expected. Displays of pupils' work and that in their books show attainment that is above that expected in art and design, design and technology, and history. In the small amount of PE seen, achievement was good and attainment above that expected.
- Pupils with special educational needs achieve very well in infant and junior classes. They make very good progress towards the targets set in their individual education plans. The school has identified gifted and talented pupils in a range of subjects and is planning support and activities to extend their work.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour, attitudes and relationships are **very good**. The provision for their spiritual, moral, social and cultural development is **good**. Attendance is **very good** whilst punctuality is **good**.

Main strengths and weaknesses

- There is a very strong school ethos based on very good levels of mutual respect, behaviour and very positive relationships.
- The level of pupils' interest in school life and the enthusiasm with which they involve themselves in lessons and other activities are good.
- Personal development opportunities give pupils a good insight into moral and social issues.
- Overall attendance levels are well above national averages and punctuality is good.

Commentary

6. Since the last inspection the school has further improved in this area of its work. Parents think that pupils' attitudes, behaviour and personal development are good. Pupils and the inspection confirm this view. Their interest and attention are reflected well in lessons throughout the school; they listen well to their teachers and are keen to get on with tasks set. They respond particularly well when teaching is exciting and enthusiastic, such as in a year 2 RE lesson exploring the feeding of the 5000 and in a year 6 mathematics session investigating decimal fractions. Pupils show a very keen approach to the good range of extra-curricular activities provided and participation helps them develop self-esteem and confidence. Even from their early days in reception, children display positive attitudes to school.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	207	1	0
Chinese	1	0	0

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

7. Relationships throughout the school are very good and all pupils play and work together very well. Pupils' acceptance of each other and their desire to help others reflect the inclusive nature of the school. Pupils are friendly and helpful. They behave very well in lessons and on formal occasions such as in assemblies. Pupils understand the difference between right and wrong and how their actions can impact on others. Behaviour in the playgrounds is good and pupils are supervised well. Pupils and parents have no serious concerns about bullying, harassment or sexist behaviour and attitudes, and systems are in place to deal with any potential issues very quickly and effectively. The headteacher has focused strongly on creating a positive climate for learning and supporting those requiring help through regular behaviour management sessions and counselling for groups of identified pupils. The recent exclusion related to behaviour concerns and the pupil concerned has been well integrated back into school. Very effective behaviour management policies are consistently applied and all adults have high expectations that are made clear to pupils. In addition, positive strategies such as the award of house points and the identification of pupils of the week for each class help to promote positive attitudes further. The school has created a very effective and happy learning environment. Pupils show good levels of responsibility and maturity. Junior pupils benefit from the opportunity to go on residential visits. Older pupils are very willing to help around school with a good range of tasks, for example as prefects, monitors and mediators.
8. Pupils' personal development is well promoted and the school provides some opportunities for developing an awareness of citizenship, through representing the views of others at the school council and having a say in the life of the school. Spiritual development is satisfactory. Children in the reception are given a good introduction to the wonder of life, such as when exploring autumn leaves and colours. For pupils in years 1 to 6, RE lessons and assemblies develop some

opportunities to reflect on, for instance, the life of Jesus and the message within his stories. However, opportunities for the development of spiritual awareness in other subjects are not strongly developed. There is a strong focus on pupils' social development. Pupils have a very good awareness of the behaviour expected of them. The school ethos is providing pupils with a very good understanding of their responsibilities of living in a community. Pupils share resources, take turns, and show very good social skills when helping each other. The development of moral awareness is well provided for in assemblies, in lessons such as RE and when considering the needs of others, for instance through collecting for charities both in Britain and overseas. Promotion of aspects of cultural development are good; particular strengths are the contribution of RE to an understanding of a wide range of faiths, the celebration of the work of famous artists, such as van Gogh, displays of local artists' work and the use of music in assemblies and lessons. Attempts are made to help pupils become aware of the multicultural nature of British society, but the school recognises that this is an area to be developed further.

Attendance

9. Attendance is now very good. Attendance rates are well above the national average and there is no unauthorised absence. The poor attendance highlighted in the previous report has been overcome. The school monitors attendance well and has very good systems to encourage parents to ensure their children attend regularly. Most pupils arrive on time and lessons start promptly.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.0
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence in 2002/3.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education based on a good curriculum and good teaching. The care provided for the pupils is good. Links with other schools and the community are good, and those with parents are very good.

Teaching and learning

Teaching and learning are **good**; assessment is **satisfactory**.

Main strengths and weaknesses

- Good or very good teaching is seen in all classes.
- Good relationships with pupils and high expectations of good behaviour aid pupils' learning.
- Teaching assistants and other classroom helpers are used well.

Commentary

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2.9%)	7 (20.6%)	23 (67.6%)	3 (8.8%)	0 (0%)	0 (0%)	0 (0%)

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

10. The quality of teaching and learning in reception is good. The teacher and support assistant have consistently high expectations about children's behaviour, and this helps their personal development. Planning is good, often ensuring that good links are established between different subjects and children's learning is stimulated. At times, the low number of adults coping with a large number of new children, engaged in a wide range of activities, means that not all children receive sufficient adult intervention and support. This is especially evident when staff are engaged in assessing individual children's development.
11. Teaching in the rest of the school is good, with examples of very good teaching in many classes. Teaching in English, mathematics, science and PE is good. It is satisfactory in ICT. Some very good lessons feature well-planned opportunities for all pupils to make rapid progress at their own level; this was well illustrated in a year 6 mathematics lesson that explored decimal numbers. The interest generated, including the playing of a 'card game' and effective use of support staff, resulted in enthusiastic learning. In an outstanding RE lesson in year 2, the story of Jesus and the feeding of the 5000 captivated pupils. The theme developed into a discussion of sharing: "Would Jesus want me to share my crisps with you?" said the teacher and of course the pupils thought she should! Finally, the pupils were encouraged to consider what it means to be really hungry and they reflected on starving and poor people in both this country and overseas. In all lessons, a significant strength is the consistency with which teachers apply their high expectations of good behaviour. This leads to very good concentration and pupils' interest in their learning. In the best lessons, teachers use discussion sessions, in which pairs or small groups of pupils discuss various points before contributing their thoughts to the whole class. This strategy has had a positive impact on pupils' speaking and listening skills. The recently introduced interactive whiteboards are being used very well to explain concepts and strategies during lessons. Pupils are finding these new resources add an interest to their learning. Good links made between subjects and the effective use of literacy and numeracy skills also make learning relevant and interesting, but ICT skills are not used as widely as they might be to extend learning. The provision for the teaching of pupils with special educational needs is very good. There is good implementation of the well-written individual education plans, which show the small steps required for the pupils to make progress.
12. Assessment procedures are satisfactory. Marking is consistent and is used well to praise pupils for their success. Assessment in reception is very good. It is used very effectively to check how well children are doing in all areas of learning. Effective use is being made of a local scheme to assess aspects of physical development and identify children who may have special educational needs, particularly in their coordination. Good assessment is used in English, but systems are generally informal in other subjects. Despite this, teachers are accurate in assessing pupils' attainment in mathematics, and this information, and that for English, is used exceptionally well to follow pupils' progress, set targets and identify those who are not making sufficient gains in their knowledge. National curriculum assessments and optional end of year tests are used to assist the process. New procedures are being developed and gradually introduced in all subjects so that pupils' levels of attainment can be assessed with consistency and accuracy.

The curriculum

The school provides a **good** broad, balanced and enriched curriculum that ensures all groups of pupils have the opportunity to learn and to make progress. Accommodation and resources are **good**.

Main strengths and weaknesses

- The breadth of curricular opportunities is good.
- Curricular provision for pupils with special educational needs is very good.
- The school is developing the curriculum well by making appropriate links between subjects.

- Very good extra-curricular activities extend pupils' social, physical and artistic skills.
- The curriculum prepares pupils effectively for later stages of education.
- Teaching staff are well qualified to meet the needs of the curriculum and, with the exception of the outdoor reception area, the quality of accommodation is good.

Commentary

13. The school provides a broad range of worthwhile curricular opportunities by having a curriculum that follows the recommendations for children in reception and meets national curriculum requirements and those of the locally agreed syllabus for religious education. Since the previous inspection, very good progress has been made in ensuring that a full information and communication technology (ICT) curriculum is now in place. Curricular provision for pupils with special educational needs is very good. The school ensures that all these pupils are included in all aspects of the curriculum, by providing well-informed and effective support and carefully written individual education plans. This shows significant improvement since the previous inspection when this area was found to be a weakness.
14. The school is developing the curriculum further by making more links between subjects and specialist teachers enhance this provision. During the inspection, pupils in years 5 and 6 enjoyed making Tudor hats in design and technology that made a good link with history. Special weeks are held during the school year to promote links between different subjects and so enhance pupils' learning. The 'Book Week' held in the spring included food technology activities when pupils in year 2 made porridge for 'The Three Bears', year 5 pupils made an attractive collage of a dragon linking art and design with stories that they were enjoying. Literacy is used very well in a number of subjects; this gives pupils opportunities to improve their writing skills.
15. The school has used a variety of activities to enrich pupils' experiences. Visits have included the Rare Breeds Centre, a Hop Farm and the seaside to give pupils opportunities to learn about the environment. Pupils have been to the National Gallery in order to have firsthand experience of looking at beautiful pictures. Theatre groups have visited the school on several occasions and pupils have enjoyed being involved in a live performance of 'The Pied Piper'. Pupils in years 5 and 6 can attend two residential visits, which provide opportunities for adventure activities and also help pupils to develop their social skills. There is a very good range of after school activities; these include football, netball, rugby, athletics, chess, recorders, art and a computer club. These activities offer pupils good experiences in sport, the arts and other areas of the curriculum. Pupils enjoy opportunities to take part in competitive sport and so improve their skills.
16. Pupils are well prepared for moving through the school and also on to secondary education. There are a number of curricular links, such as in gymnastics and dance, which provide good continuity between the primary and secondary stages of education. Teachers visit from local secondary schools to work with older pupils who are helped to prepare for their transfer to secondary education.
17. There is a very good number of teaching staff to meet the needs of the curriculum. The accommodation is good and teaching areas have been made more spacious and the school benefits from having rooms especially designated for art and technology and an ICT suite. The recent provision of a new library means that pupils have more opportunities to borrow books to take home and to research independently. However, the outside play area for reception children is small, undeveloped and needs improvement.

Care, guidance and support

Provision for pupils' care, welfare and health and safety is **good**. The support, advice and guidance they receive based on monitoring are **very good**. The involvement of pupils through seeking and acting on their views is **good**.

Main strengths and weaknesses

- Pupils have a very good trusting relationship with at least one adult.
- Induction procedures are very good.
- Pupils are consulted very well through questionnaires and through the 'house' system for older pupils.

- Behaviour management procedures have a very good impact on pupils' care and safety.
- Good procedures ensure that pupils work in a healthy and safe environment.

Commentary

18. Staff know the pupils well and pupils feel safe and well looked after. This is supported by the very positive response in the school's own pupil questionnaires where the vast majority of pupils felt there was an adult they could turn to. It reflects the high quality of relationships within the school between staff and pupils. This is also one of the principle reasons why the quality of support and guidance pupils receive for pastoral concerns is very good. The highly effective behaviour management programme also has an impact here through providing individual pupils with the confidence to turn to an adult to help them manage their emotions. Pupils with special educational needs are very well supported and guided.
19. Induction procedures for children starting school are very good. A cornerstone is the provision of home visits during the first week of the autumn term, prior to children starting school. Parents are especially pleased with the time and trouble the reception teacher takes over this and are convinced of the positive impact on their child's speedy settling in. These arrangements ensure a smooth transfer from pre-school groups to the reception class.
20. An annual cycle of detailed questionnaires for years 2, 4 and 6 means that pupils' views are very well canvassed. Pupils feel their views are wanted. The school's self-evaluation last year brought about the establishment of a school council based on the 'house' system for older pupils. This deals very well with specific issues, such as the range of playground equipment, through 'house' meetings for consultation with fellow pupils. The school council does not function as an independent pupil forum with specific roles and self-managing procedures. Its impact on school development regarding a specific issue, arising from pupil surveys, is very good. In years 1 and 2, where the house system does not operate, pupils' views are canvassed through occasional specific class discussion sessions. They are less involved in school development.
21. Although the behaviour management programme, which is run by the headteacher, is aimed solely at pupils who display disruptive behaviour, it has a very positive impact on pupil welfare and safety as a whole because all pupils know that its provisions protect them. They feel confident that, when disruptive behaviour does occur, it will be resolved promptly and effectively. This contributes to the calm and inclusive atmosphere in the school. Care of pupils is further enhanced by the two roles of 'peer mediator' and 'buddies' in year 6. This has a positive impact on pupils' welfare because it extends the range and the availability of people to turn to. The mediators, four boys and four girls, have been trained for their roles and so are effective in knowing whether they can solve an issue or whether they need to involve an adult. The buddies are particularly helpful in supporting the youngest pupils.
22. Health and safety procedures are good and contribute well to pupil welfare because three people are actively involved thus ensuring a high degree of monitoring and subsequent cross-referencing. The chair of governors brings any concerns to the attention of the headteacher, who listens and acts promptly on these. First aid is covered satisfactorily. Child protection procedures are good because even slight concerns are logged and useful support is readily available to the school through the local education authority.

Partnership with parents, other schools and the community

The school has **very good** links with parents. Links with the community and links with other schools and colleges are **good**.

Main strengths and weaknesses

- The way parents are encouraged to be involved with the school and their children's work is very good.
- General information and the way in which parents are kept in touch are very good but annual pupil reports are not as good.
- Consultation with parents and acting on their views are very good.
- The approachability of the school and the way concerns and complaints are dealt with are very good.

Commentary

23. Parents are helped to be involved with their children's work very well through the wide range of opportunities offered to them. They are encouraged to be involved in the life of the school from the start and a good number take up this opportunity and remain helping in the school throughout their children's stay. For parents who cannot come into school frequently termly events are held, such as a cross-curricular week or the annual decorating day when 60 or more parents may attend. The school also seeks practical ways to assist parental involvement through, for example, the lengthy course on practical parenting. The Parent Teacher Association (PTA) performs an integral role at the heart of the school raising substantial funds and encouraging participation in events. The enthusiastic organisers of the PTA are encouraged and prompted well by the openness of the headteacher and succeed in generating an ethos where all parents are invited to participate.
24. The half-termly newsletter is full of useful information for parents regarding both school events and what is being taught. It is also used to inform parents about fund-raising and PTA news. Annual pupil reports meet statutory requirements but are not up to the same high standard because they lack useful information about what their child needs to do to improve. They give clear and relevant information about what the pupil has learned during the year and a helpful summary of their attitudes and personal development. Parents' consultation evenings are very well attended and at these pupil improvement goals are shared. Parents of pupils with special educational needs are given regular opportunities to be involved in the discussions about their child's individual education plans.
25. Consultation with parents is very good because of the regular parent questionnaires and the daily appearance of the headteacher in the playground at both the beginning and end of the day. Parents' views are used to inform the development of the school. The active presence of the headteacher in the playground also serves to deal with any parental concerns very well by demonstrating the approachability of the school. Any complaints are dealt with very effectively. Parents agree that the approachability of the school is very good. Overall these very good links with parents represent a very good improvement since the last inspection
26. Links with the community are good mainly because of the summer fair. This major event is shared with the neighbouring schools on the same site and with the local church and scout groups. Local agencies attend the fair and attendance is high. Financial rewards are not huge but the community profile of the school is high. The Girl Guides and a football club use the school's facilities regularly.
27. There are close links with the other schools on the same site. Joint catering and grounds maintenance contracts are used and a very good improvement in site safety has resulted from the joint purchase and installation of a security fence. There is a developing exchange of staff skills within the local cluster group, for example PE and dance specialists. As there are over ten secondary schools involved in the transition of pupils the logistics for transfer are not simple. All pupils have a bridging pack of work that aids the transition well. The headteacher has visited a local grammar school to see his pupils in year 7 and this developing activity is used well to address changes in the style and content of year 6 lessons. The school also competes in a range of local sports tournaments with other primary schools.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is **very good**. The leadership of the headteacher is **excellent**, the leadership of other key staff is **very good** and the overall effectiveness of management is **very good**. The governance of the school is **good**.

Main strengths and weaknesses

- The clarity of vision, sense of purpose and high aspirations of the headteacher are excellent.
- Strategic planning and financial management are excellent.
- The use made of information about pupils' progress is excellent.
- The use of staff performance management to bring about improvement is excellent.
- The governing body is becoming progressively more effective.

Commentary

28. The headteacher has consistently and effectively identified the priorities for improvement and leads by example including a commitment to teach every class in the school. As specific goals have been achieved, new ones have been agreed with staff and governors so that a culture of continuous improvement has been created. A committed team approach has been established and maintained by ensuring that all new initiatives and plans for change are discussed within the agreed overall vision for the school. The headteacher, with the support of the senior management team and governors, has implemented an extremely cohesive system of strategic planning which is efficient and manageable within the available resources.
29. The cycle of planning and continuous evaluation bring together extremely effectively all the elements of school development including, for example, the action plans of subject co-ordinators; the agendas of the senior management team and other teams within the school; the programme for continuous professional development; the governors' business plan and numerous other strands of development and school activity. This ensures that all the activities of the school are focused on the agreed priorities and all outcomes are evaluated so that further improvements can be sought. Financial planning is completely integral to the school development cycle.
30. At the centre of all improvement planning is a relentless drive for improved achievement. The headteacher has devised a very effective system for keeping track of pupils' progress at the end of each year. The headteacher works with individual teachers to ensure that special attention is given to any pupils who appear to be underachieving and 'target groups' of pupils are agreed. The senior management team monitors the progress of all pupils including the 'target groups'. There are many examples of action being taken to improve pupils' performance including the use of specialist teachers and the direct intervention of the headteacher or deputy headteacher. The special educational needs co-ordinator is providing very good leadership and management and gives very good support to other staff; this is a significant improvement since the previous inspection.
31. The headteacher is systemically delegating responsibility with the aim of contributing to the professional development of staff and enhancing the whole-team approach. Good examples of this are the delegation of performance management responsibilities and the involvement of a number of teachers in lesson observations. The focus of both of these activities is closely tied to overall school improvement so that, for example, teachers have performance objectives linked to both the school improvement plan and pupils' performance.
32. The governors of the school have several effective methods of keeping themselves informed about the school, including the attachment of individual governors to a year group. The governing body has found it difficult to recruit members from outside the school community but even so there are governors with particular expertise who help shape the direction of the school, especially in finance and health and safety. The governing body is extremely supportive of the

senior management team and is continually improving its ability to challenge, when appropriate, its decisions and recommendations.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	518,112
Total expenditure	522,627
Expenditure per pupil	2,500

Balances (£)	
Balance from previous year	24,470
Balance carried forward to the next	19,955

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is **good** and has improved since the last inspection. The new classroom, improved teaching, particularly for communication, language and literacy, and very good systems for checking how well children are doing have had a positive impact. Outdoor accommodation, however, remains inadequate. It is too small, lacks resources and cannot be used to develop all six areas of learning sufficiently or to link closely enough with activities planned for inside. Because it is small, few children are allowed to use it at any one time and they do not usually have adult support. As a result, activities are often mainly play, including the use of ride-on toys, rather than a focused learning experience, which an adult can support and extend. This problem is further exacerbated, as there are usually only two adults in the class at any one time. The adults mostly focus their attention on specific activities, including ones to assess children's skills as they enter the school. The result is that, on occasions, other children's work is not focused or supported enough. Children make good progress so that, by the time they leave reception, nearly all are on course to reach the standards expected for their age, and a significant proportion should exceed them, particularly in reading, writing, knowledge of the world and personal development. Good progress is due to good teaching, which develops skills in line with children's capabilities. Individual needs are being clearly identified and progress monitored very well. Management of reception is good and ensures clear communication between staff and very effective teamwork. There are very good arrangements when children start school and positive links with parents.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Adults encourage positive relationships and good behaviour.
- Children know daily routines very well.
- Good opportunities are provided for children to select activities independently, but insufficient support is given to encourage perseverance.

Commentary

33. Although early in their first year in school, children respond well to daily routines and settle quickly. Children are likely to exceed the levels expected by the time they enter year 1. Children mix well with other children and adults. On occasions, they offer to help each other, such as during role-play activities in the home corner. They share resources and accept responsibility to clear away after a session. They like to talk about what they are doing and mostly play together well. A few children have not yet adjusted to sharing and occasionally push others away or snatch crayons or pencils. Children act with maturity in assembly, when they share their achievements with others. Teaching is good. As a result, an ordered environment with clear systems is created, which enables children to feel secure and understand what is expected of them. The teacher and her assistant support individuals and focus groups well, but children engaged in more independent tasks are not always encouraged to persevere and finish, for instance, a half completed puzzle. Adult instructions are clear and consistent, and very good attention is given to the importance of listening and good behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children develop their literacy skills well, with a strong focus on speaking and listening.
- Good progress is made in using books.

Commentary

34. Teaching is good. Owing to a clear focus on developing literacy skills, achievement is good, particularly in reading, speaking and listening, and by the time they leave reception, virtually all children should meet the expected goals and many will exceed them. Language skills are consistently promoted throughout the school day. Children brought in green objects for display on the table of 'colour of the week'. Each child who had brought an object in took it to the front of the class and described it. Other children were encouraged to listen carefully. In a session looking at musical instruments, good opportunities were given to suggest which one was being played and why they thought so. Most children speak articulately and clearly, and are confident to chat to adults in the classroom. Books around the room and in the reading area are accessible and children often select one to sit to leaf through it quietly. They know how the pages are turned and that the words have meaning. Children handle books with care and take them home regularly. Children listen to stories on a tape independently, turning over the pages of the book at the same time. Children are beginning to form their letters correctly and over half can copy their own name with accuracy. The 'child of the week' takes 'Spot' home and is encouraged to write, with their parents' help, what Spot did over the weekend. Few opportunities that encourage mark making are evident in the classroom, although small pads and pens were available in the role-play area and a few children used these to make lists.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well, especially in number.
- Mathematical resources are not always displayed in a way to encourage children to use them during independent activities.

Commentary

35. Teaching is good, with a strong emphasis on developing number skills. Children achieve well and by the time they leave reception, virtually all should meet or exceed the expected goals. A clear and well-organised introduction by the classteacher helped children develop knowledge of numbers to five. Questions were used well, including extending some children to use numbers to 10. Small group work with the teacher enabled her to assess precisely children's understanding of number at this early stage of the year, so that work is then matched accurately to individual needs. Planned mathematical activities, to build on this introduction during independent activities, were left on a table but not taken out of their boxes or displayed in an attractive way; as a result children largely ignored them. Children have compared each other's heights and placed them in the correct order. Children engage in a range of number activities and learn to count the correct number of candles to add to their 'birthday cake' to show how old they are.

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

Provision in knowledge and understanding of the world and creative development is **good**. The provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children achieve well.
- Children's skills when using computers are progressing well.
- The outside area is too small and not sufficiently well resourced.

Commentary

36. These areas of learning were not a major focus during the inspection, but evidence available shows that the quality of teaching and learning is good, although insufficient support is given to activities that are not a major focus. Children achieve well and by the time they leave reception, virtually all should meet the expected goals and many will exceed them. Children collected autumn leaves from outside and enjoyed discussing some of their features. Good resources enabled them to produce leaf prints and rubbings that showed the veins clearly. They used glue well to stick leaves on paper to form an attractive display. This work made good links between different areas and helped extend children's knowledge of the world and improve creative and physical skills. Children enjoy handling musical instruments and know how different ones make a sound and listen carefully to select which instrument is being played. They also enjoy joining in singing nursery rhymes. Good opportunities are provided to explore the properties of materials, such as sand and dough.
37. The role-play area makes a good contribution to children's creative development, although at present adults rarely become involved to suggest activities to extend learning. Inside the classrooms, there are many opportunities provided to develop children's manipulative skills. These include printing, painting, colouring, cutting and using the computer mouse. These activities help to improve children's control and accuracy. As the school recognises, the outdoor area is small and undeveloped, and requires improvement. Toys and other equipment are placed in the area and a few children are allowed to use these resources. Without adult support, these sessions do little more than encourage play. Children use a range of ride-on toys to develop balance and physical skills. To overcome the inadequacy of the area, large areas around the school are used for supporting children's learning and specific physical education lessons take place in the hall. In the lesson observed, good teaching helped children improve movement, awareness of space and enhanced their ability to catch a bouncing ball. At times, insufficient attention was given to ensuring all children listened closely enough.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Overall achievement is very good
- Leadership and management are very good.
- Imaginative teaching provides a very good curriculum.
- There is a strong focus on improving writing.
- Very good use is made of literacy in other subjects.

Commentary

38. Results in national curriculum tests show that pupils at the end of years 2 and 6 are well above the national averages, which is a very good improvement since the previous inspection. Achievement is now very good for all pupils, including those identified as having special educational needs, because of the consistently good progress that pupils make. This trend is continuing as pupils currently in year 2 are performing at expected levels for their age at this early

stage in the new school year and are making good progress. The class contains a higher than normal percentage of pupils who have special educational needs and all pupils are achieving well. Standards for pupils in year 6 are already above average and pupils are making good progress.

39. The teaching of English is good and as a result pupils achieve very well. Teachers have secure subject knowledge and, whilst they are familiar with the requirements of the national literacy strategy, they use imaginative ideas to stimulate pupils further and provide a very good curriculum. The use of subject vocabulary is good in all lessons and this enables pupils to use correct words such as 'adjectives, 'calligrams' and 'alliteration' confidently. Teachers work hard at improving children's speaking and listening skills. They use a range of strategies such as small group discussions with an adult and children talking together in pairs. The good interaction from teaching assistants supports children well in discussions. Good opportunities are used for younger pupils to talk together, such as when they discuss suitable words to describe a monster. Older pupils were encouraged to think about and discuss the vocabulary they could use to describe the sea effectively. Imaginative use was made of music and pictures of the sea to stimulate pupils' ideas.
40. Reading skills are taught systematically enabling pupils to make good progress and to exceed national standards by the age of eleven. Pupils demonstrate an enjoyment of reading and talk enthusiastically about books they have read and their favourite authors. The school has implemented a very good strategy when a group of pupils read together with an adult and have opportunity to discuss the style of writing and the words chosen by the author. As well as improving pupils' reading skills, this in turn, also helps pupils to improve their own writing skills.
41. Pupils in year 2 write stories confidently and choose descriptive words to make their writing interesting for the reader and know that sentences begin with capital letters and end with full stops. They spell simple words correctly and their handwriting is clear and accurately formed. By year 6, pupils' writing is imaginative and sentences are well structured to extend their ideas with good use of appropriate punctuation. They choose words that are effective and write in various forms. Their spelling is accurate and handwriting is fluently joined.
42. Leadership and management of the subject are very good. There is currently a good emphasis on improving pupils' writing and this is an indication of the commitment the school makes to its pupils. The co-ordinator has correctly identified improvement in writing as a priority for the school and has introduced strategies to improve pupils' writing, such as the group reading activities and the use of writing in other subjects.

Language and literacy across the curriculum

43. There has been an emphasis on extending writing into other subjects. Pupils have had opportunities to use their writing skills in science, when they write up experiments, or in design and technology, when they write a 'Product Diary' about making slippers. In history, they have written in the first person what it was like to be a 'mill girl' during Victorian times. In geography, pupils have written about the 'Journey of a River' from its source to the sea. Older pupils have written autumn poems in the style of Walter de la Mare, Lord Tennyson and Spike Milligan.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards achieved are consistently above the national average.
- The quality of teaching is consistently good.
- The leadership and management of the subject are very good.
- Assessment methods have been correctly identified as an area for further development.

Commentary

44. Results in national curriculum tests in year 2 have been consistently above average over the past few years. All but a few reached the expected standards and about half exceeded them. This trend is continuing as the pupils currently in year 2 are performing at expected levels for their age at this early stage in the new school year and making good progress. They are achieving well. Year 2 pupils confidently add, subtract, multiply and divide numbers. They know the properties of flat and solid shapes. Standards attained by year 6 pupils over the past few years, as measured in national curriculum tests, have been well above average. By the end of the last year, virtually all pupils reached the expected standards and well over a third exceeded them. This trend is also continuing as the current year 6 pupils are already performing at above average levels and their rate of achievement is very good. By year 6, pupils confidently use numbers to two decimal places, tackle complex problems involving addition, subtraction, multiplication and division. They draw graphs with good accuracy and interpret information from them. Improvement from the time of the last inspection has been very good.
45. As a result of consistently good teaching, year on year, pupils make very good progress from the time they start school to the time they leave. Teachers manage lessons well, have high expectations of their pupils for behaviour, concentration and effort and, as a result, pupils work hard and the time in lessons is used well. Teachers have good subject knowledge and plan their lessons well so that pupils are given a wide range of learning experiences, including practical work and problem solving. There are clear objectives for lessons, although these are not always used to the best advantage by teachers when assessing pupils' progress.
46. The subject leader is very well informed, highly committed and a skilled teacher who is making a very effective contribution to the subject by identifying strengths and weaknesses within teaching and agreeing and implementing whole school approaches to teaching. He has observed colleagues' lessons, given demonstration lessons, advised on future developments and led in-school training sessions. The headteacher, subject leader and teachers work closely together to improve achievement. A very good example of this is the use of performance data in the identification of under-achieving pupils and the action taken to support them. Pupils with special educational needs benefit from this rigorous approach and make very good progress. Other examples of action taken on the basis of performance data includes the 'setting' of pupils in ability groups for part of the time and the use of teachers with particular strengths in mathematics.
47. Whilst the collection and use of end-of-year formal assessment information is very effective, the school recognises that there is a lack of consistency between teachers in the methods used for the day-to-day assessment of pupils' progress. Further work is being done to ensure that pupils themselves know what they have to do to improve and that there is clear recognition and recording of their progress.

Mathematics across the curriculum

48. There are particularly good examples of mathematics being used by older pupils in science when they record results using charts and graphs. However, the use of mathematics across the curriculum, including links with ICT, is underdeveloped.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Teaching is good, so that pupils achieve very well and make good progress in developing their scientific knowledge and skills.
- By year 2, attainment is above average and it is well above average by year 6.
- Pupils enjoy science and demonstrate very good behaviour and attitudes.
- Very good leadership and management ensure that the curriculum is well planned so that there is a good balance between the development of pupils' skills and their acquisition of knowledge.
- Effective use is made of pupils' literacy and numeracy skills, but the use of ICT in science is limited.

Commentary

49. In 2003, pupils' attainment in year 6 was well above average. Compared with similar schools, these pupils achieved very well when their attainment in year 2 is taken into account. A similar picture is evident in the results for 2004. Attainment is currently above average in year 2 and well above average in year 6. Since the last inspection, very good progress has been made in improving teaching and raising standards. By year 2, pupils know that the properties of materials influence their use, and that some materials can be changed by pulling and stretching, and by heat. They observe well and record their observations clearly. In year 6, pupils understand the way plants use light, carbon dioxide and water for growth, understand the nature of electrical circuits and draw circuits using appropriate symbols. They use investigations very well to explore scientific questions, are aware of the need to repeat observations and interpret data well.

50. In all lessons, pupils behave very well and show high levels of interest and concentration, and these aid learning. They respond well to the interesting activities and discussions, such as when in year 5 pupils explored different uses of gases in every day life and occasions when gases are produced. The result was a wide range of examples, including fire extinguishers, champagne, 'fizzy' drinks, breathing, tyres, ovens and cooking. The suitable, simple investigation that followed examined the production of carbon dioxide by yeast fermentation but became confused by an inappropriate discussion of fair testing. Throughout the school, teachers make very good attempts to develop pupils' practical skills, and they confidently carry out investigations and record results. Numeracy skills are used well as pupils measure and record results, draw graphs and interpret graphs of data from different sources. Literacy skills are used well in preparing reports and good links are made to literacy lessons, such as when year 5 pupils recorded what they were doing by using instructional text, studied earlier that day in English. In year 1, pupils gained much from the introductory discussion about the senses and good use of support staff and parents enabled them to explore each sense in detail. The teacher's effective planning and choice of materials and equipment, such as magnifying glasses, aided this.

51. Teaching is good; it is well planned and meets the needs of different pupils well. It often uses questions and discussion opportunities to good effect, and very good management of pupils is always evident. In all work seen, literacy and numeracy skills were used effectively, but ICT was rarely used, even for graph production. Pupils are keen to learn about science and enjoy being involved in practical activities, such as when exploring different senses or investigating the formation of gas.

52. The subject leader has led science very well, ensuring that standards have improved and that the curriculum includes a good balance in both knowledge and skills. This also ensures that in each area pupils can reach a high standard. She has produced detailed guidance for staff, where this has been thought necessary, and the success of the process is evident in the good progress that occurs throughout the school. Assessment is satisfactory. Work is regularly marked and teachers ascribe levels to pupils' work. The co-ordinator has devised a very good scheme of assessment, which will be used to record pupils' attainment regularly in each area of science. This system is due to be introduced shortly and its success evaluated.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Resources are good, but optimum use of these has not been fully established.
- Subject leadership is good.
- Assessment is underdeveloped.

Commentary

53. At the time of the last inspection there were a number of shortcomings in provision for ICT. Improvement since the time of the last inspection has been very good and following a planned training programme teachers and their assistants are confident and competent. A newly equipped computer suite is in place including very good technical support.
54. Examples of good teaching were observed during the inspection. However as some aspects of the scheme of work are relatively new to some teachers the quality of teaching overall is satisfactory. Pupils achieve well in word-processing skills because this is the area where they get most practice. Achievement in other areas such as data handling, graphics and using computers for control is satisfactory.
55. An excellent initiative by the headteacher has resulted in the formation of an ICT strategy team, which is leading the drive for improved performance. The team is already proving to be effective by planning and overseeing an upgrade of hardware and software; planning training for new software; planning and overseeing the installation of interactive whiteboards in classrooms; introducing modifications to teachers' plans so that the use of ICT in all subjects is planned for; monitoring teachers' plans; monitoring lessons and providing support for teachers and effective deployment of teaching assistants to support ICT.
56. The overall use of the resources available, including six computers in the library and additional computers in the year 5 and 6 classrooms, is being evaluated. Very good examples of the use of the computer suite are when two classes join together for team teaching of art and design or design and technology. ICT is then used as an integral part of these creative projects. The ICT strategy team intends to increase the amount of time the resources are used and the range of experiences provided. Assessment systems in ICT are generally informal, but the development of assessment within the subject is part of the whole-school improvement plan.

Information and communication technology across the curriculum

57. The inclusion of ICT within the planning of all subjects is a relatively new initiative. In design and technology older pupils design covers for their project folder and keep records of their own progress. In art and design, pupils use painting and drawing programs to create their own images. Year 3 and 4 pupils were observed downloading images, cutting and pasting and layering to make designs based on Vincent van Gogh. Overall, however, the school has not fully explored the potential of ICT throughout the curriculum but it has established a sound platform from which to do so.

HUMANITIES

Geography and history

58. It was only possible to observe one lesson in **history** during the inspection and no lessons were observed in **geography**. It is not possible therefore to make an overall judgement on provision or the quality of teaching. However, the evidence in pupils' books from last year indicates that standards attained by both years 2 and 6 in history are above national expectations. In geography, standards are at least in line with national expectations.

59. A full curriculum is in place for both subjects; the school uses a nationally recommended scheme of work but makes effective modifications, for example, in year 2 pupils have been studying the changes in the local area as a result of major housing development. In year 6 pupils study coastal erosion and other features following their residential visit to the Isle of Wight.
60. Teachers have been supported in their efforts to promote pupils' progress in history by the use of a commendable document produced by the subject co-ordinator which links progression in history skills to the topics being taught. Examples of good teaching and learning methods being used include constructing a Greek vase from fragments, burying artefacts to see what sort of evidence is preserved for archaeologists and taking part in a Victorian washday.

Religious education

Provision in religious education (RE) is **satisfactory**.

Main strengths and weaknesses

- On occasions, teaching is outstanding and contributes very well to pupils' personal development.
- The subject is well led but the subject does not have a sufficiently high status in the curriculum. A revised curriculum and assessment procedures are being introduced.

Commentary

61. At the end of years 2 and 6, pupils' achievement is satisfactory, and work displays a knowledge of RE in line with the expectations in the locally agreed syllabus. In year 2, pupils have a sound understanding of aspects of the Christian faith and the life of Jesus. The recorded work in year 6 is limited, but does demonstrate, on occasions, an understanding of how religious belief can influence a person's life. Teaching is good overall in years 1 and 2; none was seen in years 3 to 6. In an outstanding year 2 lesson, pupils were helped to explore some of the teaching of Jesus and how moral and social issues, such as fairness and starvation in the world, can be considered in the light of religious belief. Pupils' very good attitudes and behaviour allowed them to reflect quietly about what feeling hungry really meant and how, in a small way, they could help at harvest festival. In another lesson, despite the efforts of the teacher, year 1 pupils' tiredness and inattention resulted in only satisfactory learning.
62. The co-ordinator has had a positive effect in providing clear guidance for teaching RE and by the development of a detailed assessment scheme, which is due to be used and evaluated shortly. RE does not have a high enough profile in the school and very few displays were evident, with the exception of a good display in year 4 linked to India and Hinduism. Since the last inspection progress has been good. Attainment is similar, but teaching is improving. The planned curriculum includes greater attention to faiths in addition to Christianity.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology and music

63. There were limited opportunities to observe lessons in these subjects. Talking with pupils and looking at their work and teachers' planning indicate that standards in art and design and design and technology are above average. It was not possible to make a judgement about standards in music.
64. There has been good improvement in **art and design** since the previous inspection and standards remain above average. Pupils' work shows that they have good opportunities to work with different media in painting, observational drawing and printing. They use sketchbooks to collect and explore ideas and as these sketchbooks move through the school with pupils, there

are good opportunities to monitor the improvement in each child's work. Teachers' planning is focused appropriately on the development of skills and to enable pupils to build on previous learning. In the one lesson seen during the inspection, pupils in years 3 and 4 enjoyed learning about Vincent van Gogh and focused on the use of colour, shape and pattern. As the lesson was taught by the subject co-ordinator, her specialist knowledge helped pupils to make good progress.

65. There has been good improvement in **design and technology** since the previous inspection and standards are above average by the end of years 2 and 6. Discussions with pupils indicate that they have developed a good understanding of the design process, including the need for evaluation of their designs and products. One lesson was observed during the inspection when pupils in years 5 and 6 designed Tudor hats. The lesson was taught by the subject co-ordinator and her specialist knowledge meant that pupils made good progress. They used and selected tools, knew how to cut and join fabric and understood the importance of evaluating their findings.
66. Pupils sang tunefully and enthusiastically during assemblies, showing very good enjoyment. Only one **music** lesson was seen when pupils in year 2 listened to music composed by Aaron Copland. Their teacher helped them to learn how music can contribute to mood as they listened to 'Appalachian Spring'. Music was used well in two English lessons when pupils listened to appropriate music to help them with their ideas for writing. Pupils have the opportunity to learn to play the recorder and more advanced pupils enjoy playing in assembly to accompany singing.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Teaching is good, and pupils' gymnastic skills are good.
- A good range of extra-curricular activities in the juniors makes a positive contribution.

Commentary

67. PE was not a major focus during the inspection, but it was possible to observe two lessons, both of which were in the area of gymnastics. Teaching is good. Lessons are well planned and this ensures a good pace to learning and the full involvement of pupils. There is a good focus on developing skills and challenging pupils to improve. In a year 1 lesson, very good teaching helped to improve the quality of pupils' dismounts from gymnastic tables. The teacher successfully introduced the concept of evaluation as pupils observed others and indicated how good they thought the performance was by thumbs up, sideways or down. In a good lesson in year 6, pupils developed good sequences of balances when working with a partner. It was unfortunate that, owing to lack of time at the end of the lesson, not all pupils had the opportunity to evaluate the performance of others. Pupils enjoyed their PE, although a few, mainly boys, had to be reminded to maintain attention in the year 6 lesson. Extra-curricular activities, particularly the wide range of sports activities and participating in competitions, provide good opportunities for pupils to develop their skills. Teaching is similar to that reported previously, but standards are better.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

68. Provision in this area is satisfactory. Although there is no planned programme, the very good care provided for their personal well-being supports pupils' personal development very well. Personal, social and health education includes work on diet, health, sex and relationships education and the dangers of drugs and alcohol, as well as personal safety. This range of work helps pupils to develop a safe and healthy life-style, gain confidence and develop very good relationships. Pupils undertake a range of jobs throughout the school that helps them to become aware of the responsibilities of living in a community.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
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	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
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).