

INSPECTION REPORT

NEWBOROUGH CE PRIMARY SCHOOL

Newborough, Nr Peterborough

LEA area: Peterborough

Unique reference number: 110826

Headteacher: Mrs H S Davis

Lead inspector: Mr G Timms

Dates of inspection: 2-5 May 2005

Inspection number: 267384

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:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	192
School address:	School Road Newborough Peterborough Cambridgeshire
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Appropriate authority:	Governing body
Name of chair of governors:	Mr K Bishop
Date of previous inspection:	28 June 1999

CHARACTERISTICS OF THE SCHOOL

Newborough Primary School has 192 pupils on roll who are organised into seven classes. The school is below average size. Overall, the attainment of most pupils when they enter the school is broadly in line with that expected for their age. There are 41 pupils on the register of special educational need and this is above average. The main needs are speech and communication, specific learning difficulties and moderate learning difficulties. There are no pupils with statements of special need entitling them to extra support. Most pupils are from a white British background and no pupils are at an early stage of learning English. The proportion of parents who claim their entitlement to free school meals is below average. The proportion of pupils joining and leaving the school at times other than is normal is broadly average. However, this varies from year to year because of the small numbers in a year group, and therefore a few pupils moving school can have a very significant impact.

The school is involved in the local authority's second round of the national remodelling scheme. It is also involved in a primary strategy learning network with other local rural schools. The school was awarded Healthy Schools status in 1999, and school achievement awards in 2001, 2002 and 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21038	Mr G Timms	Lead inspector	Mathematics Information and communication technology Art and design Physical education
9505	Mr D Haynes	Lay inspector	
26232	Mr C Grove	Team inspector	English Religious education Design and technology Music Special educational needs
32447	Dr Bradbury L	Team inspector	Foundation stage Science Geography History Personal, social and health education

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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 and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	
AREAS OF LEARNING IN THE FOUNDATION STAGE	17
SUBJECTS IN KEY STAGES 1 AND 2	19
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This good school provides its pupils with an effective education and prepares them well for the next stage in their learning. The quality of the teaching and learning, and the quality of the curriculum, are good overall. The governance of the school is good and the headteacher provides very good leadership that is appropriately focused on raising standards. **Overall, the school provides good value for money.**

The school's main strengths and weaknesses are:

- the pupils achieve well overall; in Years 1 and 2 achievement in reading and in art and design is well above that expected, although there is underachievement in the quality of writing;
- the provision in the Foundation Stage is very good;
- the school is very good at ensuring that all pupils have equal opportunities;
- pupils' social and moral development is very good;
- the quality of teaching is good overall;
- teachers do not always indicate clear learning objectives and the marking is not always very effective in helping the pupils to improve;
- assessment information is not used sufficiently when planning work for pupils;
- the pupils are very well cared for and the school is very aware of health and safety needs; and
- attendance is well above average.

Improvement since the last inspection has been good. The key issues raised then have been largely addressed. Standards, teaching and resources in information and communication technology have improved greatly. The assessment systems are more effective although they are not fully used to plan the next stages of the pupils' work. The system for grouping pupils by ability is more effective and supports higher standards. Pupils' cultural development is good and the school is working to improve this further. Homework arrangements are now good. In addition, the school has been involved in the planning, preparation and start of the major new school building project.

STANDARDS ACHIEVED

The pupils' overall achievement is good. Children enter the school with broadly average standards. The very good provision in the Reception class helps them to make good progress and they achieve well overall and very well in mathematical development. Almost all of the pupils attain or exceed the national goals for early learning. In the area of personal, social and emotional development the school helps the pupils to attain above average levels, and this prepares them effectively for their future learning.

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

The table above shows that standards achieved in 2004 at the end of Year 6 were above average in English and broadly average in mathematics and science when compared with

schools nationally. When compared with the pupils' prior attainment they were well above average in English, above average in science and average in mathematics. This picture supports the view of good achievement, especially when the school has taken in extra pupils in other year groups who do not always have the same satisfactory basic skills as those pupils who have been through the Reception year. Pupils with special educational needs achieve at least in line with their peers. When the school has had pupils at an early stage of learning English as an additional language, progress has been very good and achievement high.

In the 2004 tests the pupils in Year 2 attained standards in reading that were above average, and standards in writing and mathematics that were broadly average. However, when compared with similar schools, standards were average in reading and below average in writing and mathematics. Inspection findings indicate that mathematics standards are better but writing standards need to be improved further in Years 1 and 2. Most other standards are broadly in line with the average in Year 2, although they are very high in reading and in art and design and they are above average in science. In Year 6, standards are above average in English, mathematics, information and communication technology, art and design, history and physical education. Standards are broadly average in religious education. Standards in other subjects were not a focus of the inspection. **Pupils' spiritual and cultural development is good, while their moral and social development is very good.** Attitudes and behaviour are very good in the Foundation Stage and good throughout the rest of the school.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good, and are effective in raising standards and ensuring good achievement. The teaching in the Foundation Stage is very good. The teaching throughout the rest of the school is largely good, and often very good, and this has a positive impact on standards. However, the learning expected of pupils is not made clear enough in some lessons. The work of support staff has a positive impact on the pupils' learning. Assessment is satisfactory; there are some good systems, but information is not yet fully used when planning the pupils' work. The curriculum is good, and the school offers pupils a broadly typical range of after-school and extension activities. The school offers a very good level of care and welfare, and good support and guidance for the pupils. The links with parents and the community are good.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are good. The leadership demonstrated by the headteacher is very good. The school has a clear educational focus on raising standards, and is effective in analysing and using available data to improve provision. This is exemplified in the improvements made to the mathematics curriculum since the tests in 2004. The leadership has kept this focus on standards despite the work involved in the planning and overseeing of the new school building. Other members of staff lead their subjects well and the governance of the school is good. There is good monitoring and evaluation of the teaching and learning, and the school has appropriate priorities for future improvements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents' views of the school are very positive. They say their children like going to school, they think that the members of staff have high expectations of the children and that the school is very well led and managed. They are very pleased with the arrangements made for their children when starting at the school. The findings of the inspection support

these positive views. The children are also positive about the school and clearly enjoy attending and taking part in their lessons.

IMPROVEMENTS NEEDED

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

- raise standards in writing in Key Stage 1;
- improve the use of learning objectives so that the pupils know what they are expected to learn; and
- improve the marking of pupils' work against the learning objectives, and the setting of individual or group targets for improvement, based on the assessment of their progress.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good overall in the Reception year and throughout Years 1 to 6. Standards are mostly above average in Year 6, particularly in English, mathematics and science.

Main strengths and weaknesses

- All groups of pupils achieve equally well and they make good progress throughout the school.
- Reception children's achievement is very good for their personal, social and emotional development.
- Standards in writing in Years 1 and 2 are not good enough.
- Standards in reading, art and design are well above average by the end of Year 2.
- Standards by the end of Year 6 are above average in most subjects.

Commentary

1. When children start school in the Reception class, many have broadly average attainment in all areas of learning. The very good teaching ensures that good progress is made. By the time the children transfer into Year 1, most have attained the national goals for early learning and are very well prepared with good learning skills and habits for the next stage in their education. Their personal, social and emotional development is good because of the very good teaching.

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

Standards in:	School results	National results
reading	16.7 (17.6)	15.8 (15.7)
writing	14.7 (16.6)	14.6 (14.6)
mathematics	16.5 (17.9)	16.2 (16.3)

There were 21 pupils in the year group. Figures in brackets are for the previous year

2. Achievement is good overall in Years 1 and 2 except in writing, where progress is too slow. In the 2004 national tests, pupils' standards were above average in reading and average in writing and mathematics. Teacher assessment showed that standards in science were below average. Standards in reading have been consistently above average over the last four years.
3. When compared with schools taking pupils from similar backgrounds, standards in Year 2 were broadly average in reading and below average in writing and mathematics. There are no significant gender differences in the results. The trend over time shows a good improvement in Year 2 in all three subjects and better than that found nationally, but with a sudden fall in 2004. This was due to the nature of the cohort, whose attainment on entry to the school was significantly lower than normal.
4. Standards in Year 6 in English in the 2004 tests were above the national average. In mathematics and science they were average. This continues a picture of consistently average or above results over time and shows how the school has improved since the last inspection.

The results were average in English, below average in science and well below average in mathematics in comparison with schools taking pupils from similar backgrounds. However, when compared to schools with the same prior attainment, standards were above average in English and science, and average in mathematics. These figures have been consistently good over the last three years. The mathematics result was down largely due to a few pupils missing the next level by a very small margin, but also because of weaknesses in their problem solving and investigative skills. The school analysed results and recognised this, and the current teaching puts a higher emphasis on these aspects of the subject. This is already having a positive impact on standards and pupils' skills. However, there has not been sufficient attention to improving the standards of pupils' writing in Year 1 and Year 2.

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

Standards in:	School results	National results
English	28.0 (27.0)	26.9 (26.8)
mathematics	27.0 (27.4)	27.0 (26.8)
science	29.0 (29.7)	28.6 (28.6)

There were 25 pupils in the year group. Figures in brackets are for the previous year

- In Years 1 and 2, current standards are above average in science and well above average in reading. Standards are broadly in line with those expected elsewhere, except in writing where standards are still too low. In the current Year 6, standards are above average in English, mathematics, science, information and communication technology, art and design, history and physical education. Standards are broadly average in religious education. The standards in other subjects were not evaluated as there was insufficient evidence to make a secure judgement.
- Pupils with special educational needs are achieving well overall because tasks are effectively matched to their needs, and they are well supported in their individual work by teaching assistants. When the school has had pupils with English as an additional language, they have supported them well and good progress has been made.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good in the Reception class and good throughout the rest of the school. Their personal development is good, overall. Attendance is very good and well above the national average; punctuality is good. Pupils' spiritual, social, moral and cultural development is good overall.

Main strengths and weaknesses

- The school promotes very good relationships.
- Parents are aware of the need for good attendance.
- Pupils' social and moral development is very good.

Commentary

- The school places a high priority upon developing the pupils' attitudes, values and personal qualities, and this is reflected in their achievement and progress. Behaviour throughout the school day is of a good standard with no evidence of bullying, harassment or racism. Those pupils who present behaviour difficulties are well supported and thorough records show that these were dealt with sensitively and effectively. There have been no exclusions for poor behaviour during the reporting period. The school builds confidence and self esteem well across the ability range by ensuring that good effort and behaviour are rewarded and by

offering pupils responsibilities, such as organising and allocating dinnertime equipment. Pupils are encouraged to build constructive relationships by sharing equipment and taking part in mixed-ability and collaborative activities. All these elements have a positive impact upon learning.

8. Teachers and support staff have high expectations of the pupils' learning and behaviour, and in turn, they demonstrate a desire to learn and have positive attitudes. The personal, social and health education curriculum ensures that such positive attitudes impact upon the curriculum. Pupils' personal and social developments are supported through the behaviour policies and the ethos of the school. The Health Promoting Schools Award has ensured a focus upon healthy eating and lifestyles.
9. Personal development is supported by the setting of pupils' targets, which, in many classrooms, are highly visible. This area would be further enhanced by more opportunity for reflection upon personal development. However, the social and moral dimensions are particularly well developed. The spiritual and cultural aspects are good.
10. There were brief opportunities for reflection in assemblies but there was little evidence of the awe and wonder which characterises this dimension. In one classroom, pupils were invited to think about their response to paintings displayed and, in an art lesson for seven-year-olds; they were invited to think about how paintings made them feel. Pupils follow the very good example of staff and generally respect each other and each other's views and opinions, but there are limited opportunities to understand the religious beliefs of other groups. A display in the entrance hall shows pictures of the traditions associated with various faiths and there is some attention paid to these in religious education, but there are insufficient opportunities to extend the pupils' understanding of themselves and of others.
11. Moral understanding is particularly well developed because members of staff have clear and high expectations of the pupils throughout the school day. Pupils can clearly distinguish right from wrong and generally choose to do what is expected of them. Systems which recognise and reward good behaviour are well understood and valued by the whole school community, and good behaviour underpins learning and relationships. This is demonstrated to a very high standard by the youngest children in school. In the Reception class, clear routines help children to settle very quickly to work, to move about the learning area carefully and with consideration for others, and to put their hands up to answer questions. The members of staff constantly praise effort and hard work.
12. Social development is a priority in the school and the pupils learn to work collaboratively across the curriculum. They understand the need to take turns, to respect the opinions of others, and are polite to visitors. They exercise responsibility with pride and ensure that tasks are completed carefully and sensibly. For example, pupils putting out equipment for assembly behaved well and ensured that the equipment was safe, while pupils organising dinnertime games equipment ensured that it was circulated to all pupils and stored carefully. Pupils are consulted about change and their opinions are taken into account.
13. The cultural aspect of the school's work is good and has made progress since the last inspection. Some pupils took part in a workshop day which involved them in the culture and life of ancient Egypt and there is evidence of work on various religions. However, there is scope for the further development of this aspect in order that pupils in this predominantly white British area can learn to understand and interact with the perspectives, traditions and values of those from other ethnic groups and backgrounds.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	2.6
National data	5.1

Unauthorised absence	
School data	0.1
National data	0.4

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

- Attendance is very good and well above the national average. Effective monitoring procedures are in place and the pupils are rewarded for good attendance. Parents support the school well by ensuring their children attend school regularly.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education which is based on a good curriculum and good teaching. The care provided is very good, while the links with parents, the community and other schools are good.

Teaching and learning

Teaching and learning are good overall, and very good in the Foundation Stage. The assessment of the pupils' progress is satisfactory overall and good in the Foundation Stage.

Main strengths and weaknesses

- The teaching in the Reception class is consistently very good.
- The teaching in other classes contains much that is very good and is highly effective.
- The marking of pupils' work is not effective in helping to raise standards.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4 (11%)	12 (34%)	16 (46%)	3 (9%)	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.

- The quality of teaching is good overall, with a significant amount that is very good or better. This matches the school's self-evaluation, which describes the teaching as good. The teaching in the Reception class is very good and is instrumental in helping the youngest children to make very good progress. The pastoral care and guidance by the teacher and support staff is excellent. Where teaching is good, the activities for pupils are creative, involve role-play, and extend opportunities for speaking and listening effectively. Where teaching is very good, learning objectives are clear and shared with the children, and learning experiences are well matched to the children's needs in order to ensure appropriate challenge across the ability range. Displays in the Reception class celebrate pupils' achievements well and provide prompts for learning. The children have insufficient opportunities to access learning resources themselves, and this would enhance their independence.
- In Years 1 to 6 there are many instances of high quality teaching. Excellent use is made of external expertise to introduce topics and to teach pupils using knowledge and resources that are beyond the reach of the school. For example, pupils in Years 3 and 4 experienced a day's history project about Ancient Egypt which provided them with an excellent opportunity to study the period in more depth and to experience some role play and drama activities. The very good engagement and interest shown by all pupils resulted in excellent learning.

17. In the best lessons teachers had high expectations, and they often taught in a dynamic and exciting way. Many lessons consisted of a variety of class, group and independent work and the pupils developed good learning skills. In an art lesson, the class teacher led Year 2 pupils through a very effective study of portraits before teaching them important skills to enable them to produce their own pictures.
18. In a small number of cases where lessons were just satisfactory, the teacher dominated and tasks were not sufficiently challenging. This resulted in a slow pace. In a few lessons, lesson objectives were not always clear or appropriate and teachers did not always share them with pupils so they understood what they were expected to learn. Too little time was left for teachers to summarise the lesson at the end, or to prepare pupils for the next stage in their learning.
19. The disruption caused by the new building work has been kept to a minimum. The reduced space for physical education, and the loss of the swimming pool, has been managed by using local schools and their facilities, although this has added to teachers' workloads and affected time available for activities. Teachers have made good use of the opportunities to visit the site and teach children about the building process and methods.
20. The learning of pupils with special educational needs is well supported by classteachers who match tasks to the pupils' prior levels of attainment. Teaching assistants have a good understanding of the individual education plans for pupils with special educational needs, and support them accordingly. The liaison between teaching assistants and classteachers is effective. The school has been proactive in addressing assistants' training needs, particularly for those who are now higher level teaching assistants, and their work is of high quality.
21. There are some good assessment systems although they are not fully used in preparing work that is sufficiently matched to pupils' prior attainment or is always sufficiently challenging for the higher attaining pupils. School data is analysed to show, for example, where there are weaknesses in the mathematics curriculum, and these have been addressed. The marking of pupils' work does not always take into account the lesson objectives and teachers do not always make clear what the pupils have done well and how they can improve. Although the school has an appropriate marking policy it is not put into practice sufficiently.

The curriculum

The school provides a good curriculum, and there is satisfactory curriculum enrichment. The school's accommodation and level of resources are also satisfactory. Curricular opportunities for the Foundation Stage are very good and the accommodation and resources are good.

Main strengths and weaknesses

- The personal, social and health education programme is very effective.
- Pupils with special educational needs are well supported.
- The school has found imaginative ways to develop and teach some parts of the curriculum.
- Pupils are well prepared for the next stage of their education.

Commentary

22. The curriculum meets statutory requirements, and provides a broad and balanced range of worthwhile opportunities. The curriculum is also inclusive, in that pupils with disabilities, or with special educational needs, are helped by a team of teaching assistants who provide sensitive learning support through specific learning programmes. The teaching time for Year 1 and Year 2 is above the recommended minimum, and for Year 3 to Year 6 it is typical of schools nationally.
23. Planning takes place on a two-year cycle so that pupils in the mixed Year 3 and Year 4 classes, and the mixed Year 5 and Year 6 classes, are provided with different experiences each year. The planning of lessons is satisfactory overall, but in the case of numeracy, and some lessons in literacy, specific learning objectives for pupils' work are lacking.
24. The provision for pupils with special educational needs is good overall and very good at the Foundation Stage. Pupils with special educational needs experience the full curriculum and they are taught by their class teachers alongside other pupils. In classrooms, learning support assistants provide effectively for those pupils with the greatest needs. There is also some withdrawal from the classroom for specialised work, for instance additional literacy support, but the preferred strategy of the school is for assistants to support the pupils assigned to them in the classroom. The school has recently instituted a before-school club, which offers experience of sensory integration techniques for some pupils with special educational needs. The quality of the individual education plans for pupils with special educational needs is good, and has improved in recent times. The plans are effectively reviewed on a regular basis. They contain clear targets and an appropriate range of actions.
25. The personal, social and health education programme is very good, and is taught as a timetabled subject from Year 1 to Year 6. It is also sometimes organised in blocks of time, for instance, when pupils study 'Healthy Me' which involves attention to issues of diet and healthy eating as well as keep-fit sessions and health service visitors. Matters concerned with pupils' personal safety, including drug and alcohol awareness, and hazards at home and in the street, are taught during safety weeks. The school provides appropriately for sex and relationships education, which is taught in part by the school nurse.
26. All pupils are effectively prepared for the next stage of their education. Children in the Reception class have been helped to make the transition to the following year by the provision of more opportunities for play in the early part of their Year 1 experience. Teachers in the mixed Year 3 and Year 4 classes, and the teacher of Year 2 pupils, have undertaken training to help them to recognise how best to support pupils in the greater levels of independence expected from Year 3. Most of the pupils move from Year 6 to one local secondary school and there is an effective liaison programme.
27. The school has undertaken a number of good curriculum innovations. By employing an additional teacher for one afternoon per week, pupils in the two mixed Year 5 and Year 6 classes are provided with some specialist teaching in music, religious education and information and communication technology. Blocking of pupils' time allows for a concentrated focus on history and geography, and on art and design, and design and technology. To provide added stimulus, pupils who are gifted and talented in art and design visit an art gallery, and those with mathematical talents have attended the secondary school, and work with the headteacher using mathematical

material accessed through their website. One teaching assistant with good knowledge of information and communication technology provides effective support.

28. The curriculum is supported by visits made by pupils and visitors to the school. Considerable use is made of a local outdoor centre to provide not only residential experience for pupils in Year 5 and Year 6, but also experiences in science and geography for these and younger pupils. A good range of sporting opportunities is offered out of school as well as a satisfactory range of arts and other activities.
29. The school's accommodation is satisfactory overall, although there is a lack of adequate storage space and poor library accommodation. Two classes are housed in demountable accommodation, which is in fair condition. A new school building to replace the present one is already under construction. In the short term, this is seriously limiting the playground space available for pupils at break times and for their physical education activities. However, members of the school staff have maintained the curriculum well in difficult circumstances.

Care, guidance and support

Provision is very good. The school cares very well for its pupils and there is generally a high level of attention to matters of welfare and health and safety.

Main strengths and weaknesses

- Members of staff know children and families very well.
- There is a high level of personal support.
- There are very good induction procedures to the Reception class.
- Relationships are very good.

Commentary

30. Child protection procedures are satisfactory and all members of the classroom staff are aware of their responsibilities. The levels of playground supervision are high and the school provides a safe, if small, play area for pupils during the extensive building work taking place on the school site. There is a very good selection of play equipment and older pupils control the issue of the equipment. Older pupils also provide good support for younger pupils by helping them with playground games.
31. All the school buildings are to be replaced but standards of maintenance and cleanliness of the existing buildings are good and vandalism and graffiti is not a problem. This instils high values in the pupils who show respect for property and resources. Teachers know their pupils and families well and provide a good level of personal support, involving parents where necessary. Relationships at all levels are very good and pupils are confident in approaching adults in the school.
32. Induction¹ arrangements for pupils entering the Reception class are very good and establish a good home-school relationship. Staff visit play groups, Nurseries and make home visits. Induction procedures for pupils joining the school at other times are satisfactory. There is a good range of opportunities for pupils to take on responsibilities for the day to day running of the school but no school council for pupils

¹ Induction refers to the arrangements for receiving pupils who are new to the school, helping them settle into school routines and to make friends.

to raise their concerns. Pupils are asked for their views on specific projects and they have contributed to the development of the school, some of the suggestions made have been implemented leading to improved playground behaviour and toilet conditions.

Partnership with parents, other schools and the community

There is a good and effective partnership with parents, the community and other schools. The views of parents were very positive in the parents' questionnaire and at the parents' meeting.

Main strengths and weaknesses

- Parents are very supportive of the school.
- There are good links with other schools that benefit pupils.
- There are good links with the community.
- There is a lack of support from some parents for learning at home.

Commentary

33. Parents' responses to the inspection questionnaire show that they are very happy about all that the school has to offer and particularly value the caring and friendly atmosphere. An active Friends' Association supports the school well by providing good social opportunities for parents and their children and by providing good financial support for learning resources.
34. Whilst information for parents is good, reports do not provide them with a clear statement about what their child needs to learn next. The use of homework and reading diaries is good and is an effective means of communication. Parents are welcome in school and attend special events and parent evenings but there are no regular parent assemblies. Curriculum sessions organised for parents to help children learn at home have been poorly attended. Procedures for pupils entering the Reception class are very good; members of staff make home visits and visits to Nurseries and parents are invited to discuss any problems that arise shortly after their child has started school. There are good procedures in place to deal with the concerns of parents but they seldom have to be used.
35. The school has good links with other local schools. For example, there is support for higher attaining pupils in maths and support for sport, physical education and information and communication technology. The school maintains good relationships with local secondary schools and this helps pupils transfer smoothly. Links with the local community are good and during the disruption caused by building work, good use has been made of offers of alternative resources in the village. Contacts are maintained with local businesses and these have been effective in achieving support for play equipment and sponsorship for sports wear.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership demonstrated by the headteacher and in the Foundation Stage is very good. The governance of the school is good.

Main strengths and weaknesses

- The headteacher leads the school well, and sets a clear direction for the work of the school.
- The governors are very good at supporting and challenging the school.
- All key members of staff offer good leadership in their areas.
- The induction of new staff is very effective.

Commentary

36. The headteacher provides very effective leadership and has a clear understanding of the direction in which the school needs to move. The self-evaluation of how well the school is performing is effective in raising appropriate issues for improvement as well as recognising the successes the school is having. The headteacher has led the school through the planning for the new building, and now that it is in progress, she has focused attention on managing disruption to the normal running of the school. This has resulted in good arrangements to cover for the reduced physical education facilities.
37. A particular focus since the headteacher took up her post has been on the behaviour of pupils, and this has improved greatly and it is now good. All members of staff, including midday supervisors have been involved in this initiative. The school makes good use of data from test results to analyse and address any weaknesses in the curriculum. This has recently happened in mathematics and has resulted in more work on investigative mathematics and problem solving, which has had a positive impact on standards.
38. Other key staff in the school offer good leadership in the subjects and aspects that they lead. A particular strength is the way the staff have built a very good team spirit which is focused on school improvement. There is an effective senior management team and they meet regularly to review the progress made towards achieving the objectives set in the school improvement plan. Other teams within the school meet as necessary and this is largely effective in ensuring consistency in the provision. Members of staff have had opportunities to evaluate the provision in their subject areas by classroom observations. The headteacher has supported this work and carried out joint observations with teachers so that messages are consistent and there is agreement about the messages for staff.
39. The school improvement plan and strategic planning is good. The plan is a useful document, produced after discussions with staff and governors, and provides an effective focus for the work of the school. Good performance management systems are in place and the school is well prepared for the introduction of workforce remodelling in September, with an initial scheme being trialled before the end of the current term. The school has clear priorities for the future, based on investigating learning styles and recent national initiatives.
40. The leadership and management of aspects of inclusion are very good. The leadership and management of the acting special educational needs co-ordinator are good. She has led a number of improvements, including raising the quality of individual education plans. The role of coordinator is well defined. It includes support for teachers with pupils identified as having special educational needs, oversight of the production and updating of individual education plans, and liaison with external agencies. The acting coordinator has also provided some training for teachers, for instance in the activities some pupils take part in before school, which are designed to improve their physical control.

41. The governing body provides the school with good support. They are also effective at challenging the school and asking appropriate questions about the provision. The committee structure is effective, enabling business to be carried out efficiently. In particular, the strategic development committee has an important role in dealing with curriculum and school improvement plan issues. Governors have had training to support their visits to the school, and they now carry out paired observations of lessons resulting in productive discussions with teachers and senior staff, and giving them a very good picture of the day-to-day provision in the school.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	553,365	Balance from previous year	48,855
Total expenditure	557,276	Balance carried forward to the next	44,943
Expenditure per pupil	2,918		

43. The high carry forward is due to money earmarked for the new building and workforce remodelling, and does not reflect the normal pattern of the school's budget. The governors actively seek best value in all aspects of their work.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

44. Provision in the Foundation Stage is very good. Teaching and learning ranges from good to very good and the pastoral care and guidance by the teacher and members of the support staff is excellent. The teaching is supported by rigorous tracking systems, which ensure that curricular planning is based upon effective assessment for learning, and by very good quality support staff and volunteers. The teacher's leadership ensures that the ethos is one where all children are valued, and learning is an enjoyable, and often fun, experience. Planning takes account of the national goals for early learning. There is a balance of child selected and teacher directed activities. Information and communication technology is accessible to all pupils and is used to support learning across the curriculum.
45. The learning environment, both indoor and outdoor, reflects this attitude of value and care with the celebration of achievement and helpful learning prompts. There are ample resources which are carefully stored and managed, though the support for the development of independence could be further enhanced if pupils were encouraged to access these independently. Attainment on entry to the school is broadly in line with that found nationally and the very good provision ensures that children make good progress. Most children are very close to attaining the early learning goals in all areas, and are well placed to take up national curriculum study. Inclusion is particularly strong; there are pupils with varying special needs who are sensitively supported, enabling them to make good progress.
46. The teacher and the headteacher visit local playgroups to ensure smooth transition, and the teacher visits all children at home before they enter school. Very good leadership by the co-ordinator has ensured that all initiatives in the Foundation Stage have been used to maximise learning opportunities, and she has a clear vision for the physical development of the Foundation Stage in the new school.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**. Achievement is good and standards are above average.

Main strengths and weaknesses

- Well planned experiences are carefully integrated with personal, social and emotional development across the curriculum.
- Personal, social and emotional development is given very high priority and it is reflected in the very positive attitudes and relationships.
- The development of independence would be further enhanced if children were given more responsibility for accessing their own resources.

Commentary

47. The quality of teaching is very good and results in a good level of achievement with the majority of children expected to achieve the national early learning goals by the

end of the year. Standards are good. Very good personal, social and emotional development is delivered through specific topics which the children explore across the other curriculum areas. They learn to take turns, to celebrate their own and others' achievements, and to respect and care for others. The teacher interacts with each child, ensuring that contributions and achievements are recognised and celebrated; this has a positive impact upon self esteem. Children with special needs are identified as early as possible and provision is made to ensure inclusion and equal access to the curriculum. Various needs are met through careful consideration of seating arrangements and the use of very proficient support staff to ensure that all children build positive images of themselves as learners.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**. Achievement is good. Current standards are above average.

Main strengths and weaknesses

- Speaking and listening skills are well supported and children enjoy listening to stories.
- Displays offer rich support for this area.

Commentary

48. Development of communication, language and literacy is good, especially the use of speaking and listening across the curriculum. In the story of the Billy Goats Gruff, phonics were well used to build upon previous knowledge of letter sounds. Children joined in the story with great enthusiasm and confidence and the follow-up activities developed their phonic ability effectively. The most able children continued to explore the letter blends and produced words like 'bring'. However, they would have benefited from activities that offered further challenge.
49. Children of higher ability read fluently at a good standard using sight vocabulary, phonic strategies, pictures and context clues. Children of middle ability used sight vocabulary and picture clues, while less able children were able to identify some common objects in the pictures and had a little sight vocabulary. Role play was used imaginatively to support the development of communication, language and literacy. Costume and equipment support imaginative play well.

MATHEMATICAL DEVELOPMENT

Provision in Mathematical Development is **very good**. Achievement is very good and standards are well above average.

Main strengths and weaknesses

- Mathematical vocabulary is introduced and used effectively.
- A range of practical activities are used to investigate number.
- There is much support for mathematical development through displays.

Commentary

50. Mathematical development is very good. Standards in this area are well above average and achievement is very good. Most children are expected to attain or exceed the early learning goals for this area by the end of the year. Learning is enhanced by the use of whiteboards for mental work, and questions are targeted at particular children so that all abilities are challenged. Group work was particularly impressive in the way that activities focused upon the learning objective and included challenging tasks across the ability range. For example, the least able children experienced an activity which enabled them to identify the value of coins and the most able calculated multiples of ten pence coins. During these activities children were encouraged to use mathematical language and to explain their calculations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**. Standards and achievement are good.

Main strengths and weaknesses

- There is a good emphasis on practical work and first hand experiences.
- Members of staff ensure that there are strong links between this area and that in other areas of the curriculum.

Commentary

51. Knowledge and understanding of the world is provided through themes and creative experiences. The children visited a farm during the inspection and knowledge about the animals was developed by exploring associated vocabulary in a song. Children had the opportunity to watch change in living creatures taking place as they have been able to note and record the change in the development of tadpoles.

PHYSICAL DEVELOPMENT

52. Provision for physical development, which was sampled, is good. The outdoor environment has been developed in order to allow the children to explore themes through role play. An exciting range of large apparatus is accessed as often as possible in an area removed from the classroom. No lessons focusing upon physical development were observed but there was photographic evidence suggesting high expectations across the ability range.

CREATIVE DEVELOPMENT

Provision for creative development is **very good**.

Main strengths and weaknesses

- All lessons observed made provision for the pupils' creative development.
- A wide range of equipment and materials support this area of the curriculum.

Commentary

53. Creative development pervades the curriculum and all lessons observed included opportunities for role play and music. Pupils are encouraged to explore themes imaginatively and creatively through using a range of musical instruments, building equipment and modelling materials. Baking and artwork also support learning, although better progress might be made if the children had more opportunities to become independent.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is good.

Main strengths and weaknesses

- Standards have improved since the last inspection but the standard of writing in Years 1 and 2 is not good enough. Standards in reading are well above average.
- Pupils are achieving well in most aspects of English, and enjoy the subject.
- Pupils are taught effectively, although marking and target setting do not sufficiently help the pupils to improve their work.
- Classroom computers could be used more frequently in lessons.
- The outcomes of the scrutiny of test data and the pupils' work are not always rigorously analysed and incorporated into planning and teaching.

Commentary

54. Standards in the 2004 Year 6 national curriculum tests in English, were above average, but were well above average when compared to similar schools. The proportion of pupils attaining the higher Level 5 was about average. In recent years, girls' attainment has generally been better than that of boys. Over the last five years standards have always been at or above the national average.
55. In Year 2, standards in reading in 2004 were above average, and were average in writing. In comparison with similar schools, standards were average in reading and below average in writing. In recent years, girls' attainment in reading and writing has generally been markedly better than that of boys. Almost half of pupils in Year 2 attained the higher Level 3 in reading, which is much higher than the national average. In writing, the percentage of pupils who attained the higher Level 3 was in line with the national average.
56. The achievement of pupils across the school is good. Pupils in the mixed Year 5 and Year 6 classes sustained challenging speaking and listening work which involved presenting an argument and answering each other's questions. They spoke confidently and with good diction to the whole class and listened well to one another. When pupils read aloud in class, they do so with good expression and confidence. A good amount and variety of written work has been completed during the year. Standard of presentation is good, and handwriting is well formed. Spelling and punctuation are good overall.
57. The achievement of pupils in speaking and listening is good in Year 2. They listen attentively to their teachers, and are willing and confident when answering questions. In written work, the pupils' achievement is satisfactory overall. Pupils' knowledge of the rules for words with regular spelling is good.
58. The quality of teaching and learning is good. The teaching in Year 5 and Year 6 is particularly well structured and sequenced. Teachers are confident, are well prepared, and demonstrate a good knowledge of the subject. Their planning is satisfactory, but would sometimes be improved by the setting of specific objectives for lessons. Teachers provide their pupils with good models of speech and language use, and are adept at encouraging pupils using praise. There are high expectations of the pupils' behaviour and of their presentation of written work.
59. Teaching methods are effective. For instance, in a class in Year 5 and 6, the teacher organised a role play situation which provided opportunities for the pupils to develop persuasive arguments. Oral work and written work were combined effectively, and the

tasks were well matched to different levels of attainment. Teachers in other classes also use effective methods and they time lessons well so that the work has a clear sense of purpose. Although there was effective use of classroom computers in one lesson, there was little evidence that information and communication technology is widely used in English lessons. Teaching assistants provide good support for lower attaining pupils and those with special educational needs. However, they could sometimes be better deployed in the introductory sessions of lessons. Pupils co-operate well and often show enthusiasm for their work.

60. Teachers mark their pupils' work regularly. In the best practice they include advice about how to improve work. The schools' marking policy is applied inconsistently by teachers. Overall, teachers make satisfactory use of assessment information.
61. The leadership and management of English are satisfactory. The two coordinators work closely with one another. The principal co-ordinator oversees most aspects of English, whilst the other co-ordinator has responsibility for all aspects of reading, including library provision. The roles of the co-ordinators are well developed, and include scrutinising teachers' planning, pupils' written work and checking on teaching. The pupils' test results are also analysed. However, there is no planning for improvement beyond what is included in the whole-school plan, and the effectiveness of checking is not always evident. For instance, the co-ordinators give a good account of the reasons why pupils' reading standards are above the national average and why the teaching of reading is effective, but are less clear why the standards of writing of pupils in national tests at Year 2 are only average.
62. There has been good improvement since the last inspection. Pupils' standards at Year 6 have improved from well below average to above average. At Year 2, reading standards have improved to above average, though writing standards have declined and are now average. The quality of teaching remains good overall, as it was at the time of the previous inspection. Leadership and management were not judged on the last occasion, and are satisfactory.

Language and literacy across the curriculum

The development of language and literacy across the curriculum is satisfactory. Pupils have opportunities to use their developing literacy skills elsewhere in the curriculum. For example, in religious education lessons, pupils record some factual aspects of various religions, and their responses to them.

MATHEMATICS

Provision in mathematics is very good.

Main strengths and weaknesses

- The school analyses weaknesses in test results well and has addressed them effectively.
- The teachers plan good practical and problem solving activities.
- The quality of the teaching is very good.

Commentary

63. The standards in Year 6 have fallen over the last two years. In addition, standards at the end of Year 2 also fell in 2004. However, the standards and the current provision have improved since the last inspection. There is a range of reasons for this fall, including the fact that a few pupils only missed the expected level by one or two marks. The school analysed the results and evaluated those aspects of the curriculum where pupils were weaker. This has resulted in additional teaching of investigative mathematics and problem solving, which has already had a positive impact on standards.
64. In Year 1, pupils have good opportunities to use practical equipment to extend their learning. They are well led in investigating capacity through outdoor play using a range of containers and a water tray. In Year 2, a problem solving approach enabled the pupils to extend their knowledge of coins and to calculate amounts and the change required.
65. Year 3 pupils used problem solving techniques to work out calculations using numbers. For example, in one exercise they had to find four odd numbers to make 20. These activities extended their thinking skills, and showed a good level of improvement in their attainment from the end of Year 2. Pupils in Years 4, 5 and 6 are grouped by ability and this enables teachers to target work at a smaller range of ability. The pupils work confidently with fractions, decimals and percentages.
66. The quality of the teaching is very good. The best lessons are delivered with pace, challenge and humour. Teachers have very good relationships with the pupils and this encourages full participation in lessons. Most lessons start with a good mental arithmetic session when teachers ask effective open questions. The work is often well matched to the pupils' prior attainment, and this means it is appropriate for the less able and sufficiently challenging for the more able pupils. Computers are used well to support the pupils' learning and to extend their understanding through a range of activities and games. Higher attaining pupils are very well supported. This happened in a lesson in Year 6 when a pupil had devised a problem for the other pupils to solve.
67. One area of weakness in some lessons was that teachers do not write learning objectives which are clear enough or share the learning objectives with the pupils. In addition, the presentation of pupils' work is sometimes untidy. The use of worksheets does not always help with presentation skills, or make it easy for pupils to refer back to work they have done earlier in the year. The marking of pupils' work does not always correct important technical vocabulary, or make clear to pupils what they have done well and what they need to improve.
68. The subject is well led and managed. Resources are good. The subject co-ordinator has overseen very good improvements since the last inspection. The focus on problem solving and investigative activities is having a positive impact.
69. Future developments include the further involvement of parents in pupils' learning, and devising an effective system for the assessment of the investigative work.

Mathematics across the curriculum

70. The use of mathematical skills across the curriculum is satisfactory. Pupils are able to use their information and communication technology skills to record data on computers and to produce a range of graphs to present the data in a clear fashion.

SCIENCE

Provision in science is very good.

Main strengths and weaknesses

- Standards are good.
- There is evidence of practical experiences and a focus on scientific enquiry.
- The teaching is good.
- Literacy skills support the science curriculum.
- Marking does not measure success against learning objectives or set targets for improvement.

Commentary

71. Standards for seven-year-olds were below average in 2004. There was some underachievement among the most able. The standards observed during the inspection were good. Standards for eleven-year-olds dipped in 2004 from previous years but were still above the national and local authority average. This dip is largely due to the high number of pupils who entered the school during Years 3 to 6. Standards of work seen during the inspection in these years were good.
72. The very good leadership and management by the subject co-ordinator has ensured that analysis of test results highlights areas of strength and weakness, and annual reviews with the co-ordinator give staff the opportunity to discuss professional development and the support required to improve standards.
73. Teaching and learning range from good to excellent. A good lesson was based on very good subject knowledge and the effective use of a very motivating interactive video. In an excellent lesson, learning objectives were appropriately challenging, clear, and shared with the pupils who were engaged in devising a scientific enquiry into exploring the senses by constructing questions to guide the investigation. Appropriate vocabulary was encouraged throughout the lesson and pupils had to evaluate the questions devised. A range of appropriate recording methods was used and the mixed ability groupings ensured that pupils supported each other in their learning. A weakness is the marking of pupils' work which does not make clear how well they have done, or how they can improve their work.
74. Achievement is generally good, and sometimes very good, because of the level of engagement and challenge presented. All pupils are included, and the highly practical nature of most lessons ensures that those with special needs are highly motivated and are supported to achieve their learning goals. Ten and eleven-year-old pupils who need extra support are taught in a small group with practical activities and appropriate methods of recording their work. Across the school, recording techniques include charts, graphs, decision trees and diagrams. Literacy and mathematical skills are used well when the pupils record their work.
75. Pupils are taken on field trips to ensure that practical experience is enhanced. The leadership and management of the subject are very good. The coordinator monitors lessons and analyses trends and test results. She has annual reviews with all staff and produces clear priorities for future development and staff training. Resources are well managed and are accessible within the constraints of the storage available.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is good.

Main strengths and weaknesses

- The provision has improved greatly since the last inspection.
- The subject co-ordinator has appropriate plans for developing the subject in the new building.

Commentary

76. Pupils achieve well throughout the school and make good progress in their learning. This is due to good quality teaching. Standards in Year 2 are broadly average. In Year 6, they are above average. This represents a good level of improvement since the last inspection when standards were below average. The improvement is due to better teaching and to improved resources. In particular the use of laptop computers has enabled more pupils to have hands-on time on a more regular basis.
77. Pupils' skills are developed well throughout the school. They have opportunities to take part in the full curriculum, and when there are difficulties in teaching aspects of the subject because of a lack of knowledge or resources, very good use is made of the local secondary school's expertise. Some pupils also take part in a residential visit, which involves computer activities. Younger pupils learn to program different robotic toys.
78. The use of word processing develops from Year 1, where pupils make title pages using a range of font sizes, shapes and colours, to Year 2 where they learn to edit text. Art software is used in a number of ways, for example, in Year 2 to design an Easter egg. Older pupils use software to produce a range of graphs to illustrate the data they have collected. In Year 6 the pupils use spreadsheets accurately to create lists of costs and totals, and use data analysis to select and answer questions.
79. The teaching is good. Teachers are also well supported by a teaching assistant with specific computer expertise. The good teaching includes effective marking of work in Year 1, which makes it clear how much support pupils have had in completing their work. Computers and appropriate software are used well to develop the skills of pupils with special educational needs.
80. The school makes good use of information and communication technology to support administration and teachers. The school has developed a computer link with a secondary school so that more able mathematicians can receive some teaching from secondary staff, which extends their skills and knowledge. The school has a very accessible and informative website. The subject is monitored by the coordinator and teachers receive appropriate feedback which helps to continue the steady improvement in provision.

Information and communication technology across the curriculum

81. The use of portable wireless laptop computers enables flexibility across all curriculum subjects. They were used as effective resources in mathematics lessons. Research using CD ROM or the internet supports learning in history and geography. Overall, the use of information and communication technology across the curriculum is good.

HUMANITIES

82. Only one lesson of **geography** was observed but a scrutiny of work indicates that, by the age of eleven, pupils have made good progress and have a secure understanding of some geographical features, for example, rivers and the water cycle. Various methods of recording work are used and literacy and numeracy skills underpin learning. The effective use of field trips supports the pupils' learning and understanding.
83. No lessons in **religious education** were taught during the inspection. This subject was therefore sampled through an analysis of pupils' work in Year 6 and Year 2, and a discussion with the co-ordinator. Achievement in Year 2 is good, and is satisfactory in Year 6. Pupils record a range of information arising from their studies of aspects of a number of religions, and their personal responses to some of this information. Higher-attaining pupils have completed a good deal of written work. They write thoughtfully and illustrate their work carefully. Other pupils record their understanding satisfactorily.
84. The teaching and learning of religious education includes some good features. Teachers have high expectations of the pupils' presentation of work. Marking consists of positive comments, but does not sufficiently help pupils to consider how they could improve their work. Pupils sometimes have opportunities to use their literacy skills to write more extensively. Provision for cultural development through religious education is good, and that for spiritual and moral development is satisfactory overall. Class assemblies which involve discussion, hymn singing, prayer, and time for reflection make a good contribution to the pupils' experiences of religious education.
85. The leadership and management of religious education are satisfactory. The role of co-ordinator is not yet well developed. The extent to which pupils' work is analysed, and the quality of teaching is checked is limited, and there is no plan to improve the subject. Pupils experience an effective curriculum which considers aspects of several religions. The variety of resources and artefacts available to support the teaching of the subject has improved considerably in recent times.

History

Provision is good.

Main strengths and weaknesses

- The opportunities for learning are very good.
- The use of research is effective in developing literacy skills.
- Marking does not measure success against the learning objective or set targets for improvement.

Commentary

86. Although only two lessons were observed, a scrutiny of the pupils' work provided ample evidence of standards and progress. One of the lessons involved all Year 3 and 4 pupils in a drama and activities linked with Ancient Egypt and it was of an excellent standard. The pupils responded very enthusiastically, were able to talk about what they had learned, demonstrating very good progress in understanding.

87. Standards in Year 2 are average. The pupils understand the difference between things from the past and the present and use various methods of recording. The pupils use an extended range of recording techniques which support the development of literacy skills. Research skills are developed well and the pupils are encouraged to infer things about the period and people studied, while questioning sources of information.
88. Very good teaching and learning were observed because all pupils were challenged appropriately and planning was clearly based upon assessment for learning. A problem-solving task highlighted the way in which a solution can cause further problems. The class teacher worked in a guided group situation with the least able pupils and taught history skills in a sophisticated way. The class was very responsive and the pupils were able to work independently and collaboratively in order to achieve the learning objectives.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

89. Only one **art and design** lesson was observed during the inspection. This was an excellent lesson in Year 2, resulting in some very imaginative work and very high standards. The evidence from pupils' work and displays indicates that attainment is good overall, and very good or excellent in Year 2. Pupils throughout the school achieve well. They have good opportunities to experience a range of activities involving different media and materials. The teachers ensure pupils have good opportunities to take part in three-dimensional work, as well as producing drawings and paintings. The best work in Year 2 is of very high quality and includes studying sculpture before the pupils create their own work using a range of natural materials and clay. They have made very effective seaside pictures representing the sea through watercolour paintings and tie-dyed materials, as well as exceptional observational drawings of shells using crayons. Pupils in Years 3 and 4 produced a range of clay models, carved soap pictures and plaques made from card and modelling materials, as part of a one-day project on Ancient Egypt. Older pupils use their skills well to create imaginative models of 'strange gods' after their study of the Ancient Greeks. This work links well to their literacy work through creative writing.
90. No lessons in **design and technology** were taught during the inspection. Design and technology was therefore sampled through analysis of pupils' work in Year 2 and Year 6. The achievement of pupils in recording aspects of their design and technology work is satisfactory. Pupils produce careful and thoughtful designs and drawings. The presentation and evaluation of their work are satisfactory. The marking of books in Year 2 is helping the pupils to extend their self-evaluations. However, marking does not sufficiently enable the pupils to understand how to improve their work.
91. The pupils undertake a range of projects in design and technology. The work in Year 2 shows that they are gaining experience of all aspects of the various stages of designing, making and evaluating products. However, greater depth could sometimes be achieved in Year 6 work. For instance, pupils do not always have opportunities to consider a range of possible designs, or to plan the stages of making their product. The pupils' self-evaluations do not include enough attention to learning about the process of designing and making.
92. **Music** was sampled by observing two lessons. Pupils in Year 2, Year 3 and Year 4 are working at expected standards. In Year 2, pupils work well in groups to create 'sound pictures' using a good range of percussion instruments, together with voices. In

the Year 3 and Year 4 class, pupils sing tunefully, and have good opportunities to consider features of music such as tempo, volume and pitch.

93. Teachers have set effective prior expectations of their pupils who feel secure and quickly set about their work. Pupils in both classes showed interest and enjoyment in singing or in musical composition. Teachers have well rehearsed routines, and are well organised, ensuring that pupils achieve the objectives of lessons in the time available. Good practical musical experience is being provided in both classes, and pupils in Year 3 and Year 4 are gaining important skills in listening to music and analysing how effects are created.

Physical education

Provision in Physical education is good.

Main strengths and weaknesses

- The school has worked hard to provide an appropriate curriculum during the building work.
- Very good use is made of outside expertise and resources.
- Teachers do not always make clear what pupils are doing well or how they can improve.

Commentary

94. Standards are average in Year 2, and are above average in Year 6. Pupils are taught a range of sporting skills and have good opportunities to extend these skills through clubs and team games. There are after-school activities covering dance, multi-skills games, football, netball, rugby and cricket. While the building work is proceeding, teams are still taking part in a football and a netball tournament, athletics, and a sports day.
95. The teaching is good overall. Good curricular planning results in the effective teaching of basic skills. For example, in a Year 2 lesson, the teacher developed skills well by organising sequential and gradually more challenging activities. Teachers ensure that the pupils complete a warm-up effectively before activities, and by Years 5 and 6, the pupils are able to lead their class in a range of appropriate warm-up activities. When the teaching was less successful, there was inadequate feedback on the pupils' performance, including what they were doing well and what required improvement.
96. Teachers have worked hard to ensure that the curriculum is maintained during the building work which has resulted in the loss of use of a field area and of the swimming pool. Very good use of the facilities at other local schools has meant that this had had less impact on the curriculum than was expected. A further strength is the way the school uses a range of outside expertise to coach pupils in more advanced skills.
97. Pupils enjoy the subject and show pride in their work. For example, in Year 1 pupils were keen to demonstrate how well they could throw and catch. The subject co-ordinator is knowledgeable and experienced and ensures that appropriate time is allocated to the teaching of the subject. Members of staff have been asked to assess areas where they were less confident, and from this work, extra training in the teaching of gymnastics has been provided.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils' personal, social and health education is very good.

Main strengths and weaknesses

- The commitment of the co-ordinator and of the headteacher.
- The commitment of staff, pupils, governors and parents ensures that expectations are woven throughout school life.
- Work towards the Health Promoting Schools Award has further enhanced provision.
- Consultation with pupils and parents about school issues.
- Focus and introductory weeks ensure that special areas are addressed.

Commentary

98. The school's self-evaluation identifies this area as a strength, particularly the relationships and respect among pupils, staff and parents. Development in this area has been enhanced by work for the Healthy Schools Award, especially work around such themes as well-being. In addition to particular focus weeks, themes such as care, responsibility and high expectations of behaviour pervade the curriculum. At the beginning of each school year, classes spend time establishing expectations and class rules so that everyone understands the same standards.
99. Pupils are consulted about issues in school and are encouraged to take responsibility; for example, they organise allocating play equipment at dinner time and ensure that the necessary resources are prepared for assemblies. There are well-understood routines and expectations, which contribute to personal and social development and ensure that school life is productive and happy. The youngest pupils come into school each morning and are immediately ready to begin their class work. They greet their teacher happily and are able to talk freely about experiences at home, which are then woven into the learning. Members of staff use a great deal of praise and remain calm when addressing difficulties.
100. Real life experiences are valued highly at the school. During the week of the inspection, five-year-olds visited a farm, nine and ten year olds took part in a workshop on ancient Egypt, and there is much evidence of field trips in science and geography. The co-ordinator has a passion for this area of school life and the support of the headteacher and commitment of the staff for this subject is evident across the curriculum. The development of a critical incidents policy, within this ethos of care for well-being, ensured that after a recent tragic incident the whole school community was able to come together in mutual support. This subject makes a very positive contribution to spiritual, moral, social and cultural development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
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	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
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	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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