

INSPECTION REPORT

MORETON MORRELL C.E. PRIMARY SCHOOL

Moreton Morrell, Warwick

LEA area: Warwickshire

Unique reference number: 125693

Headteacher: Mr. Paul Gurton

Lead inspector: Hugh Protherough

Dates of inspection: 13th – 15th September 2004

Inspection number: 267348

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Foundation
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	101
School address:	Moreton Morrell Warwick
Postcode:	CV35 9AN
Telephone number:	01926 651355
Fax number:	01926 651966
Appropriate authority:	The governing body
Name of chair of governors:	Dr. Clive Irwin
Date of previous inspection:	19 th April 1999

CHARACTERISTICS OF THE SCHOOL

This is a small, popular Church of England primary school with 101 pupils on roll that serves its village and several neighbouring rural communities. There are more boys (59) than girls (42), and in the class containing Years 5 and 6 the girls are in a significant minority. Pupil numbers are currently stable, but have declined slightly since the last inspection. The proportion of pupils starting or leaving school other than at the end of the school year is slightly less than the national average. The village lies close to the M40 corridor and is well favoured socially and economically. Almost all of the pupils are of white British origin. Most children have had some pre-school experience, having attended one of several local playgroups and private nurseries. Consequently, levels of attainment on entry to the Reception class, though covering the full range of ability, are generally above average. At around 7.4 per cent the proportion of pupils identified with special educational needs is well below the national average and there are no pupils with a statement of special educational needs.

In 2002, the school received a Healthy Schools Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8339	Hugh Protherough	Lead inspector	Foundation Stage, English, information and communication technology, art and design, design and technology, physical education
32660	Bob Adams	Lay inspector	
4287	Brian Allaway	Team inspector	Special educational needs, mathematics, science, geography, history, music, religious education, personal, social and health education

The inspection contractor was :

Inspire Educational Ltd

The Coach House
132 Whitaker Road
Derby

DE23 6AP

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is reasonably effective. Taken overall, the teachers provide a satisfactory quality of education and by the age of eleven standards are well above the national average. The new headteacher and governing body have a clear vision of how to improve the school further, but subject leadership and management in most subjects is currently unsatisfactory. **The school offers satisfactory value for money.**

The school's main strengths and weaknesses are:

- The pupils are polite, hard working, enthusiastic and articulate learners
- By the age of eleven the pupils are well prepared for the next stage of education and are achieving standards of literacy and numeracy that are well above average
- The management of most subject leaders is unsatisfactory
- The teaching in Years 5 and 6 is very good and accelerates the pupils' progress
- In Years 1 and 2 the teacher's lesson planning lacks coherence and does not always take sufficient account of the pupils' prior learning.
- The provision for music is outstanding and the quality of the children's work is high
- There are few formal systems to track the performance of individual pupils

Improvement since the last inspection has been only satisfactory. The previous strengths in teaching and pupils' standards have been sustained. Though the improved school development plan now sets out the right priorities to move the school forward, the headteacher has not been able to implement all the changes he has identified in the two terms since his appointment. As a result, there continue to be weaknesses in the teaching in Years 1 and 2, the school's approach to pupil assessment and curriculum leadership and management.

STANDARDS ACHIEVED

Taken overall the pupils achieve satisfactorily. The children in the Foundation Stage are settling happily into the routines of school. The vast majority are on course to achieve the expected goals by the end of their Reception Year and a sizeable majority to exceed them. In Years 1 and 2 pupils of all abilities make reasonable progress so that standards continue to be above average in reading, writing and mathematics.

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

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

Although cohort sizes are small the analysis of the national test data and the pupils' past and current work shows that by the end of Year 6 standards are generally well above the national average and compare favourably with those of similar schools. The results of 2003 were good and the provisional results of 2004 continue this positive trend with a very high proportion of the pupils exceeding the levels expected in Year 6 in English and mathematics. In most subjects the pupils are achieving well. Standards in English and mathematics are well above the

national average and show good value added when compared with the pupils' prior attainment. Standards in music are very good throughout the school, as is the quality of the work of the pupils who receive instrument tuition.

The **pupils' personal qualities, including their spiritual, moral, social and cultural development are very good.** Throughout the school the children demonstrate very positive attitudes, to work. Their behaviour and attendance are very good.

QUALITY OF EDUCATION

Taken overall **the school provides a satisfactory quality of education and the teaching is sound.** Teaching is strongest in Years 5 and 6 where thorough planning and precise objectives are matched carefully to the pupils' interests and abilities. This supports effective learning and good achievement. The teaching in Years 1 and 2 is satisfactory overall. However, a minority of lessons do not offer appropriate challenge to all pupils because of weaknesses in the teacher's assessment of the pupils and planning that is insufficiently focussed. Teaching in the Reception class is satisfactory overall and the provision for the children's personal, social and emotional development is good. The teaching of the specialist music teacher is very good indeed. Her work, and the increasing variety of extra-curricular activities, add considerable breadth to the school's curriculum. The adults take good care of the children and encourage them to influence the work of the school through regular consultation with the school council. However, the informal arrangements for the monitoring and recording of the progress of each child lack sufficient rigour.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are satisfactory. The governors are hard working and articulate. They have a clear vision for the school and following their successful appointment of a new headteacher are steadily and constructively expanding their role and influence. The headteacher leads well and has made an accurate early evaluation of the school. However, few teachers are currently carrying out their responsibilities as subject leaders and managers with the necessary rigour.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Taken overall the vast majority of parents and children express considerable satisfaction with the school. Many drew the attention of the inspection team to the positive response of the new headteacher in tackling suggestions and concerns raised by parents. The inspectors agree with the few parents who would like more frequent, detailed information about their children's progress and the marking of homework.

IMPROVEMENTS NEEDED

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

- Expand the management role of those teachers who are subject leaders
- Improve the accuracy and use made of the teachers' assessments, especially in Years 1 and 2
- Develop further the systems for tracking the pupils' progress and ensure they are applied consistently across the school

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The pupils in the Foundation Stage achieve satisfactorily. Almost all are on course to meet the expected goals by the end of the Reception year and a good majority will exceed them. The pupils in Years 1 and 2 achieve satisfactorily and standards are above average. Achievement is satisfactory in Years 3 and 4 and good in Year 5 and 6 where very good teaching accelerates progress. By the age of eleven standards are well above average.

Main strengths and weaknesses

- With the exception of science, the Year 6 national test results have consistently outstripped the national performance for several years and compare favourably with those of similar schools
- The quality of the pupils' work in music is outstanding
- By Year 6 the pupils apply their strong literacy and numeracy skills to good effect in other areas of the curriculum
- The children in reception achieve well in their personal, social and emotional development

Commentary

1. At the time of the inspection, the children in the Foundation Stage were in their first week of full time attendance. They clearly feel comfortable in school and have settled happily into the carefully structured routines provided by the teacher. Despite the fact that they come from eleven different pre-school settings, the children get on well with each other and generally share equipment or negotiate turn taking in a sensible fashion. These social skills are developing well because many of the children are confident speakers and listeners and the teacher encourages a good variety of independent choice each day. However, regular daily opportunities for the children's physical development are restricted by the present lack of a dedicated outside play area and limited additional classroom assistance.
2. The children in Years 1 and 2 are achieving soundly and are generally building successfully on the solid start that they receive in the Foundation Stage. The very small cohorts that take the tests each year mean that any analysis of the data must be treated with caution. For instance, the exceptional results in national tests achieved in 2001 have not been sustained and the overall trend in results has been lower than the national picture. However, the results for 2004 show improvement on those of the past two years and an analysis of the pupils' past and current work indicates that standards are above the national average in reading, writing and mathematics. Although the pupils achieve soundly, the more rapid improvement of their work, and especially their written work, is hampered by the overuse of narrow and prescriptive worksheets that do not allow them to write freely to develop their own ideas.

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

Standards in:	School results	National results
reading	18.0 (18.3)	15.7 (15.8)

writing	14.9 (15)	14.6 (14.4)
mathematics	15.9 (17.9)	16.3 (16.5)

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

- The inspection findings confirm the positive picture suggested by the analysis of the Year 6 pupils' performance in the national tests. Standards were well above the national average in 2003 and the provisional data for 2004 is similarly positive with well over a half of all the pupils exceeding the expected levels in English and mathematics. These higher attaining pupils achieve well. There is no significant difference in the performance of boys and girls, and the few pupils with special needs also do well. The inspectors' conversations with the children and an analysis of the large volume of their written work confirm that standards are well above the national average and generally above average when compared to those of similar schools. By Year 6 the pupils' rapidly developing literacy and numeracy skills are used to good effect in other subjects such as science, geography and history. Most Year 5 and 6 pupils are fluent readers who, as a result of very good teaching, are developing good research skills along with the capacity to write up their discoveries neatly and legibly.
- This year there was a slight dip in performance in the science tests and fewer pupils achieved the higher levels in this subject. This was partly as a result of a change of teacher and a less detailed coverage of some aspects of the curriculum. The headteacher has reviewed the tests results and has devised a satisfactory strategy to address the issue.

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

Standards in:	School results	National results
English	28.8 (28.1)	26.8 (27)
mathematics	30.6 (28.5)	26.8 (26.7)
science	30.6 (28.8)	28.6 (28.3)

There were 10 pupils in the year group. Figures in brackets are for the previous year

- The employment of a specialist music teacher makes a significant contribution to the development of work of an exceptional standard in this subject. Musical activities can be heard at regular intervals throughout each day and the children are receiving an excellent grounding in singing, playing an instrument and appraising music from around the world. There is a thriving school orchestra and many talented young musicians are already achieving Grade 4 and 5 in Associated Board examinations.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and their behaviour and attendance are very good and have a positive impact on their achievement. The school makes good provision for the pupils' personal development, including their spiritual, moral, social and cultural development.

Main strengths and weaknesses

- The pupils' spiritual, moral, social and cultural development is good
- Pupils' attitudes to work are good and they enjoy taking a full part in school life.
- Pupils behave very well and are sensitive to the needs of others

Commentary

6. The school is a friendly and welcoming community where pupils and adults work very well together. Attendance rates are well above the national average and pupils are punctual for lessons. The pupils' behaviour is very good and their attitudes to school are very positive. No pupil has been excluded. The children are keen to learn and relate very well to one another and to the adults in the school. Though there are very few girls in the Year 5 and 6 class, harmonious and productive working relationships are evident. Children who are new to the Reception class are enthusiastic and happy to start school and settle very quickly and confidently to school life. These children are supported very well in their personal, social and emotional development. Pupils with special educational needs are also given effective and unobtrusive support.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.6	School data	0.1
National data	5.4	National data	0.4

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

7. The taught curriculum complements the positive ethos and provides well for the pupils' spiritual and cultural development. Pupils are provided with opportunities in lesson such as music and religious education to reflect on ideas and experiences and to express their own ideas and opinions. These lessons also provide them with opportunities to appreciate the cultures and traditions of others. There are clear strengths in the moral and social code. Pupils are involved in charitable fund raising events and are very aware of the need to support others who are less fortunate than themselves. Pupils are courteous and confident in their discussions with adults and feel that they have an important part to play in school life. Many pupils are able to initiate and sustain articulate and mature conversations with visitors and other adults in the schools. The school council provides the pupils with excellent opportunities to participate in some important decision making processes and council representatives feel that their contributions are valued.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education and the teaching is sound.

Teaching and learning

Taken overall, the teaching in the Foundation Stage and Years 1 to 4, is satisfactory. The pupils make generally steady gains in their learning. In Years 5 and 6 the teaching is very good and the pupils are learning effectively. With the exception of Years 1 and 2, the assessment of the pupils' work is satisfactory.

Main strengths and weaknesses

- Lively and imaginative teaching in Years 5 and 6 accelerates the pupils' learning and progress
- Teaching in Years 1 and 2 does not always take sufficient account of the pupils' previous learning
- Across the school, high quality music teaching enriches the children's learning and self-confidence
- The provision in the reception class for the children's personal, social and emotional development is good
- Marking is inconsistent and does not always tell pupils' how to improve their work

Commentary

8. The strongest teaching is found in the class containing the Years 5 and 6 pupils. The headteacher and his part time assistant teacher have a good range of complementary skills and talents that are very effectively deployed to benefit pupils' learning. Lessons objectives are sharply defined and the tasks well matched to the abilities of the pupils. For instance, in a lesson on fractions the headteacher's early questioning of the pupils demonstrated that he knew the capability of individual children. The subsequent, well-judged group activities provided genuine challenge for all, including the many higher attaining pupils who are already exceeding the levels expected of eleven-year-olds, as well as the few children with special educational needs. This included the sensible use of a program on the class computers to help some pupils consolidate their understanding of decimal fractions. Similarly in English, the assistant teacher's knowledge and enthusiasm for literature was a striking feature of another successful lesson. In order to establish a sharp focus on how to write an effective opening to a story, the teacher used a variety of opening passages drawn from children's novels. Her shrewd questioning drew a good variety of response from all the pupils and she took particular care to ensure that the very small minority of girls were fully involved in discussions. The pupils' own writing task was clearly related to the opening of "The Wolves of Willoughby Chase." They had to jot down their thoughts and ideas for a story opening based upon a description of a derelict hut in a woodland setting. Tight time frames were set and the pupils' enthusiasm and commitment to the task was enhanced by the fact that they knew they would be sharing their notes with the rest of the class. The pace of work was brisk.
9. In Years 1 and 2 teaching is satisfactory overall. The analysis of the pupils' work shows that the children are making steady gains in their learning in the subjects of the National Curriculum. However, the sample of lessons observed during the inspection reveals that teaching is, on occasion, insufficiently well matched to the needs of individual pupils and that the teacher's objectives for learning sometimes lack precision. As a result, although the children are well behaved and enthusiastic learners, they are not always provided with enough challenge in their work. For example, in a mathematics lesson, higher attaining Year 2 children who are capable of counting to a hundred were being asked to match numbers up to twenty. The teacher's questioning in both the lesson opening and the plenary lacked the necessary focus to accelerate the pupils' learning.
10. Taken overall the teaching in the Foundation Stage is satisfactory. At the time of the inspection the children in the Reception class were in their first week of full time school attendance. The teacher made thorough preparation and has, as a result of a helpful induction programme, already gathered a good deal of useful information about each of the children in her class. Her subsequent provision for the pupils' personal, social and emotional development is good. The children have settled happily and, despite their

wide variety of previous educational experiences, are making new friendships and learning to work and play co-operatively with each other. The teacher plans an appropriately varied curriculum that reflects, for the most part, the requirements of the Foundation Stage curriculum. She is successfully establishing classroom rules and routines that enable the pupils to make informed choices in their work and play as well as introducing them to settings where she takes a more formal teaching role. The children's learning is frequently enhanced on those occasions when the teaching assistant supports the teacher because each is able to focus more precisely upon specific groups and individuals. However, current levels of teaching assistance time are too low.

11. The employment of part-time teacher of music makes a significant contribution to the quality of education provided by the school. Her knowledge and expertise are considerable and the effect of her teaching evident in the high proportion of pupils achieving standards seldom seen in primary schools. She has successfully established the highest of expectations, so that even when not in school it is possible to discover young musicians practising together in small groups and ensembles, sometimes using recorded accompaniments provided by her. Every child in every class benefits from her teaching because she knows exactly what she wants the children to achieve and because she makes expert use of the skills and enthusiasm of the many talented singers and instrumentalists to lift the quality of performance and music appreciation for all.

12. All the teachers mark the children's work regularly. However, the quality and usefulness of their written commentary varies considerably. In Years 5 and 6 marking is generally incisive and gives the pupils a clear idea of the level they are working at and how to improve. However, in Years 1 to 4 there is a preponderance of worksheet material and the teachers' comments, though encouraging, seldom provide a context for the children's efforts, nor an indication of how they might improve.

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	7	9	1	1	0

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

The curriculum

The school provides a good curriculum. Overall the staffing, resources and accommodation are satisfactory but there are deficiencies in the accommodation and level of staffing in the Reception class.

Main strengths and weaknesses

- The curriculum is enriched by a wide variety of educational visits, extra-curricular activities and community links
- A very good music curriculum adds considerable value to the depth and breadth of the pupils' experiences.
- The pupils are well prepared for secondary education

- The accommodation and levels of support for the Reception class are currently unsatisfactory.

Commentary

13. The overall quality of the curriculum has been maintained since the last inspection. The planning for the curriculum is generally good and takes account of the needs of pupils in mixed age classes. Appropriate use is made of national guidance to ensure that the vast majority of pupils achieve well in English and mathematics. However, in a small minority of lessons in Years 1 and 2 the curriculum is not matched well enough to the pupils' needs. The Foundation Stage curriculum is satisfactory, but limited accommodation and infrequent additional adult support restrict the children's opportunities for safe independent play activities out-of-doors. The governors have arrangements in hand to improve the accommodation for the Reception children.
14. All pupils have access to a dynamic and high quality music curriculum and the vast majority of pupils achieve well. Many of them become proficient instrumentalists and enjoy the opportunities provided for them to share their skills in performances. This has a positive impact on their confidence and self-esteem.
15. There is appropriate equality of access to the curriculum for all pupils. This is especially apparent in the identification of the few pupils who have special educational needs. These pupils are supported well by their teachers and by capable teaching assistants. Pupils' progress is checked regularly against their individual education plans. A policy for the identification and support of pupils with special gifts and talents is currently under discussion.
16. There are effective and supportive induction arrangements to ensure a smooth transition when pupils transfer to secondary school. Pupils' learning is enriched by their involvement in a variety of after school clubs, educational and residential visits and sporting events. Effective links with local industry and the local community also enhance the pupils' learning. The school provides effective personal, social and health education, including sex and relationships education and attention to drugs.

Care, guidance and support

The provision for the pupils' care, welfare, health and safety and the arrangements for involving them in the development of the school are good. The current informal arrangements to monitor the pupils' achievement and their personal development are unsatisfactory.

Main strengths and weaknesses

- The systems for tracking the pupils' academic and personal development lack rigour
- The school council provides a well considered forum for pupils of all ages that influences the work of the school
- Induction arrangements for pupils starting at the school are good
- The relationships between adults and children are very positive

Commentary

17. The headteacher staff and governors work conscientiously to ensure the care, welfare, health and safety of the children. The school site and buildings present a difficult challenge, but adults and staff are alert to the problems posed, risks are regularly reviewed and improvement to practice agreed. The pupils' very good behaviour and their positive relationships with the adults mean that they recognise the importance of maintaining their school as a safe yet welcoming community and almost always abide by the school's rules and routines.
18. The adults have encouraged the pupils' development of a school council that is steadily growing in confidence and presenting helpful suggestions that will improve the quality of life at the school. For instance, the development of seating around the playground and attractive flower troughs and planters provide a contrast to the hurly burly of much playground activity and is welcomed by those children who want a quiet morning break. The growing importance of this committee was evidenced during the inspection by the serious way in which the children discussed over lunch the electoral processes involved and the possible outcomes.
19. The adults working at the school know the children well. This is a small community where almost all of the staff have worked for many years. In the Reception class the teacher provides a helpful induction programme that is valued by the parents and the children. A variety of events span the summer and autumn terms and offer good opportunities for information to be shared between home and school. The teacher makes sound use of the Foundation Stage profile by transferring her day-to-day observations of the children's work into individual records that chart their progress over the year. However, though it is evident that much useful day-to-day information about the pupils is shared around the school, the systems for recording this from Years 1 to 6 are haphazard and vary from class to class. The headteacher has begun to track the academic progress of every pupil in the core subjects of English, mathematics and science, but this information is not yet properly utilised by all of the subject leaders. Apart from the annual progress reports to parents that are of a satisfactory quality, the school currently lacks a coherent approach to tracking and recording the academic and personal development of its pupils.

Partnership with parents, other schools and the community

The partnership with parents is good. The strong educational and social links have a significant and positive influence upon the children's work and achievements. The links with the local community and other schools are good.

Main strengths and weaknesses

- The school is a popular focal point for many families and their local communities
- The headteacher has responded positively and successfully to the views of parents and deals promptly with their concerns
- Transfer arrangements for eleven-year-olds are well managed
- Many parents provide good support for their children's homework and wider studies but feedback is inconsistent

Commentary

20. The school is a popular, well regarded and receives strong support from its parents and local communities. The vast majority of the governing body are, or have been, parents of children attending the school and they work assiduously on its behalf. There are good links with the local church and the school shares its annual summer fete with the village. Links with the agricultural college are developing well and good use is also made of local art and technology centres.
21. Following the retirement of a popular and long serving headteacher the parents have been watching carefully the performance of his replacement. The feedback to inspectors has been extremely positive. A significant number of parents wrote or spoke with the inspectors to say that they were delighted that the new headteacher is approachable and responds swiftly to any ideas or concerns. For instance, many pointed to the dramatic increase in the availability of sport and competitive games that he has organised by enlisting the support of parents and those involved with local sports clubs. They also point to the continuing, effective arrangements that enable the school to support the smooth transfer of its pupils at age eleven to a wide variety of local secondary schools. All parents acknowledge the exceptional nature of the school's provision of high quality music tuition.
22. The analysis of the pupils' work during the inspection revealed that many families contribute significantly to their children's education by supporting homework tasks to a considerable depth and quality. The pre-inspection meeting and parent questionnaires reveal considerable disparity in parental views about the nature, frequency and usefulness of homework. Inspection findings show that the teachers are clearly setting homework on a regular basis and some of these tasks are interesting and motivational. However, the inspection team agree with parents that the consistency of marking, and feedback to pupils and parents about the quality of completed homework could be improved.

LEADERSHIP AND MANAGEMENT

Taken overall the **leadership and the management of the school are satisfactory**. The headteacher and governing body lead the school effectively. However, few teachers are currently carrying out their responsibilities as subject leaders and managers with the necessary rigour.

Main strengths and weaknesses

- The headteacher provides thoughtful and well considered leadership
- Governors play an active and supportive role in the life and work of the school
- The leadership and management of most subjects are unsatisfactory

Commentary

23. The governors provide good support and challenge for the school. They are well informed by the headteacher and have a good understanding of the strengths and weaknesses of the school. Many governors are in regular contact with the school and some provide support in classrooms and with after-school clubs. Governors have recently worked closely with the staff on school self-evaluation matters and have undertaken this task thoroughly. The governors have been particularly diligent in their work with the headteacher to identify performance management objectives. The

governor with responsibility for special educational needs (SEN) has a good working relationship with the SEN co-ordinator and together they monitor the implementation of the SEN policy. The governors carry out their statutory duties well.

24. The headteacher leads the school well. In the two terms that he has been in post he has conducted an accurate audit of the school's needs. He communicates a clear and articulate vision and has high aspiration for the school. He has quickly gained the confidence of governors, staff, pupils and parents. The headteacher is also a capable and effective class teacher and provides a good role model for his colleagues. He has identified, as an urgent priority, the need to develop the role of subject leaders. Currently subject leadership and management are unsatisfactory because co-ordinators have insufficient overview or impact on teaching, learning and standards in their subjects.

25. The day-to-day management of the school is good. Administrative systems run smoothly and all members of staff have a clear understanding about the school's routines, which creates a well organised school in which pupils are happy to learn. The governors, headteacher and staff are committed to school improvement and to the necessary continuing professional development for subject leaders.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	342,563
Total expenditure	338,226
Expenditure per pupil	3,382

Balances (£)	
Balance from previous year	13,104
Balance carried forward to the next	17,441

26. The governors make prudent use of their budget and spending has been linked closely to priorities in the school development plan. Currently, the governors are deciding how best to manage a projected decrease in the school's budget and are sensibly applying best value principles to inform their decisions.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

27. At the time of the inspection, the 15 pupils in the Reception class had just started attending school for the whole day following the first week when they attended for either mornings or afternoons only. These pupils are joined each morning by five of the youngest Year 1's whom the teachers have identified as requiring an enriched curriculum.
28. The majority of the children are still four years old and all have attended some sort of pre-school nursery or play group prior to entry. However, the current 15 pupils have come from 11 different pre-school settings. Early assessments indicate the children's performance in the areas of learning set out in the Foundation Stage curriculum is generally above average. Taken overall, the pupils are achieving satisfactorily. The vast majority are on course to reach the expected goals by the end of this academic year and a significant majority will exceed them.
29. Taken overall, the provision for the Foundation Stage is satisfactory. The teacher works hard and successfully to settle the children into the routines of school and to extend their learning, but the lack of a full time teaching assistant means that for large parts of each day she has to work on her own and cannot focus in sufficient depth of the needs of groups and individuals. For instance, on one morning a child was upset and tearful and it took a great deal of the teacher's time and attention to calm her rather than focus on the numeracy tasks she had planned for. The classroom accommodation is scheduled for improvement; it is currently unsatisfactory, with only limited access to an outside play area.
30. During the inspection, it was not possible to gather much evidence about the children's **knowledge and understanding of the world**, so this aspect is not reported separately. Informal conversations with the children show that they arrive at school with wealth of previous experience. Many are eager to discuss their holiday experiences, journeys to unfamiliar places, the weather and the food they ate. Although many children demonstrate good awareness of how to handle toys and use a wide variety of equipment when they work, there was little evidence of the children using computers or new technologies during the course of the inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for the children's personal, social and emotional development is **good**.

Main strengths and weaknesses

- Relationships are very good
- Most children are confident and interested in their work

Commentary

31. The children have settled swiftly into the routines of school because the teacher provides a clear framework for each day and offer consistent friendly support. For instance, at the beginning of each morning the teacher is always on hand to meet parents with their children to exchange news and information. This clearly helps the children feel secure as they observe the positive relationship between home and school. The children take responsibility for getting changed and respond positively to the teacher's challenge to achieve this swiftly and quietly.
32. The purposeful organisation of the classroom means that the children are constantly working in different combinations and settings. As a result, most are making plenty of friends and learning how to share equipment, listen to the views of others and explain themselves. The overwhelming majority manage well, but it is clear that one or two children get tired towards the end of the day and struggle to cope when they are not the centre of attention. However, the firm and friendly tone of the teacher, her consistent application of the class rules and the good relationships provide the children with excellent role models. As a result, the pupils are achieving well; most are on course to meet the expected targets and many will exceed them.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children are eager to read and write
- The writing and role play areas are in regular use
- The teaching assistant provides effective support for early writing tasks

Commentary

33. A significant feature of the inspectors' visits to the reception class was the way that the children were observed choosing to make regular use of the book area, writing corner and role play activities. Almost every child shows good familiarity with books and knows how to hold them, turn the pages and recognises that the text holds meaning. Many will already try to pick out familiar words in picture story books and most can join in the telling of familiar tales when reading alongside an adult.
34. The teacher's careful provision of a well equipped writing area stimulates many to experiment with writing. Children, mostly girls, were observed sticking and fixing pages to create "books," others contented themselves with drawing patterns to take home for mummy using a variety of the pens and pencils provided. This is useful because when the teaching assistant is working in the class the teacher is able to deploy her to support more formal tuition. There was some effective work achieved when the teaching assistant worked with pairs of children, helping them to write their names, using tracing paper and pointing out how to start each letter.
35. A small range of uniforms and other dressing up clothes are in regular use, especially by the boys who show considerable stamina in extended role play. As policemen they go on long drives, arrest passers-by and even fix their own car. They are evidently motivated by these experiences and their spoken skills are good.

36. Taken overall, the pupils' current achievements are above average. The vast majority are on course to meet the expected goals by the end of the year and a good number will exceed them.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Practical activities provide good opportunities for the children to practice their number skills
- The level of challenge is not always well matched to individual ability

Commentary

37. The classroom contains plentiful visual prompts that support the children's mathematical development. Most of the children recognise the numerals 1 to 9 and many are increasingly competent in counting accurately groups of objects up to ten. The teacher is sensibly preparing the children for next year's numeracy lessons, by ensuring that some mathematical topics are taught more formally in a whole class setting, but taking good care not to keep the children seated and listening for too long. For instance, she led one session on the playground to make use of the number snake and hopscotch grid. However, on this occasion with the competing demands of an upset child, her questioning was seldom sufficient to check the deeper levels of the children's understanding, nor were the subsequent tasks well matched to the children's abilities.

38. Even so, the teacher makes good use of a variety of number lines and large displays with pockets for the children to use when sorting objects. These contribute successfully to the pupils' mathematical development. The children are achieving soundly and most are on course to meet the goals expected at the end of the reception year.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Access to regular, outside play is difficult, but conscientiously managed
- Children are well co-ordinated and respond eagerly to new challenges

Commentary

39. The teacher works hard to ensure that the children receive regular opportunities for physical activity, but the current classroom accommodation and limited adult support make this difficult to achieve. Even so, the pupils are regularly taken outside to use a variety of wheeled vehicles where demonstrate above average levels of co-ordination in pushing, steering, pedalling and scooting.

40. In their first formal movement lesson in the school hall the children coped very well. The teacher prepared a sensible range of activities with a clear focus upon establishing rules

for working alongside a variety of games and exercises whereby she could assess the children's mobility, space awareness and level of skills. The children were excited, but attentive. During the lesson they showed that the vast majority can skip, hop and jump with poise and balance. They displayed consideration for each other when moving around the hall along with a sense of space awareness in advance of their age.

41. The children's finer physical control is well advanced. Most are developing greater dexterity with buttons and zips as they get changed. When using dough, they know how to roll, squeeze and shape the material, and their control of pencils and paintbrushes is also good because most are developing a correct grip. This gets the children on the right road to gaining better control of their tools and also supports the development of their early writing skills.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- The children apply themselves diligently to their work
- The children's skills are above average

Commentary

42. Most children display imagination and flair in their creative work and are well on course to achieve the expected goals. Their use of the writing and role play corners and their response to stories show that they have plenty of ideas to develop. They know a good number of nursery rhymes and join in tunefully when playing "The farmer's in his den" or "Ring a roses." They thoroughly enjoyed their first lesson with the specialist music teacher. Opportunities for other types of creative activity are more limited with few chances for the children to play with sand or water. However, on one afternoon a week a volunteer parent helps in the class and the teacher arranges a variety of creative activities. The children work well and concentrate hard. They show good ability to cut, stick and fix accurately using paper, card and glue. The teacher set the scene well, emphasising the importance of safe working and the need for two children to use left handed scissors. However, the range of materials provided for the children to create their crowns was limited.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**

Main strengths and weaknesses

- By the age of eleven standards in speaking and listening, reading and writing are well above average
- In Years 5 and 6 the pupils' achieve well and apply their very good literacy skills across the full breadth of the National Curriculum
- The pupils write for a good variety of purposes, but too many worksheet exercises in Years 1 to 4 limit the scope for more extended writing
- The leadership and management of the subject are unsatisfactory

Commentary

43. Conversations with the pupils in Years 5 and 6 and an analysis of their work shows that they are articulate and responsive readers who are increasingly competent in recording their thoughts and ideas in their written work. Standards are well above average and compare very favourably with those of similar schools.

44. The overwhelming majority of Year 6 pupils are fluent readers who read widely and voraciously. Their mature discussions with the inspectors reflect a preference for authors such as Horowitz, Morpurgo and Rowling. Each is able to select a favourite section from their chosen text and show intelligent consideration for their audience. "You might need a bit of context here," said one boy, before providing a lucid account of the key points from the story necessary to make sense of what he was about to read. Deeper questioning reveals a keen sense of the development of the pupils' reading habits and the way that the teacher's own preferences are helping to shape the tastes of her pupils. Gritty social realism, as depicted in the work of Wilson and Fine, is something that many of these pupils prefer to leave behind for the alternative worlds of their current favourite authors. When reading aloud most pupils are fluent, accurate and expressive. Regular involvement in school productions also contributes significantly to the pupils' competence in these aspects of reading performance.

45. A further strength of the pupils' performance in English in Years 5 and 6 has been encouraged by teachers setting imaginative and purposeful writing tasks which engage the pupils' interest and provoke imaginative responses. Literature is a frequent stimulus and there are many examples of the pupils writing thoughtful analysis of characters or comparisons of story openings. Exciting events such as the residential visit to the Isle of Wight are used successfully as a springboard for diary writing as well as poetry or specific accounts relating to the geography or history of the island. The more formal aspects of English tuition such as grammar, punctuation and spelling are not neglected, but whenever possible are woven into the types of real writing experience that brings the pupils' learning alive. Homework is regularly set and marked and there are increasing signs of the pupils using word processing to present their work to good effect. In this class the level of challenge is accurately matched to individual pupil ability so that both higher attaining pupils and those with special educational needs achieve well.

46. In Years 1 to 4 the pupils are achieving satisfactorily in the development of their literacy skills. In Years 1 and 2 the use of a publisher's reading scheme provides a useful framework for the teaching of reading and pupils are clearly learning how to decode text and read with expression. However, conversations with the pupils suggest that they receive far too little exposure to the full breadth of high quality children's literature and picture story books appropriate for their age. For instance, although each can identify the "author" and "illustrator" of their reading scheme books and understand the function of each role, they are at a loss when asked if they have a favourite author or illustrator

with whose work they are familiar. There are similar constraints to the development of the pupils' writing. It is evident that the children progress steadily over the course of the year and that the presentation and content of their writing mature gradually. However, too much of the children's work comes in the form of exercises and worksheets which asks them to fill in the gap, colour a picture or write one word answers. These types of activity do not always provide the necessary challenge for the many higher attaining pupils capable of more imaginative, independent writing activity.

47. The patchy nature of educational provision in English is further evidence of the weaknesses in subject leadership identified as a key issue for the school to address. Apart from those measures introduced recently by the new headteacher, the subject leader has no coherent systems to check teachers' planning, record evidence from work trawls, chart the progress of individual pupils or monitor the quality of education being provided.

Language and literacy across the curriculum

48. In Years 5 and 6 the very good standard of the pupils' reading and writing contributes significantly to their achievements in other areas of the curriculum. For instance, the oldest pupils know how to retrieve reference books using the Dewey classification system and are confident researchers on the Internet. There is plentiful evidence of these skills being used in their written work in subjects such as history and geography. In Years 1 to 4 the pupils use their well developed reading skills to good effect in many subjects. However, the occasionally indiscriminate use of worksheets limits the opportunities for the pupils to improve their writing skills at a similar rate.

MATHEMATICS

Provision in mathematics is **satisfactory overall** with some **very good** features in Years 5 and 6.

Main strengths and weaknesses

- Standards are well above average by the end of Year 6 and pupils of all abilities achieve well
- Teaching is particularly strong in Years 5 and 6
- Pupils have positive attitudes to their work and want to do well
- In Years 1 and 2 the teaching does not always build sufficiently on what the pupils already know and can do
- The monitoring of teaching and the assessment of the pupils' progress is not rigorous enough

Commentary

49. The provisional 2004 results of the Year 6 tests indicate that well above average standards have been maintained. Pupils' previously completed work and lesson observations indicate that the pupils' rate of progress in Year 5 and 6 is particularly good. They understand place value and decimals and apply the four rules of number proficiently. Pupils enjoy explaining their methods of calculation and are articulate and confident when providing challenges to their peers during whole class and groups activities. They persevere with their work, enjoy grappling with mathematical challenges

and present their work well. Teachers generally pay good attention to developing pupils' recall of mental number operations and meet the needs of mixed age classes very well by using searching and challenging questions. The very good teaching in Year 5 and 6 is lively, well planned and has high expectations of the pupils. Lessons are concluded with a check on what the pupils have learned and misconceptions are explained particularly well.

50. Effective and well targeted support is provided by the teaching assistants for pupils with special educational needs. Higher attaining pupils are also taught effectively and are provided with appropriate extension activities which enable them to achieve well. Although there are only a few girls in Year 5 and 6, they are confident, achieve well and work with ease alongside the boys. From Year 3 to 6 there is good development in the pupils' knowledge and understanding in all areas of mathematics. Pupils use and apply their mathematical knowledge in a range of situations. Their work indicates that they can solve problems by collecting, organising, presenting and interpreting data.

51. In Year 1 and 2 the work does not always challenge the children sufficiently. In conversation with pupils it is apparent that their understanding is often well in advance of the tasks they are given to do in the lesson. The colouring-in of undemanding worksheets also leads to the occasional under-achievement of some of the Year 2 pupils.

52. Curriculum leadership is at a very early stage of development. Currently there are no procedures to monitor the quality of teaching or analyse strengths and weaknesses in the pupils' learning. There is no whole school policy on tracking pupils' progress in mathematics. However, the school has identified this as an important area for development within the school development plan.

Mathematics across the curriculum

53. There is an appropriate use of mathematics in other areas of the curriculum. Pupils use measurement and present data in graph form in geography, design and technology and science. There are a few isolated examples of ICT being used by some pupils but currently the use of ICT in mathematics is unsatisfactory

SCIENCE

The provision in science is **satisfactory**.

Strengths and weaknesses

- Standards are generally above average
- Teaching in Year 5 and 6 is good
- Pupils' attitudes are positive
- The leadership and management of science are unsatisfactory

54. By Year 6 standards in science are generally above average, though there has been a slight dip in the provisional results of 2004. From discussions with pupils and from an analysis of their present and past work, there are indications that standards are likely to rise again. Most pupils have made good progress in their knowledge and understanding of science. The vast majority of them work hard, tackle their work positively and achieve well.

For example, in the Year 5/6 lesson seen the pupils were enthusiastic and single minded as they developed their understanding of how electrical circuits are used to make a device work. They gave confident and well reasoned arguments to support their theories and cooperated well in group discussions. In the Year1/2 class pupils displayed good knowledge about the classification of food types and which types of food are necessary for healthy growth. In discussion with the inspector these pupils sustained confident and well informed conversations. However, in whole class discussions they were only required to respond to closed questions.

55. Teachers' lesson planning is supported by national guidance, which ensures continuity in the development of the pupils' skills, knowledge and understanding. A scrutiny of their previous work shows that the pupils use mathematical skills appropriately to analyse their ideas, and they use graphs and charts to present their findings. The teaching in Year 5/6 is good because the work is planned well to challenge the pupils' thinking and builds upon what they already know and can do. The teacher's expectations are high, the pace of work is rapid and relationships are friendly and good humoured. Work is matched well to the needs of pupils with special educational needs and to the higher attaining pupils. All pupils in this mixed age class achieve well.

56. By Year 6 pupils have a good understanding of the processes involved in scientific investigation and explain the principles of fair testing clearly. The higher attaining pupils stress the importance of controlling variables and being accurate in the use of measurement in the presentation of data. However, the teaching of this aspect of science is inconsistent in other classes and the long term plan is not followed systematically throughout the school.

57. The subject leader's role is currently under-developed; for example, there are no procedures to identify strengths and weaknesses in the teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Limitations of space and resources make it difficult to organise whole class teaching
- Good community links enhance provision for teaching control technology in Years 5 and 6
- Pupils in Years 5 and 6 make effective use of the Internet to support their research in other subjects

Commentary

58. The school has an adequate supply of computers and supporting technologies spread around the school. Each class has access to a small number of computers, but currently it is impossible to teach the subject effectively to more than a few pupils at a time. Later this year work is scheduled to commence on the creation of a small, purpose built ICT suite that will improve the situation so that whole class teaching can take place. Even so, the teachers do the best they can with the current arrangements to enable pupils to develop the necessary knowledge and skills.

59. Taking these contextual factors into account, the pupils achieve satisfactorily. Conversations with the pupils and an analysis of their work reveals that by the age of eleven standards are broadly in line with those expected nationally. Pupils make regular use of the Internet to support their researches in history and geography and speak knowledgeably about their favourite search engines. They record the information they gather using their word processing skills and share it with others through powerpoint presentations. They recall using programs such as Excel for data handling and their work folders show that they have previously created simple graphs and designed spreadsheets in mathematics.
60. A major strength of the school's provision is the way that teachers make use of the technology centre at Gaydon. This link enables the teachers to ensure thorough coverage of the control technology curriculum, so that the pupils gain experience, for instance, in using computers to provide instructions commanding light sequences or for recording temperature as measured by external sensors.

Information and communication technology across the curriculum

61. Although there is as yet no clear plan for the application of ICT across the school's curriculum, there is a satisfactory range of existing opportunities that provide a good springboard for further development. The Year 1 and 2 class make regular use of the program "Splosh" to support work in art. Music teaching across the school makes frequent use of programmable keyboards and tape recorders. The digital camera is in regular use on educational visits and is also used frequently to record events and activities around the school. Thus, by the age of eleven, most pupils can articulate a sensible view of ICT and point to the many ways it can be incorporated in support of their work across the curriculum.

HUMANITIES

62. It was only possible to see one lesson in religious education and one lesson in geography. History was not being taught during the inspection. Additional information was gathered from an examination of the pupils' previously completed work and discussions were held with staff and pupils.
63. In the one **geography** lesson seen Years 5 and 6 the pupils used a range of texts and web sites proficiently to identify references which could be useful in their study of rivers. Pupils quickly identified appropriate technical vocabulary and understood terms such as 'estuary', 'meander', 'floodplain' and 'source'. In this lesson the teaching was good because clear instructions and helpful advice were given to the children about how to organise their tasks and how to refine their research. In Year 1 and 2 pupils could identify directions and symbols on a map of the school and could respond to simple instructions. They talked knowledgeably about key features in their immediate locality as they described their journey from home to school. Previously completed work indicates that good use is made of visits to the immediate locality and residential visits to places such as the Isle of Wight.
64. From **history** topics on the Romans and the Victorians pupils recalled a range of features characteristic of the periods. Some good quality empathetic writing was produced as pupils appreciated the working conditions of Victorian children. Year 2 pupils have a good understanding of how things change over time and talk articulately about changes in the lives of their families.

RELIGIOUS EDUCATION

Provision is **satisfactory**.

Strengths and weaknesses

- Pupils have opportunities to reflect upon their own beliefs and ideas
 - Pupils are beginning to develop an understanding of Christianity and some of the other major world faiths.
65. The one religious education lesson seen in Years 3 and 4 enabled pupils to appreciate how the Hindu story of Rama and Sita underpins the festival of Diwali. The pupils understood the significance of light in Diwali and made comparisons with the importance of light in the Christian festivals of Easter and Christmas. Sensitive teaching enabled pupils to discuss their own ideas about forgiveness. Pupils with special education needs were supported well by the teaching assistant who questioned pupils sensitively to check their understanding.
66. The school's long-term curriculum plan is based on guidance from the Warwickshire Syllabus for Religious Education. The scrutiny of work and discussions with pupils indicate that standards are broadly in line with the requirements of the syllabus. Year 2 pupils recalled a church visit and talked well about the significance of some of the main artefacts in a church. They also recalled some of the important times in the life and work of Jesus. Year 6 pupils have some understanding of the importance of symbolism in religion. They talked well about the Christian symbols of a fish, a lamb and a cross and recalled the significance of some of the five 'K' symbols in Sikhism.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

67. Pre-inspection analysis led the inspection team to focus primarily upon the teaching of music. The school's self-evaluation judges this aspect of the school's provision to be a particular strength, a view supported by many parents at the pre-inspection meeting and in their questionnaire returns. Partly as a result of this, it was not possible to observe the teaching of **physical education**, although from observing the pupils at play during breaks and lunchtimes the levels of physical co-ordination, space awareness and ball skills appear to be good by the age of eleven. No lessons were observed in **design and technology**, but the analysis the pupils past work in **art and design** indicates that by the age of eleven the pupils have a secure appreciation of the need for careful annotated designs. They know a good variety of techniques for cutting, fixing and finishing a variety of materials that they use with increasing dexterity and effect.
68. Two parts of art and design lessons were observed in Years 1 and 2, and 3 and 4. The Year 1 and 2 art lesson was poor. The lesson plan was weak and did not take sufficient account of the good levels of manual dexterity possessed by the many of the older Year 2 pupils. As a result most of these children made no significant gains in improving their skills and techniques in using clay. The Year 3 and 4 lesson was satisfactory. The concept of recording milestones in their lives appealed to the children and they demonstrated a good variety of skills and techniques using the various pencils, crayons and pens provided. Analysis of displays and previous work indicates that a satisfactory range of activities is provided. Recent links with the art gallery at Compton Verney have led to some good quality design work and an introduction to screen printing in Years 3 and 4.

MUSIC

Provision in music is **very good**.

- Standards are very high and are well above expected levels
- Teaching is very good.
- Pupils' attitudes are very positive and their self-esteem is high
- Music makes a valuable contribution to the children's all round development

69. By Year 6 pupils attain very high standards in music, which has a justifiably high profile throughout the school. The music co-ordinator teaches music to all classes. She ably combines her skills and talents as a musician and a teacher to provide an exceptionally high quality music curriculum for the pupils who achieve well.

70. Music lessons combine appropriate elements of composition and music appreciation. For example, Year 3 pupils worked on a simple composition using the pentatonic scale. They demonstrated control and rhythmic accuracy as they practised an ostinato. They also listened to the recorded music of a gamelan and appreciated the range of sounds produced by this large percussion instrument. They also discussed the origins of the gamelan and identified Indonesia on a map. In this way music was used well to broaden the pupils' understanding of different cultures. This was also evident in a Year 6 lesson when pupils listened to recorded music of the sitar and the tabla and then played an Indian Raga focusing on pulse and rhythm. Pupils readily use appropriate technical terms such as tempo, forte and timbre and many pupils read music using conventional notation. Many pupils are accomplished instrumentalists and make a positive contribution to class music lessons.

71. Singing in Years 3 to 6 is spirited and tuneful. All pupils sing very well in lessons and in Year 6 pupils ably sang a four-part round with accuracy and flair. Pupils gain considerable confidence from their success in music lessons and this has a positive impact on their self-esteem. Pupils regularly perform in assemblies and concerts. In this way music makes a significant contribution to their social development.

72. The skilled and energetic teaching is infectious and the pupils are eager to learn, they gain satisfaction from their accomplishments and participate fully in lessons. This high quality teaching is so successful because it combines technical proficiency and high expectations with very good relationships with the pupils. The school choir of Year 3 to 6 pupils sings outstandingly well. The pupils respond very well to advice and instructions and, because they receive positive feedback, they are keen to improve their performance.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

73. A great deal of useful work has already been undertaken by the hard-working co-ordinator which is reflected in the school's positive ethos. She is developing further a new scheme of work to support the teaching and learning in this aspect of its curriculum. The school already makes some provision for health education through the support of a variety of local health education service providers. The pupils in Years 5 and 6 benefit considerably from their residential visit to the Isle of Wight.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	2
Pupils' achievement	4
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	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	5
The effectiveness of management	5

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