

INSPECTION REPORT

NORTH MARSTON CE COMBINED SCHOOL

North Marston, Buckingham

LEA area: Buckinghamshire

Unique reference number: 110412

Headteacher: Mrs Judith Emery

Lead inspector: Mr Colin Henderson

Dates of inspection: 29th November - 2nd December 2004

Inspection number: 267402

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:	82
School address:	School Hill North Marston Buckingham
Postcode:	MK18 3PE
Telephone number:	01296 670286
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Appropriate authority:	Local Education Authority
Name of chair of governors:	Mrs Elizabeth Calver
Date of previous inspection:	23 rd Nov 1998

CHARACTERISTICS OF THE SCHOOL

North Marston CE Combined School is a small primary school that mainly serves the local village community and that of nearby Granborough. Twenty per cent of pupils come from outside the school's immediate catchment area. Most come from private housing and above average socio-economic backgrounds. Almost all pupils are of white, United Kingdom ethnic background. There are no pupils who speak English as an additional language. The proportion of pupils entitled to free school meals is below the national average. Fifteen per cent of pupils have special educational needs, which is below the national average. They have a wide range of needs, including sensory, moderate and severe learning difficulties. Three pupils have statements of special educational needs. Pupils are mainly in mixed-age classes. Attainment on entry is above average overall. There is high pupil mobility in the junior years as some parents choose to move their children into local independent schools or larger primary schools. The school has experienced a high level of staff change recently and the new headteacher took up her post at the start of last summer term. The school has achieved Investors in People accreditation and the Basic Skills Quality Mark.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23742	Colin Henderson	Lead inspector	English Science Information and communication technology Geography History Physical education
32768	Jane Manfield	Lay inspector	
30573	Sonia Bosworth	Team inspector	Mathematics Art and design Design and technology Music Religious education Foundation Stage Personal, social and health education and citizenship Special educational needs

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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	9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	18
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	21

AREAS OF LEARNING IN THE FOUNDATION STAGE

SUBJECTS IN KEY STAGES 1 AND 2

PART D: SUMMARY OF MAIN INSPECTION JUDGEMENTS

37

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of North Marston CE Combined School is **good**. It is a friendly, caring and harmonious school community with delightful pupils and a strong Christian ethos. It is valued highly by parents and pupils and serves its community very well. Pupils' personal development is promoted very well. Pupils are very keen to learn and behave very well. They make good progress overall, supported by good teaching, and attain well above average standards at the end of Year 6. The school includes all pupils in a good range of curriculum activities. The school is well led and satisfactorily managed. It gives good value for money.

The school's main strengths and weaknesses are:

- Very good teaching in Years 5 and 6 helps pupils to achieve very well and attain well above average standards.
- Children in the Foundation Stage make a very good start to school life as a result of very good teaching.
- Teachers' expectations of pupils in Years 3 and 4 are not consistently high enough.
- The good leadership of the new headteacher, supported well by an influential senior teacher and good governing body, provides a clear sense of purpose to the work of the school.
- Assessment and target-setting are not developed consistently.
- The care for the well-being of every pupil and the provision for pupils with learning difficulties are very good.
- Subject leaders are not sufficiently involved in improving teaching and learning.
- The very good links with parents and the local community enhance pupils' learning very well.

The school has made good progress since it changed from a first school in 2001. Despite many staff changes and some long-term staff sickness, very good standards of attainment have been maintained at Year 2. They have improved rapidly in Year 6.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2002	2003	2004	2004
English	C	A	A	B
Mathematics	B	A*	A	A
Science	D	A*	A*	A

Key: A – very high; 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.*

Pupils' achievement overall is **good**. The results of national tests for Year 2 pupils are consistently well above the national average. Test results for Year 6 pupils have improved significantly in the last two years and are well above average. They were high in science in 2004. Inspectors found that Year 6 pupils attain very high standards in mathematics and well above average standards in English and science. Children start in the Foundation Stage with above average attainment. They make very good progress in their learning, promoted by very good teaching. Most will exceed the level expected nationally in all areas of learning by the time they enter Year 1. Pupils in Years 1 and 2 make good progress, resulting from their enthusiastic attitudes and good teaching. Achievement is good overall in Years 3 to 6. It is satisfactory in Years 3 and 4, although teachers' expectations are not consistently high enough. Very good teaching helps pupils in Years 5 and 6 to make rapid progress. Girls achieve as well as boys. Pupils with special educational needs make consistently good progress as a result of good support from teaching and support staff. Gifted and talented pupils extend their skills and knowledge successfully. Pupils' writing is very good and their number skills are excellent. They use them well to attain above average standards in some other subjects, such as history. Standards in ICT, physical education and religious education are above expected levels. Standards in art and design and design and technology meet nationally expected levels. There was insufficient evidence to judge standards in geography and music, although singing is above expected levels.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are **very good**, and promote very good attitudes and behaviour. Attendance and punctuality are very good.

QUALITY OF EDUCATION

Overall, the quality of education provided by the school is **good**. Teaching and learning are **good** overall. The consistently very good teaching in the Foundation Stage and in Years 5 and 6 helps pupils to achieve very well. Teaching and learning are good in Years 1 and 2. They are satisfactory overall in Years 3 and 4, with examples of good practice, although teachers' expectations are not consistently high enough. Assessment procedures are satisfactory overall, although not developed

fully. They have improved recently in English and mathematics, although teachers do not use them consistently to help pupils target areas for improvement. The curriculum is good for children in the Foundation Stage and for pupils in Years 1 to 6. It is enriched by a good range of extracurricular activities. The school takes very good care of its pupils and supports them well. The very good links with parents and the local community and the good links with local schools enhance pupils' learning effectively.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. The good leadership of the new headteacher provides a clear direction to the work of the school. She works closely with influential key staff, an effective governing body and a supportive local education authority. They have introduced some effective new procedures, for example, in assessment, to improve the quality of education. The management is satisfactory overall as these procedures are not developed consistently to focus rigorously enough on improving standards of teaching and learning, particularly in Years 3 and 4. Key subject co-ordinators provide good leadership, although the contributions of co-ordinators in managing improvement in their subjects are not developed enough.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school. In their questionnaires, all parents agree that their children like school and make good progress; that teaching is good; that the school is well led and managed and that staff treat their children fairly. A small number of parents feel that their views are not taken into account, although inspectors found that the school works hard to ensure that parents are informed fully and consulted.

Pupils have similarly positive views of the school, reflected clearly in questionnaires and in discussions with inspectors. Most pupils indicated that they liked school; that other children are friendly; that they know an adult to go to if they are worried and that teachers are fair. A few are concerned about the behaviour of other children. Inspectors found that this is a friendly, caring school and pupils' behaviour is very good.

IMPROVEMENTS NEEDED

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

- Raise teachers' expectations to the consistently high level achieved in some year groups.
- Improve assessment procedures and their use in informing pupils what they need to do to improve their work.
- Extend the role of subject co-ordinators to focus rigorously on improving teaching and learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils attain **well above** average standards overall. Year 6 pupils attain **high** standards in mathematics and **well above** average standards in English and science. Achievement is **good** overall. It is very good in the Foundation Stage and in Years 5 and 6. It is satisfactory in Years 3 and 4.

Main strengths and weaknesses

- Year 6 pupils attain high standards in mathematics and well above average standards in English and science.
- Pupils achieve well overall, although it is not consistent in Years 3 and 4.
- Good teaching in Years 1 and 2 helps pupils to develop very good literacy and numeracy skills.
- Children in the reception class make very good progress towards their expected learning goals.

Commentary

1. Most children enter the reception class with above average attainment. They settle quickly and happily into the classroom routines and are enthusiastic learners. They achieve very well, promoted by very good teaching and good support by teaching assistants. All are likely to achieve the nationally expected goals in all six areas of learning by the time they enter Year 1, and most will exceed them. Pupils in Years 1 and 2 achieve well and teachers build effectively on pupils' early learning. They teach the key skills of reading, writing and numeracy well, through a systematic and well-structured approach that successfully meets the needs of pupils of differing abilities. They make good use of pupils' enthusiastic approach to learning to encourage them to achieve as well as they can. Good parental support, especially with reading, extends pupils' skills well.

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

Standards in:	School results	National results
reading	17.2 (16.7)	15.8 (15.7)
writing	16.0 (15.6)	14.6 (14.6)
mathematics	18.7 (17.5)	16.2 (16.3)

There were 12 pupils in the year group. Figures in brackets are for the previous year.

2. Inspectors found that Year 2 pupils attain standards that are well above the national average in reading, writing, mathematics and science. These reflect closely the results of the national tests and teacher assessments over the last

three years. Although there is some variation from year to year due to the small number of pupils taking the tests, standards are consistently well above the national average and above average when compared with similar schools. Year 2 pupils often attain standards that are in the top five per cent nationally, particularly in mathematics. The proportion of Year 2 pupils that attain above the nationally expected Level 2 is high, for example, 58 per cent attained Level 3 in mathematics in 2004 compared with the national average of 28 per cent. Boys achieve slightly better than girls, particularly in mathematics, although both achieve well above average levels. The school is introducing different teaching strategies to enable girls to achieve equally high levels.

3. Pupils' achievement in Years 3 and 4 is satisfactory overall. Many achieve well in lessons, particularly those involving interesting, practical activities, such as science. However, an analysis of their work so far this year shows that they do not achieve as consistently well as they could. Too often their work is unfinished and presented untidily. Higher-attaining students are not always challenged to include more detail in their written work, for example, by using their knowledge and understanding to explain the results of a scientific investigation. This restricts their achievement and they do not consistently reach standards that reflect their well above average ability. Pupils in Years 5 and 6 achieve very well and make rapid progress in their learning. Consistently very good teaching motivates pupils very well and stimulates their interest and enthusiasm. Pupils of all abilities are very keen to succeed and are challenged successfully to extend their skills, knowledge and understanding. Very good support and guidance by the class teacher identifies what pupils need to do to improve, and this contributes very effectively to their achievement. A high proportion of pupils in Years 5 and 6 reach overall standards that are well above those expected nationally for their age.
4. The school's results in the Year 6 national tests have improved significantly since 2001, its first year since it changed from a first to a combined school. Inspectors found that the very good achievement of Year 6 pupils enables them to attain standards that are very high in mathematics and well above average in English and science. These mainly reflect the recent test results, although there is some variation due to the very small number of pupils taking the tests. In the 2004 tests, Year 6 pupils achieved very high standards in science. Compared with similar schools, standards were well above average in mathematics and science and above average in English. The proportion attaining above nationally expected levels was well above average in all three subjects, for example, 78 per cent of pupils attained Level 5 in science in 2004 compared with the national average of 43 per cent. There is no significant difference between the attainment of boys and girls. All pupils attain well, including pupils with special educational needs – many attain average levels expected for their age in national tests. These very good standards result from teachers' consistently high expectations of Year 5 and 6 pupils, challenging activities, the effective use of booster and master classes and pupils' keenness to do well.

5. Pupils receive a good curriculum and achieve well in many subjects. Standards in religious education are above those expected in the locally agreed syllabus. Standards in information and communication technology (ICT) are above those expected nationally as pupils benefit from good resources, good teachers' subject knowledge and good opportunities to apply their skills in other subjects. Standards in history are above expected levels. Year 6 pupils achieve good standards in physical education, especially their games skills. Pupils attain standards in art and design and design and technology that meet nationally expected levels. There was not enough evidence to make a judgement on standards in geography, in physical education at Year 2 and overall in music, although standards in singing are above those expected nationally.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and personal development, including spiritual, moral, social and cultural development, are **very good** and provide strong support for their learning. Attendance and punctuality are **very good**.

Main strengths and weaknesses

- Pupils' behaviour in classes and around the school is very good.
- Pupils' interest in school life and enthusiasm for learning are very good.
- Good school practices and strong parental support encourage very good attendance.

Commentary

6. Pupils like their school and are keen to take a full part in all that it offers. Pupils are very well behaved in classes and around the school, and they have a very positive attitude to learning. These reflect the positive views of parents. Pupils are very interested in their work and keen to achieve as well as they can. They listen to their teachers and work hard in groups and independently. This contributes significantly to the quality of learning, allowing teachers and pupils to focus on the lesson objectives.
7. The school sets high expectations for pupils' conduct. Pupils are friendly, polite and considerate towards each other and adults. The school's caring and supportive ethos is reflected in its positive approach to promoting good behaviour. Pupils are involved in setting their own classroom rules. This helps to ensure that they are understood, and successfully encourages pupils' moral and social development. The positive approach to behaviour management helps to build pupils' self-esteem and confidence. Individual and group achievements are celebrated. Pupils and parents enjoy the weekly 'Celebration' assembly, which recognises examples of good, kind and thoughtful behaviour as well as academic achievement.
8. Pupils are encouraged and willing to take on responsibility. Throughout the school, there are very good opportunities for class monitors to take on a range of responsibilities, including looking after equipment and notice-boards. Older

pupils have wider school responsibilities, such as lunchtime playground equipment. The school has an active school council, which includes representatives from Year 1 through to Year 6, who are elected by their classmates. The council meets regularly and pupils' views contribute to school improvement, for example, increasing the range of play equipment.

9. Playtimes and lunchtimes are friendly, relaxed and safe. Lunchtime dining arrangements give older pupils the opportunity to act as role models for the younger pupils who sit with them. In the playground, groups of children include both older and younger pupils, and good social interaction is evident. Where misbehaviour occurs, it is dealt with promptly and effectively. Pupils know the consequences of unacceptable behaviour and they are confident that if an incident with another child occurs, they can tell a member of staff and it will be dealt with effectively.
10. Pupils' moral and social development is very good. This is well reflected in the respectful way pupils use the things around them and the very good relationships they form with each other. Pupils' spiritual development is developed very well and reflected clearly when pupils display empathy for those in need and raise funds for a number of charities each year. The school encourages pupils' self-awareness and understanding of the wider world successfully. This includes the Christian principles which are a cornerstone of the school and an appreciation and respect for a good range of different cultures and beliefs. The school plans to develop this appreciation further through a multi-cultural activities week.

Attendance

11. The rate of attendance is well above average, and the school's procedures to monitor attendance and punctuality are well supported by parents. There have been no exclusions during the school year prior to this inspection.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	3.4	School data:	0.0
National data:	5.1	National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning are **good**. The school offers a **good** curriculum, enriched by a **good** range of extracurricular activities. The day-to-day care of pupils is **very good**. Links with parents and the local community are **very good**. The links with other local schools are **good**.

Teaching and learning

Teaching and learning are **good**. Assessment is **satisfactory**. It is not used consistently to inform pupils of what they need to do to improve.

Main strengths and weaknesses

- Consistently very good teaching in Years 5 and 6 enables pupils to progress rapidly in their learning.
- The teaching of basic skills, particularly writing, is good in Years 1 and 2 and promotes pupils' achievement effectively.
- Very good teaching in the Foundation Stage helps children to settle quickly and happily and achieve very well.
- Teachers' expectations of pupils in Years 3 and 4 are not always high enough.
- Teachers do not use information consistently on how well pupils are doing to target areas for improvement.
- Good teaching for pupils with special educational needs helps them to make good progress.

Commentary

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14	10	1	0	0	0

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

12. An analysis of pupils' work shows that teaching is good overall and reflects the positive views of parents and pupils. It ranges from consistently very good in Years 5 and 6 and in the Foundation Stage to satisfactory in Years 3 and 4, where the expectations of the amount of work achieved, the depth of its content and its presentation are not consistently high enough. Teaching was very good overall in the lessons seen during the inspection, with some examples of very good teaching in each year group.
13. The very good standard of teaching in Years 5 and 6 is a significant factor in helping pupils to attain very high standards in mathematics and well above average standards in English and science. Pupils respond very positively to the challenging and stimulating teaching. The teacher's high expectations of pupils are reflected clearly in the challenging tasks she sets and in the amount and quality of work they achieve. The excellent relationship between the teacher and the pupils and the constant use of praise and encouragement create a vibrant learning atmosphere with all pupils willing 'to have a go'. The teacher's effective interaction with groups of pupils, supported well by learning support staff, extended pupils' thinking and helped them all to be included fully and achieve very well. The very effective and constant use of 'Why?' and 'How?' questions, which requires pupils to use their knowledge carefully to explain their results, raises levels of attainment.
14. The consistently very good teaching in the Foundation Stage and good support by teaching assistants enable children to make a very good start to their schooling. Well-planned, imaginative activities capture children's interest and help them to achieve very well. The teaching of basic skills in literacy, numeracy and ICT is good. Teachers in Years 1 and 2 plan in detail to improve pupils' skills systematically, for example, in developing their knowledge and use of words. They use a good range of different approaches to help each pupil to extend their skills. Teachers and learning support assistants know their pupils very well and provide good individual support. The strong focus on ensuring that Year 1 and 2 pupils have good literacy and numeracy skills is built on well in the older year groups to help pupils in Years 5 and 6 to achieve high standards.
15. Teachers use a good range of activities to meet the different learning needs of pupils in mixed-age and mixed ability classes. They capture pupils' interest very well, and this results in an enthusiastic approach in lessons. Teachers' expectations of pupils' behaviour are very good. Consequently, most lessons are orderly and well managed. However, there are inconsistencies in teachers' expectations in terms of the quality of pupils' work and in the amount achieved, particularly in Years 3 and 4. An analysis of pupils' books in these years shows that their work is presented untidily too often and contains too little detail, especially for higher-attaining pupils. They use their skills satisfactorily to write descriptive passages, for example, in English, although

they are not challenged enough to use their knowledge and understanding to provide a detailed explanation, such as in science. As a result, these pupils do not always achieve as well as they could.

16. The teaching for pupils with special educational needs is good. Teaching assistants provide good support for pupils with special educational needs and for small group activities. They are clear about the learning intention for each lesson, guide pupils well and keep detailed running records to feed back to the teacher. The teacher takes good account of the pupils' targets on individual education plans when planning work in all subjects, sometimes modifying activities to suit the pupils' particular learning needs. Teachers, the senior learning support assistant and the headteacher take active roles in drawing up and monitoring the very relevant targets on individual education plans. In a few cases, the senior learning support assistant withdraws pupils from class on a regular basis to reinforce basic learning. Pupils respond very well to their particular programmes and make good progress overall.
17. The school has recently introduced a new marking scheme. Where teachers use it well, such as in Years 5 and 6, it improves the standard of pupils' work. For example, pupils respond well to the teacher's constructive comments or specific questions by adding to their initial piece of work and making it better. However, this style of marking is not yet developed consistently in other classes. Too often, the teacher identifies what needs to be improved, then simply provides the correct information rather than challenging the pupils to find out for themselves. This does not always extend pupils' learning. The school has improved procedures for assessing pupils' achievements in English and mathematics, although those in many of the other subjects, for example, ICT and physical education, are not yet clearly established. Some teachers use these procedures well to track pupils' progress and identify areas for improvement. They use this information to agree improvement targets with individual pupils. They review the targets regularly, agree with pupils when they have been achieved and set a new target. Some teachers, for example, in Year 2 and Years 5 and 6, refer to the pupils' targets frequently when marking their work and this helps them to see how they are improving. However, there are inconsistencies in the use of these targets across the school. Discussions with pupils in Years 3 and 4 showed that they are not sure on what they need to focus in order to improve their work in English and mathematics. Some had met their last target but were unsure what they should be trying to improve next. Targets were rarely mentioned when the teacher marked pupils' work and there was little evidence in the books that specific targets had been met. The inconsistency in the use of targets does not ensure that pupils progress as quickly as they could.

The curriculum

The quality of the curriculum is **good**. There are **good** opportunities to broaden pupils' experiences through extracurricular activities. The school's **good** accommodation and resources support pupils' learning well.

Main strengths and weaknesses

- The curriculum meets the needs of all pupils well.
- Literacy and numeracy are well established across the curriculum.
- The Foundation Stage curriculum has recently been developed effectively.
- Provision for pupils with special educational need is very good.
- The development of personal, social, health and citizenship education is not established fully.
- All teachers, with the help of parents and members of the local community, provide good opportunities for the enrichment of the curriculum.

Commentary

18. The school provides a good curriculum that meets all statutory requirements. The school's commitment to equality of opportunity for all pupils is very good, and all pupils are included very well in the activities provided in each class. There are good plans to review the curriculum regularly and to initiate further improvement. Since the arrival of the new headteacher, provision in religious education and ICT have been reviewed and enriched with new topics and new methods of working to ensure greater involvement of pupils in their learning. However, the school recognises that aspects of art and design and design and technology could be developed further to improve provision. Literacy and numeracy skills are used well to support and record learning in other subjects, as well as being consistently developed by most teachers, and this contributes well to the standards attained.
19. A new and knowledgeable Foundation Stage leader, in conjunction with a local education authority adviser, has very recently put in place a good curriculum. It provides a good range of learning activities for each of the six required areas of learning. Children are given very good opportunities to show independence in choosing an activity from a carefully planned range set out in class. However, there are limitations to the length of time allowed for these chosen activities as, in accordance with local education authority policy, pupils only attend full-time in the spring or summer terms.
20. The school provides very well for pupils with special educational needs. It is very clear that both academic and personal needs of individual pupils are central to the work of the school. A strong feature is the identification in teachers' plans of what they expect these pupils to learn. The clear and well-chosen targets in individual plans and the efforts made by most teachers and teaching assistants to include pupils, including those with complex needs, as fully as possible, significantly enhance their achievements.
21. The school has a very strong Christian ethos, which places a high emphasis on the well being of pupils and their personal development. Personal, social, health and citizenship education has clear links with every subject and activity within the school and is good overall. Sex and relationships education and the misuse of drugs are taught well through the visits of a school nurse and

science lessons. Circle time themes in Years 1 and 2 give pupils good opportunities to express their feelings on a variety of themes. However, the school has not yet established an agreed programme of work across the whole school. As a result, pupils' skills and knowledge are not developed consistently as they move from one year to the next.

22. The range of extracurricular activities provided by the school is good. All members of staff lead after-school clubs, which includes booster classes for Year 6 pupils, ICT, volleyball and gardening. Additionally, the school extends pupils' learning by arranging good opportunities for pupils to learn French and to improve their football skills. Good links with a local secondary school provide good enhancement of sporting opportunities, for example, in the Wye Valley Games, tag rugby and hockey. The school provides good enrichment in other areas of the curriculum, such as mathematics and science, when it arranges master classes, booster classes and activity days. Individual lessons with visiting musicians help several pupils to learn to play instruments and to take part in musical productions. The school enhances pupils' experiences with a satisfactory range of visits and visitors, for example, a dance group demonstrated Bhangra dance.
23. The school's accommodation is good. The outside area is a safe and secure environment with a large playing field and a quiet garden, which is used effectively as a wildlife area in many subjects across the curriculum. The playground is large enough for pupils to play safely. Although children in the Foundation Stage can access the playground well from their classroom, it is not possible for staff to observe the whole area. Therefore, children can only use the area if a teaching assistant or teacher is with them. Since the school changed from a first to a primary school, opportunities for learning have been extended well through improvements in the library, junior pupils' accommodation and ICT provision. With the present arrangement of teaching pupils in Years 1 and 2 separately, classroom space is managed efficiently, and this helps pupils to concentrate on their learning. Accommodation is clean and attractive displays enhance the environment to interest pupils. Generally, there is a good range of resources for learning, especially for ICT.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **very good**. Pupils receive **good** guidance and support and the school is **good** at seeking, valuing and acting upon pupils' views.

Main strengths and weaknesses

- The school has very well established procedures to ensure pupils work in a healthy and safe environment.
- Pupils have very good relationships with teachers and other staff.
- Induction arrangements for pupils are very good.
- Teachers do not guide pupils consistently on how to improve their work.

Commentary

24. The caring ethos of the school is a major strength. Daily routines are well planned and staff work very effectively and sensitively to ensure that these include all pupils. Children are well supervised at all times. Health education issues continue to be addressed very well through the curriculum, particularly in relation to personal care and hygiene. Staff are aware of pupils' dietary and medical needs, and very good procedures ensure that these are met. A good example of the school's commitment to health and safety is that all teachers and support staff attend first-aid training. The school works effectively with parents and local agencies to ensure children's welfare.
25. Pupils feel that teachers and other school staff are friendly and approachable and that they can go to them with any problems or concerns. Good relations with lunchtime assistants are apparent in the friendly, caring manner of communication between children and staff during the lunchtime break. Teachers know their pupils very well and offer very good guidance and support to help pupils mature and develop personally as they move through the school. This reflects the parents' positive views on the support given to their children. The guidance given to pupils on how to raise the standard of their work is not consistent. Some teachers use pupil targets well in literacy and numeracy and mark pupils' work constructively to improve its quality. However, discussions with pupils and an analysis of their work show that pupils in Years 3 and 4 do not know what they need to focus on next to improve their standards. The support and guidance by teachers and teaching assistants to pupils with special educational needs are very effective and lead to good overall achievement of their targets. Regular assessment of these pupils' achievement and attainment feeds in well to the formal reviews of their progress.
26. Children starting school are supported by a very good induction programme. Prior to starting in the Foundation Stage, all children are invited with their parents to visit the school and meet staff. School staff also visit the local nurseries and playgroup. This helps the children to get to know their teacher and surroundings before they start school. It also provides the opportunity for

parents to share information which will help their children settle into school. For older pupils, activities with a local secondary school enable pupils to become familiar with a larger school environment. This helps smooth transition to secondary education and, by the time they leave school, pupils are confident and self-assured.

27. Throughout the school, pupils have the opportunity to contribute their views. 'Show and tell' times for younger pupils and personal, social and health education lessons for older pupils are occasions where pupils feel that what they have to say is welcomed and valued. The school council is another forum where pupils feel their views will be listened to and acted upon. In addition, pupils are taught from an early age about listening to each other and taking turns to speak. It is evident from the way in which pupils talk to each other and to adults that they have the self-assurance to contribute and know their views matter.

Partnership with parents, other schools and the community

The school has a **very good** partnership with parents and the local community. **Good** links have been established with other schools.

Main strengths and weaknesses

- Parents are very positive and supportive about all aspects of the school's work.
- The school's very close links with the village community benefit pupils' achievement and well-being.
- Effective links with other schools make a positive contribution to pupils' learning.

Commentary

28. Discussions with parents and their responses to the questionnaire reflected very positive views about the school. Parents say that their children like school and make good progress. They also feel that their children settle well into school, are encouraged to do their best, and become mature and independent as they move through the school. Parents are very involved with the school in a number of ways. This includes regular volunteers who help in class, run the school library and help with school outings and events. This very good level of support makes a positive contribution to the children's learning and is highly valued by the school.
29. As pupils progress through the school, parents receive regular information about the curriculum and school events through written communication and meetings with the headteacher and year group teachers. Reading diaries and homework books provide a very good means of informal communication and are used well by parents and teachers to note children's progress and raise any queries. At the start of the day, teachers come into the playground to lead

pupils into school and this is also an opportunity for parents to talk to class teachers and other staff.

30. The annual report includes detailed information about progress in each subject as well as personal and social development. Targets for improvement are given for English and mathematics. Parents have the opportunity to discuss the report and their children's progress through the year at termly consultations. The majority of parents are pleased with the information provided about their children's progress. Almost all parents are satisfied with homework routines and feel that the school provides good guidance on how to help their children's learning at home. Inspectors agree with the parents' positive views on homework and found that teachers use it well to support pupils' learning.
31. The vast majority of parents feel that the school is welcoming and approachable, although a small minority of parents feel that their views are not taken into account. The school is keen to maintain its strong partnership with parents, and inspection evidence shows that the school works hard to ensure that parents are happy with the information they receive and their links with the school. A good example of how the school responds to parental queries and concerns is the meetings held earlier this year, to ensure parents were fully informed about the separation of reception class and Year 1 pupils into Foundation Stage and Key Stage 1 classes. Parents who expressed views are satisfied with the new arrangement. The links with parents of pupils who have special educational needs are very good. The school keeps them fully informed about their children's progress and involves them in their learning. All parents attend reviews of individual education plans.
32. The school has an active parents' association, which organises both fund-raising and social events for the school. Funds raised by the association make a valuable contribution to pupils' learning through provision of additional resources, such as ICT equipment and books.
33. The school is an integral part of the local community, with particularly strong links to the parish church, and pupils play an active part in village events. Pupils and community benefit from the use of school buildings by organisations such as Beavers and Brownies. Good links with a local grammar school, particularly for science and to provide booster and master classes, enrich the curriculum and help prepare older pupils for the move to secondary education. Improving links with other secondary schools and primary schools in the area enhance these opportunities, although these links are not developed fully.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. The leadership of the headteacher and other key staff is **good**. The management is **satisfactory**. The school is **well** governed.

Main strengths and weaknesses

- The new headteacher is giving a clear and purposeful direction to the work of the school.
- Governors work in an effective partnership with the headteacher and her staff to check on how well the school is doing and to shape the direction of its work.
- Good subject leadership in key subjects focuses strongly on maintaining high standards, although the contribution of other subject co-ordinators is not sufficiently developed.
- Very good management of the provision for pupils with special educational needs and good management of the Foundation Stage enhance the quality of education provided by the school.
- Some new initiatives and management procedures are not implemented consistently to focus rigorously on pupils' achievement.

Commentary

34. The new headteacher has gained a good understanding of the school's strengths and areas for development and has a clear vision and sense of purpose for how she wants the school to develop over the next few years. The positive and influential leadership given by the new headteacher is valued highly by parents – as reflected by all the questionnaires and by the many positive comments, including 'it is now her school and everything is improving'. She has appointed new staff to key roles and is beginning to create an effective team. This is still in the early stages of development and there are inconsistencies in the staff's implementation of new procedures that restrict pupils' learning. The headteacher and her staff work closely with the governors to establish a caring and supportive Christian ethos that is valued highly by parents and pupils. The school manages inclusion very well.
35. The headteacher, working closely with her effective senior teacher and an active and supportive governing body, has received good support and guidance from a Primary Strategy Consultant Leader and from advisers from the local education authority. This has helped the school to improve its procedures to check on how well it is doing, for example, by training staff to improve their assessments of pupils' work in English and mathematics. Information on pupils' achievement in these subjects is beginning to be used successfully to track their progress and identify where there are weaknesses in their learning. The school is in the early stages of implementing software to provide a more detailed analysis of pupils' performance and to inform the school's improvement targets. Procedures to check on pupils' achievements in other subjects are not implemented consistently to enable subject co-ordinators to rigorously evaluate the standards of attainment. The good leadership of subject co-ordinators in English, mathematics and science are influential in maintaining high standards. They check samples of pupils' work to monitor standards. The headteacher, together with the school's link adviser, has observed and evaluated teaching. This has identified points for development

and improved aspects of teachers' performance. However, there are too few opportunities for subject co-ordinators to evaluate the effectiveness of teaching and learning in their subjects and target areas for improvement. Consequently, subject management does not always ensure that weaknesses are identified and improved.

36. The Foundation Stage is managed effectively. The recently appointed co-ordinator, with the help of a local education authority adviser, provides very good leadership and has developed a good curriculum for the start of the autumn term. Fundamental changes were made over the summer to the organisation of the class, which now provides good spaces for whole-class, group and independent activities. The co-ordinator plans activities very effectively to promote children's achievement very well. A good partnership is developing between the co-ordinator and teaching assistants to extend children's learning, although aspects of team planning are not developed fully.
37. The arrangements for pupils with special educational needs are managed very effectively. The headteacher acts as special educational needs co-ordinator and works very closely with the senior learning support assistant. They have a very clear understanding of the developmental needs of pupils with physical and learning difficulties, some quite complex, and ensure that other teaching assistants have adequate training to support the pupils in their care. Teachers are consulted well, and as a team they produce very effective individual pupil education plans for identified pupils that extend their learning very well. Very good contacts with a wide range of different agencies enable the school to receive very good advice and support when needed.
38. Governors are supportive of the school, fulfil their role well and meet all statutory requirements. Although the governing body has had a high level of change recently, most governors have a good knowledge and understanding of the school's strengths and areas for development. They benefit from good training from the local education authority and have a very good range of experience and expertise that are used well to improve the school. Governors work effectively with the headteacher and her staff to evaluate and maintain a good quality of education and to agree priorities for the school's strategic improvement plan. Individual governors are linked to specific priorities and they evaluate the progress effectively by visiting school, talking to subject co-ordinators and receiving detailed reports from the headteacher. Governors monitor standards of attainment through analysis of the school's results in national tests in Year 2 and Year 6, although new procedures for tracking pupils' achievements are not developed enough to enable them to check standards across the school.
39. Governors have established good financial procedures and manage the funds efficiently. They receive detailed up-to-date information from the school's financial assistant and make good use of the principles of best value in their spending decisions. The school had built up a large budget surplus, due mainly to staff changes. This has been used to maintain good staffing levels, especially in the Foundation Stage and in Years 1 and 2. The surplus has been

reduced significantly by long-term staff sickness and supply teacher costs. Governors value the efforts made by all staff and use funds well to support their further professional development. They are kept well-informed through reports and discussion with staff about how they valued the courses and their effect on teaching in the school. This helps governors to evaluate some of the effectiveness of their spending decisions.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	290 899
Total expenditure	328 299
Expenditure per pupil	3 492

Balances (£)	
Balance from previous year	50 736
Balance carried forward to the next	13 336

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **very good** overall.

Main strengths and weaknesses

- Children achieve very well as a result of very good teaching.
- Very good attitudes and behaviour from the children result in an enthusiastic approach to learning.
- The new co-ordinator has developed the Foundation Stage curriculum very effectively.
- The very good procedures for ongoing assessment of children's responses ensure that activities are planned very well to meet children's individual needs.
- Very good links with parents mean that children and their families feel secure and happy about coming to school.

Commentary

40. The leadership and management of the Foundation Stage are very good overall. The school developed a good Foundation Stage curriculum for the start of the autumn term, which meets the requirements set out nationally for the teaching and learning of young children. The classroom is set out well in order to promote the independence of 'free-choice' as well as good working spaces for whole-class and guided activities. The outside areas are not ideal, as children cannot safely go outside independently. However, the teacher plans activities very effectively and uses the outside area as much as possible on most days for specific learning activities.
41. The attainment of children on entry to the reception year is above average. All attend mornings only in their first term and, considering this part-time arrangement, children achieve very well in all areas of learning because of consistently very good and imaginative teaching. Consequently, all children are likely to attain the nationally expected learning goals and most will exceed them in all areas of learning by the time they begin Year 1. Individual lessons are planned very effectively to catch the interest of children and the lessons are carefully managed so that children are guided in their learning very well and get on with their tasks busily. The atmosphere in the classroom is harmonious as children happily enjoy the wide range of learning opportunities provided for them in the available time. The philosophy of encouraging children to learn through play is successful, resulting in very good opportunities for all children to achieve very well. Teaching assistants provide good support to individuals and groups of pupils, and work well in partnership with the class teacher. The teacher and teaching assistants undertake thorough and accurate assessments on a daily basis of children's achievement in all areas of learning.

The teacher makes very good use of this information to plan subsequent activities so that they meet the needs of all children. Parents are welcomed and encouraged to support their children, contributing effectively to their children's very good achievements, particularly in reading.

42. Children achieve very well in their **personal, social and emotional development** because of very good teaching, relationships and planning, which provide an ordered environment in which children settle quickly and feel secure. Staff are very sensitive to children's educational and personal needs, and with only twelve children in the present reception year, children's individual needs are quickly identified and supported. Children quickly adapt to the well-ordered routines and are given responsibilities, such as taking the register to the office and tidying up the classroom after activities. The teacher plans very good activities where children are expected to take turns and to work with another child or group of children. Children respond to these challenges and achieve very well in their social skills. The children are alert and confident, with a good capacity for ideas and comment and, with high expectation by the teacher, they sit quietly when required and their behaviour is consistently very good. Children are given very good opportunities to show independence in making decisions about the choice of an activity if not working with an adult and in changing for movement or gymnastics. However, the time available for independent choice is limited by the constraints of part-time schooling. By the time they enter Year 1, most children are likely to exceed their expected learning goals.
43. Teaching for **communication, language and literacy** is very good, and children's learning and achievement reflect this in all aspects of this area of learning. Standards of speaking and listening are above average when children first start school. They have very good opportunities to extend these skills in whole-class activities and in small groups, for example, when giving their weekend news to the class. Role-play is an important element of the good provision. With part of the classroom set up as a post office, all children take the parts of postman/postwoman and counter assistant. The teacher plans this very well so that children discuss and negotiate in imaginative play with each other, which leads to very good standards of speaking and listening. Throughout lessons, children learn to listen to each other, confident in the knowledge that they will all get a turn to make a suggestion or ask a question. Children quickly learn to read because of a very good emphasis on a programme in which children blend the sounds of letters. The class teacher introduces the current blends imaginatively. For example, children were introduced to the 'oa' sound through the expressively told story of *The Toad and the Goat*. Activities are very well matched to children's present stage of learning, as lower-attaining children played a game identifying the starting letters of words related to their sound. There are strong links in the home-school partnership as children take reading and sharing books home regularly and they read or talk about published scheme books frequently in class, both individually and as a whole class. Very good links are made between reading, writing, spelling and the formation of 'joined' letters. Children's ideas are

skilfully built on and they respond to the challenge of writing independently. In their first term of part-time schooling, most children can already write their name and some children write the beginning letters and some middle letters of words. All children are likely to attain the nationally expected learning goals and most will exceed them by the end of the reception year.

44. By the time the children reach Year 1, all children are likely to achieve the expected learning goals for **mathematical development**, and most will exceed them. Children's very good attitudes to mathematics and very good teaching contribute greatly to their very good achievement. Registration and many other situations are used very effectively so that children practise counting and the formation of written numbers. The class teacher uses a variety of very creative ways to stimulate and reinforce children's learning, for example, groups of children played 'musical shapes' and 'number aerobics' outside with the teaching assistant. The class teacher presents whole class activities in very imaginative and enthusiastic ways but with very high expectations of involvement by the children. For instance, children practised number skills when 'shopping' for toys, they read the number on the toy's 'price-tag' and counted out enough pennies to 'buy' it. Lower-attaining children were supported well by the teaching assistant and higher-attaining children were challenged very well to think if one toy was more or less expensive than another. The teacher plans many very good activities to practise and develop skills in number, sorting, measurement and shape identification.
45. Children achieve very well in their **knowledge and understanding of the world** because very good teaching provides them with countless opportunities to learn about the world around them and to stimulate their curiosity. ICT is taught very well. Children build on their good mouse control to competently access a variety of programs and produce simple graphics and text. Very good planning by the teacher helps to make good links between areas of learning. Therefore, after a successful 'sound walk', the teacher promoted extension of language very well as children were encouraged to think how and why they used their ears to hear sounds and to describe the sounds made by a wide variety of musical instruments. There are good opportunities for children to build and construct a range of objects and to use simple tools. During the inspection, the teacher guided children very well to make a 'shaker' instrument from a box or a tube. She promoted their own ideas very well and encouraged their independence in the making process. The school has a good programme of work for religious education that is planned very well into children's activities. Themes such as 'families', 'new life' and 'what makes me special' as well as Christian festivals, such as Harvest, Advent and Christmas, help children to think about people's beliefs and practices.
46. Good teaching and learning help children to achieve well in their **physical development**. Therefore, by the time children enter Year 1, all children are likely to attain their expected learning goals, and most will exceed them. Through the very good promotion of independence, children improve their control skills well when using equipment like scissors, pencils, glue spreaders

and small building bricks. They demonstrate increasing dexterity. All cope well with buttons and fastenings. The teacher guides children very well to use all of the space in the hall during movement lessons safely. During the inspection, most children used the space well, thinking of their own movements to respond to the music. Good modelling by the teacher of some actions helped children to refine their own body movements, although children were not given the opportunity to demonstrate good movements of their own. Children cannot choose independent outside activities as the playground design allows them to go out of sight of the classroom. However, the teacher plans very effectively for activities outside with herself or a teaching assistant, often with purposeful activities to promote children's gross motor control skills. As a result, children achieve well and learn how to hop, skip, jump and balance and to control large wheeled toys.

47. Children are on course to attain their nationally expected learning goals in **creative development**, and most will exceed them because of very good teaching and very well stimulated learning. Children regularly have experiences of paint, crayon and pencil. Staff promote very good development as children are encouraged to mix their own colours when children are ready for the next stage of learning. The teacher plans very well for the use of collage in a variety of situations, for example, when children decorated their musical 'shaker', they used the wide range of material provided very sensibly to create good effects. There are very good opportunities for imaginative play and dressing-up. The focus of the area is changed regularly to extend children's experiences and language very well. As well as investigating the sounds of musical instruments sensibly, children demonstrate enjoyment in singing songs with infant pupils for the nativity performance at the end of term. Most children know most of the words of the songs and, with the guidance of singing with older pupils, are tuneful and use good volume.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils have very good reading and writing skills and most use them well in a broad range of subjects.
- Very good teaching in Years 5 and 6 extends pupils' skills and knowledge very effectively.
- The expectation of pupils' written work in Years 3 and 4 is not consistently high enough.
- Very good speaking and listening skills help pupils express their views clearly and confidently.
- The use of targets to improve pupils' work is not implemented consistently.

- Aspects of subject management are not rigorously focused on improving teaching and learning.

Commentary

48. Pupils attain standards that are well above average in all aspects of English by the end of Year 2 and Year 6. Standards closely reflect the results of the national tests for seven and 11 year olds over the last three years. Pupils reach these very good levels of attainment mainly as a result of good teaching in Years 1 and 2, very good teaching in Years 5 and 6, and their very positive attitudes to learning. Achievement is good overall. It is good in Years 1 and 2 and very good in Years 5 and 6. Pupils' achievement in Years 3 and 4 is satisfactory overall, although teachers' expectations, especially of higher-attaining pupils, are not always high enough.
49. Speaking and listening skills are strong, although with some room for further development. Teachers use a good range of strategies, such as talking partners, to practise skills well. They use questions effectively to encourage pupils to contribute their opinions and ideas, which they do articulately and with increasing confidence. Many pupils use a very good range of words, for example, when describing a character in their reading book. Pupils listen attentively as others talk about their favourite books. Some teachers use follow-up questions well to extend pupils' use of language, for example, when Year 5 and 6 pupils explored alternative similes and metaphors. However, teachers do not always require pupils to improve the quality of their spoken replies.
50. Pupils make very good progress overall in reading. Skills are taught systematically and effectively from the start. Very good use is made of a structured reading scheme, supplemented well by a broad range of other reading resources, particularly for higher-attaining readers. More advanced reading strategies are taught early and built on well in every year group. Teachers make good use of guided reading groups to encourage a positive approach to reading and extend pupils' skills. Pupils have a good range of strategies for working out words that are not familiar to them. Pupils throughout the school enjoy reading, both fiction and non-fiction books. By the time they are in Year 6, pupils enjoy and analyse works of classical fiction in depth. They investigate how characters are presented, and, supported by very good teaching, focus successfully on key phrases and words in the text that support their opinions. Year 5 and 6 pupils maintain detailed reading logs with evaluative comments that show clearly what they have enjoyed about the book and its main characters. The school successfully maintains a high profile for reading and encourages pupils' enjoyment of books.
51. Pupils' achievement in writing is good overall. Pupils are given clear guidance in Years 1 and 2 on how to develop their writing. These are built on well across the school, especially in Years 5 and 6. Teachers make good use of strategies, such as writing frames and prompt words and phrases to extend pupils' story

writing skills. These help pupils of different abilities to achieve well. Pupils with special educational needs are supported well to develop their writing skills – for example, the effective use of a laptop computer enables a pupil with visual difficulties to be included fully and to achieve well. Good use of constructive marking, especially in Year 2 and Years 5 and 6, helps pupils to focus on what they need to do to improve. Pupils use their grammar and punctuation skills with increasing accuracy. Handwriting is generally taught well, although there are some inconsistencies in teachers' expectations of how pupils in Years 3 and 4 use their handwriting to maintain good quality work presentation. Pupils' spelling skills are taught well in Years 1 and 2, with a strong focus on key basic sounds and blends. These skills are not always built on effectively in Years 3 and 4, as spellings do not always build successfully on previous knowledge. Pupils in Years 5 and 6 make very good progress in extending their writing skills. Work is neatly presented and of consistently high quality and quantity, containing detailed and complex sentences. Pupils are given a very good range of writing opportunities, including play-scripts and different poetry styles. The teacher constantly encourages pupils to find lively and interesting vocabulary to provide detailed descriptions that capture the reader's attention, for example, in an outstanding use of imagery in poetry, a Year 5 pupil writes 'the clock is a spirit ready to attack, I wish I could use it to go back'.

52. Teaching and learning are good overall. The good teaching in Years 1 and 2 helps pupils to develop very good language and literacy skills. Teachers in these years are very well organised. They maintain a brisk pace to lessons and use questions effectively to encourage pupils of different abilities to contribute their ideas and to improve the quality of their answers. Teaching in Years 3 and 4 is satisfactory overall. It was very good in the lesson seen. However, an analysis of pupils' work shows that teachers' expectations are not always high enough. As a result, pupils in these years do not achieve as much as they should, particularly in writing. Too often, pupils do not finish their work and it is presented untidily. Teaching in Years 5 and 6 is of a consistently very high standard. Pupils respond very positively to teachers' high expectations. They settle to task quickly, know exactly what is required of them and work very hard to achieve it. They sustain high standards.
53. Teachers in Year 2 and Years 5 and 6 mark pupils' work very effectively. They identify clearly what pupils have done well and what they need to do to improve. Where teachers make very good use of written questions to ask pupils to improve the quality of their written work, pupils respond enthusiastically and the standards rise. There is good practice, especially in Years 2 and 5 and 6, in the teachers' use of individual pupils' literacy improvement targets. These are clear and achievable 'I will try to ...' targets that pupils know and work hard to achieve. Teachers in Years 5 and 6 review them regularly. They refer to them when marking the pupils' work and set new targets, in discussion with pupils, once they have been achieved. These targets contribute well to pupils' achievement in these year groups. However, they are not used as effectively in Years 3 and 4. Pupils are not always sure of their targets. The teacher does not refer to the targets when marking pupils' work or

review their progress towards them. Pupils do not improve their work as effectively as in other year groups.

54. The subject is well led and satisfactorily managed. The new co-ordinator has gained a good understanding of standards in the short time she has had since taking on the responsibility. She has introduced some new initiatives, such as reading and spelling journals, writing targets and a new marking scheme. These are beginning to contribute to higher standards, although they are not yet being implemented rigorously across the school. The co-ordinator has monitored and evaluated some teaching and has been observed teaching by some other teachers. She has looked at samples of pupils' work and evaluated levels of attainment with other teachers. The co-ordinator is providing a clear direction to improving pupils' English skills and knowledge, although some inconsistencies in practice are limiting effectiveness.

Language and literacy across the curriculum

55. There are good links with other subjects, especially history, science and ICT. For example, Year 5 and 6 pupils use their writing skills very well in science to provide detailed and accurate accounts of their scientific investigations. Good use is made of drama, debates and group discussions in history and personal, social and health education and citizenship. Opportunities to use pupils' good quality literacy skills in some other subjects – for example, design and technology – are not developed so effectively.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are well above average in Year 2 and very high in Year 6.
- Very good teaching in Years 5 and 6 leads to very good achievement.
- Good teaching in Years 1 and 2 results in good achievement.
- Tracking of pupils' attainment and achievement across the school is not developed sufficiently.
- There are inconsistencies in the use of pupils' individual targets for improvement.
- The school provides very good challenges for higher-attaining pupils.
- Procedures to track pupils' achievement are not established.

Commentary

56. Standards are well above the national average by the end of Year 2 and very high by the end of Year 6. This reflects the results of national tests for seven year olds over the past four years. A scrutiny of pupils' work in Years 1 and 2 demonstrates that pupils achieve well in both years, which reflects the good overall teaching and learning in these classes. The very high standard of work

seen by Year 6 pupils matches the results of national tests for 11 year olds in 2003 and 2004. Standards have improved significantly from the first year in which the school changed from a first to a primary school. An analysis of pupils' work from the last term shows that pupils' achievement is slower, but satisfactory, in Years 3 and 4 because of lower expectation of pupils by the teacher. However, pupils' achievement and learning accelerates rapidly in Years 5 and 6 and are very good because of the very good knowledge and expertise of the teacher. Pupils with special educational needs are supported very well in this class and achieve very well, so that they very often attain the expected national standard by the end of Year 6.

57. Teaching is good overall, with consistently good teaching seen in Years 1 and 2 and very good teaching in Years 5 and 6. This impacts positively on learning and is the main reason why pupils achieve well overall. In these classes, lesson plans are clear and teachers teach mathematical skills with competence and in a systematic way. They successfully organise their lessons and activities to match pupils' abilities and encourage individuals to do their best. As a result, learning is good, and in the lessons observed during the inspection, often very good. However, teaching in Years 3 and 4 is less successful, although satisfactory overall. In this class, the teacher does not always ensure that pupils have a firm understanding of an area of learning before moving on to the next aspect of learning. Pupils do not often correct inaccuracies in their written work, and this restricts their progress. Previous learning and levels of pupils' attainment are not always taken into consideration when planning new learning. The school uses the good links with a local secondary school to increase the achievement of gifted Year 6 pupils through master classes in mathematics. The learning of higher-attaining pupils in Years 2, 3 and 4 is extended well through further application of skills as pupils work in groups with an experienced and knowledgeable governor. All teachers set homework that prepares for or consolidates class learning well.
58. All pupils have very good attitudes to their work and generally enjoy the subject. Most teachers build on this and encourage and engage pupils very well in their learning. Since September, teachers in Years 1, 2, 5 and 6 involve pupils well in their learning by regularly setting new individual or group targets for improvement. These help pupils to understand what they need to do next to attain a higher level of competency. Nevertheless, there are inconsistencies in the use of pupil targets in Years 3 and 4, with work and teachers' marking not always matched to the identified group or individual target. Reviews are less frequent in this class than others.
59. The leadership of the subject is good. The subject leader has monitored pupils' work, observed teaching in all classes and given constructive feedback to teachers about how to improve pupils' learning. She has worked well with the senior teacher to analyse test papers so that any areas of weakness can be addressed in their teaching with the next year group. Although teachers assess pupils' attainment each year, the school is only just beginning to set up

systems to ensure that sufficient progress is made by each child and class groups. The management of the subject is, therefore, satisfactory.

Mathematics across the curriculum

60. Pupils make good use of their mathematical skills across the curriculum. For example, they use time lines well in relation to their history projects. In Years 3 and 4, pupils use their skills of measurement and data-handling in relating the length of shadows to the time of day for science. Measurement is used accurately in design and technology when making models and artefacts. Graphs were seen in many areas of learning, particularly in science, to move learning on successfully. Pupils extend and consolidate their mathematical knowledge well using ICT.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teachers' very good subject knowledge extends pupils' skills and knowledge effectively.
- Pupils are very enthusiastic in their approach to scientific investigations.
- Teachers' expectations of higher-attaining Year 3 and 4 pupils are not always high enough.
- Procedures to assess and evaluate pupils' achievements are not developed consistently.
- The subject co-ordinator does not evaluate teaching and its effect on pupils' learning sufficiently rigorously.

Commentary

61. Year 2 and Year 6 pupils attain standards that are well above the national average. A very high proportion of pupils attain standards that are above average levels for their age. Although the number of Year 6 pupils taking the national tests is small, results have improved significantly in the last two years. In 2004, the results were in the top five per cent of schools nationally. Inspection evidence found that standards reflect the very good standards attained in national tests for Year 6 pupils over the last two years and in teacher assessments for Year 2 pupils in the last three years. A good proportion of teachers have very good scientific knowledge and understanding. They use their expertise very well to provide a very good range of interesting practical scientific investigations. These encourage pupils to become enthusiastically involved in trying out their scientific ideas, for example, when Year 5 and 6 pupils investigated changes in the pitch of sounds. Many pupils work very successfully together to plan and carry out their investigations. Pupils in Years 5 and 6 use their scientific knowledge very well to predict likely outcomes to their investigations and then carry out fair tests with interest and purpose to check if their predictions are accurate. Most teachers use questions very successfully to challenge pupils to think carefully when describing and recording their results and use their knowledge and understanding to explain their observations. This helps many pupils, particularly in Years 2 and 6, to attain standards that are considerably higher than those expected for their age.
62. Pupils achieve well overall. They achieve very well in Years 5 and 6 as pupils respond very positively to the teachers' high expectations. Pupils' achievement is good overall in Years 1 and 2. It is often very good, although in some lessons, teachers closely direct pupils' learning and this limits the development of their own scientific thinking and ideas. Year 3 and 4 pupils achieve satisfactorily overall, although the teachers' expectations are not always high enough, particularly of higher-attaining pupils. These pupils are not always required to use their knowledge and understanding to explain their results, for

example, when they investigate why particular materials are used for building, and this limits their attainment.

63. Teaching and learning are good overall. Good teaching in Years 1 and 2 helps pupils to develop their skills of scientific enquiry well. Teachers use questions effectively to extend pupils' knowledge and understanding. Occasionally, teachers do not always expect enough of higher-attaining pupils in Years 1 and 2, for example, by providing them with words to include in their written observations rather than expecting them to develop their own descriptions. Teaching in Years 5 and 6 is of a consistently high standard and is a key factor in supporting pupils' good achievement. The teacher's enthusiastic approach, very good subject knowledge and her excellent relationship with her class encourage pupils to want to achieve as well as they can. The teacher uses very good activities that require pupils to work together to plan and carry out an investigation and ensure that their testing is fair. Higher-attaining pupils are aware of the different variables involved in making a test fair, and clearly describe the need to check the accuracy and reliability of their results. All pupils are fully involved and very keen to succeed. For example, a pupil with special educational needs made very good use of a laptop computer to record his results and achieve very well. Teaching in Years 3 and 4 is satisfactory overall. Although there was good teaching during the inspection, an analysis of work shows that not enough is expected of higher-attaining Year 3 and 4 pupils. Too often, their work is not presented clearly and their predictions and explanations do not reflect their above average knowledge and understanding.
64. The subject is well led and managed satisfactorily. The subject co-ordinator provides a good direction to the subject. Good use is made of national subject guidance to improve teachers' plans and provide a good range of science activities to meet different learning needs. The co-ordinator has improved resources and developed good links with a local secondary school to provide booster and master classes for lower- and higher-attaining pupils. She is beginning to develop assessment procedures to track pupils' progress, for example, by end-of-unit tests – although these are not yet consistently implemented to illustrate where pupils are not achieving as well as they could. The co-ordinator has observed some science lessons, although procedures to evaluate the quality of teaching and learning are not implemented rigorously. The lack of development in procedures to monitor and evaluate provision does not ensure that the subject co-ordinator identifies and focuses rigorously enough on areas for further improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The school has a very good range of ICT resources that are used well to promote good achievement.
- Teachers provide a good range of opportunities for pupils to apply their skills and knowledge.
- Procedures to assess how well pupils are doing are not consistently developed.
- Pupils are enthusiastic and confident in their use of ICT resources.
- Procedures to monitor and evaluate teaching and learning are not in place.

Commentary

65. The school has invested heavily in ICT resources, for example, the ratio of computers to the number of pupils is well above the national average. Pupils have very good access to a computer suite, a mobile suite of laptop computers and other audio and visual resources, including listening sets and a digital camera. These are used effectively to help pupils' learning overall in each year group. Pupils attain standards overall that are above those expected nationally by the end of Year 2 and Year 6, especially in aspects of word-processing and control technology. All pupils, including those with special educational needs, make good progress overall in most aspects of the subject, although the lack of procedures to assess how well pupils are doing does not ensure that their skills and knowledge build consistently on prior learning. Teachers make good use of national subject guidance to ensure that they plan a good range of activities in all aspects of the subject, although some unnecessary time is spent on checking previously learned skills before moving on to new ones. As a result, some higher-attaining pupils, especially those who frequently use their computers at home, do not always make as much progress as they could.
66. Teaching and learning are good. Most teachers have good subject knowledge. They teach basic ICT skills well in specific sessions and provide good opportunities for pupils to apply and extend these skills and knowledge in follow-up activities. For example, pupils' word-processing skills are systematically and consistently taught. As a result, pupils from Years 3 to 6 confidently combine text and graphics, edit text and use borders and tables well, although some pupils are uncertain where to save their work. Teachers demonstrate and develop key skills effectively, for example, to improve the keyboard skills of Year 1 pupils, and then use follow-up activities successfully to help pupils consolidate, then extend, their newly-learned skills. This consistent and well developed approach to improving pupils' skills and the frequent opportunities to apply their skills help pupils to become confident in using ICT. The use of ICT resources to support teaching is less well-established.
67. Discussions with pupils show that they enjoy using computers and the digital camera. They use the Internet regularly and confidently to gather information in many subjects, such as history and science. They use computers enthusiastically to create a musical accompaniment and to use a program that controlled the use of traffic lights. Higher-attaining pupils in Years 5 and 6

achieved very well when they developed sub-routines to introduce flashing amber lights into their sequence for controlling traffic lights. Pupils value the good support and guidance given by teachers, although some higher-attaining students said that they would welcome more opportunities to explore their own ways of using different programs.

68. The new co-ordinator provides good leadership to the subject. She is supported well by an ICT governor. She has drawn up a good subject action plan that clearly identifies improvements in resources, staff training and procedures to monitor and evaluate standards of attainment. The management of the subject is satisfactory overall. New initiatives have been introduced, for example, in implementing assessment guidance from the local education authority, although these are not yet consistently established. The subject co-ordinator has not established procedures to monitor teaching and learning. This does not enable her to evaluate closely the quality of ICT provision and the standards attained.

Information and communication technology across the curriculum

69. Teachers make good use of ICT to support pupils' work in a good range of subjects. For example, Year 5 and 6 pupils combine their good ICT skills with their very good literacy skills to produce high quality non-chronological reports. Year 3 and 4 pupils use a digital camera successfully to evaluate their gymnastics work. Year 2 pupils use an art program well to create a detailed self-portrait. There are many examples of pupils using ICT to support work in science, mathematics, history and geography. The broad use of ICT across the curriculum significantly improves pupils' skills and knowledge.

HUMANITIES

70. Only one **history** lesson was seen during the inspection. No **geography** lessons were seen. Pupils' work and teaching plans were studied and the subjects were discussed with the co-ordinators, staff and pupils. There was insufficient evidence to make overall judgement on provision and the quality of teaching. Pupils attain standards in history that are above those expected nationally by the end of Year 2 and Year 6. As most classes had focused on historical topics this term, there was not enough evidence of pupils' work to judge standards in geography.
71. Pupils achieve well overall in history. Most use their very good language and literacy skills effectively to discuss historic events and produce detailed written accounts that show a good knowledge and understanding of how people's lives have changed over time. Year 2 pupils have a good knowledge of the reasons why the Great Fire of London spread so quickly. Good teaching challenged them to use their knowledge effectively to discuss how London was rebuilt to avoid a similar fire. Their discussions showed an above average understanding of the effects of the fire and how to plan for a safer city, for example, to use brick rather than wood for building and make the streets wider. An analysis of pupils' work in Years 3 and 4 shows that they achieve satisfactorily overall. Most describe famous people and events well, such as life in Celtic Britain. However, higher-attaining students are not expected to use their knowledge and understanding to explain how and why people's lives changed over time. Year 5 and 6 pupils achieve well. They use their writing skills effectively to produce detailed descriptions of life in Victorian times. Higher-attaining pupils use a very good range of descriptive language to describe the harshness of children's lives down a coalmine. In discussion, many have a good understanding of how and why the daily lives of Victorian schoolchildren differed from their own lives.
72. The subjects are led and managed satisfactorily overall. The co-ordinator for geography has only recently taken on the subject responsibility. The co-ordinators have improved topic resources, for example, by making good use of the local library service, and make effective use of visits to local places of interest, such as Bletchley Park. A good range of visitors, including some from the local community and theatre groups enhance pupils' learning well. The co-ordinators have had few opportunities to monitor and evaluate teaching, although they evaluate samples of pupils' work at the end of the summer term. They have recently introduced assessment procedures, although these have yet to be established consistently to guide teaching and learning.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Good leadership by the headteacher has raised standards of attainment.
- Good teaching of a broad range of religious and spiritual themes help pupils to achieve well.
- Pupils extend their literacy skills and their personal development successfully in the subject.

Commentary

73. The subject is well led and managed by the headteacher since she took on the role of co-ordinator. Using her experience as subject leader for religious education in previous schools, she monitors and evaluates classroom practice and pupils' work very well. With her expertise in this area, she has monitored pupils' levels of attainment rigorously in each year group. From the analysis of attainment at the end of the last school year, pupils in Year 2 attained above the expected level, but other year groups were mostly attaining levels broadly in line with those expected by the locally agreed syllabus. To raise attainment, the subject leader successfully devised a good programme of work for all year groups that encompasses a two-year cycle for the mixed-aged classes in Years 3 to 6. This develops the required range of religions well, including Buddhism, Islam, Judaism, Hinduism and Sikhism, but with a greater emphasis on the study of Christianity. The programme contributes well to pupils' cultural understanding. The scheme also develops pupils' spiritual and moral development and self-awareness very well through a number of themes, such as 'belonging', 'what makes me special?' and 'rites of passage'.
74. The subject leader teaches the subject to all classes except pupils in Year 2. A scrutiny of pupils' work shows that teaching is good overall in all year groups and is often very good in lessons. Pupils respond very well to the very sensitive but challenging questions asked by the teacher, and good discussion is promoted, with everyone's views taken into consideration. Pupils with special educational needs are supported well by class teachers and teaching assistants and take an active part in all class activities. As a result, all pupils achieve well. Standards continue to be above the expected level of the locally agreed syllabus in Year 2 and have risen in Year 6 because of the teacher's high expectation of pupils. It is likely that by the end of Year 6, standards will be above the expected level.
75. Pupils have a good introduction to important festivals in the Christian calendar in whole-school assemblies. In lessons, teachers develop a good understanding of these themes, with increasing depth and detail in studies by older and higher-attaining pupils which contributes to good achievement. Pupils practise all their literacy skills well in the subject. For example, in a Year 6 lesson, the teacher created a good atmosphere which helped pupils to write thoughtful responses to emotive situations involving 'injustice'.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

76. No judgement of provision in **art and design** has been made because no teaching was seen. Teachers' planning shows the subject has a satisfactory programme of work, which follows national guidelines. Evidence from photographs and work on display indicate that standards are broadly in line with those expected nationally at the end of Year 2 and Year 6. Although pupils have sketchbooks, it is a significant weakness that these are not used well enough to extend pupils' skills by developing designs and practising drawing or painting skills before pupils apply them in their work. Pupils use a satisfactory range of media, including paint, collage and clay, and study the work of several artists. A visiting artist has promoted good work with Years 3 and 4 for the Roald Dahl Festival and good three-dimensional work with Years 5 and 6 for permanent display at the revamped Kingsbury Square in Aylesbury. Pupils use ICT programs satisfactorily to paint and draw. Work on display shows some work on pattern linked with the Hindu festival of Divali, but there are few planned links with other curriculum areas to extend pupils' achievement in the subject. The subject is led and managed satisfactorily by the headteacher, who, since her appointment last April, has a considerable number of subject and other responsibilities in the school. Developments in some of these have taken priority over the development of art and design. However, she plans to develop the subject further in the near future. Developments include improvement in assessment procedures, which are not developed sufficiently at present.
77. During the inspection, only one **design and technology** lesson was seen, so no overall judgement on provision has been made. The school's programme of work follows national guidelines satisfactorily. The limited evidence of work seen in one lesson, scrutiny of work in pupils' folders and models in progress indicate that standards in design, making and evaluating are broadly in line with those expected nationally at the end of Year 2 and Year 6. Pupils in Year 2 produce detailed plans for making a moving vehicle, although some are rather over-ambitious and cannot be achieved. However, they give satisfactory attention to the function of the product. In the good lesson observed, pupils worked very well co-operatively, with good dexterity in joining cardboard together and achieved well. Lower-attaining pupils were guided well by the teacher and teaching assistant, so that they made similar progress to their peers. Through good questioning skills, the teacher promoted good learning and achievement as pupils evaluated their model making to the current stage. There are good links in Year 6 between the subject and science, as the pupils apply their understanding of sound from science lessons to designing and making a musical instrument. Pupils' plans and instructions for making an instrument are generally clear and feasible, and pupils evaluate and adapt their design considerably in the making process. Pupils choose materials that are suitable for the task and apply knowledge of materials learned in art and design satisfactorily. They demonstrate satisfactory skills in joining wood, cellophane and wire. No overall evaluation has yet been made of the products by the pupils.

78. The subject is led and managed satisfactorily. However, there has been little monitoring of lessons and pupils' work since the subject leader took on the role last April, although this is planned. Assessment of pupils' work is underdeveloped.
79. Only one **music** lesson was observed during the inspection, so no overall judgements on provision or standards attained were made. Examples of planning from the published programme of work indicate that the curriculum in music includes all the required aspects. Evidence from pupils' singing in a Year 6 lesson and in assemblies, particularly during a 'music' assembly, provided good information on standards of singing across the school. Pupils in Years 1 and 2 demonstrate joy and enthusiasm when they sing songs from the planned nativity performance for the end of term. Pupils in Year 2 sing accurate words from memory at a given pitch to an accompaniment, with clear diction and expression. They demonstrate good physical control of their bodies when singing and combine actions and song without losing tempo. Their singing is above the standards expected nationally. The teacher of music for Year 6 has very good subject knowledge and teaches them to sing well. Consequently, most pupils in Year 6 sing confidently and in tune, with a good awareness of such factors as breathing, phrasing and pitch control. They have learnt how to create intended effects, such as where to put accents into a song. In a lesson, all pupils sang a working song well, with a small group taking a lead in the two-part song with expressive control of the musical elements. Four pupils were challenged well to improvise an accompanying beat to the song. In this lesson, the teacher recorded the singing and guided pupils well, with good emphasis on musical vocabulary to evaluate and suggest ways in which the class performance could be improved. This promoted good achievement by pupils in the lesson. Standards in singing are above those expected nationally by the end of Year 6.
80. Good links are made with other subjects. For example, Year 6 pupils demonstrated the very apt words they had written about Victorian school life for the tune of 'John Brown's body'. In an ICT lesson, pupils in Years 3 and 4 demonstrated a good knowledge of the pentatonic scale when using a music program to compose an accompaniment for a song.
81. The subject is led well and managed satisfactorily. The subject leader teaches all pupils in Years 3 to 6 and has observed lessons and given development points to teachers in Years 1 and 2. However, he had not monitored teaching plans recently. Assessment procedures are not developed sufficiently. The leader is working with a local education authority adviser to develop a more effective teaching of musical composition. He has audited resources and ensured that there is a good range of instruments, with representative percussion from a variety of cultures. The published programme of work provides good CDs for music appreciation linked to lesson plans. Pupils listen to a good variety of music as they enter and leave the hall for assemblies. There are good opportunities for pupils to learn to play the piano, guitar, flute or clarinet from visiting teachers, although at present there are no club activities

for music. The headteacher uses her good subject knowledge and enthusiasm for music to support pupils' achievement – for example, by encouraging all pupils to become involved in a musical performance, 'The Emerald Crown', last summer term.

Physical education

Provision in physical education is **good** in Years 3 to 6. There was insufficient evidence to judge provision in Years 1 and 2.

Main strengths and weaknesses

- Pupils have good games skills.
- A good range of sporting activities enhances pupils' learning successfully.
- Pupils have very enthusiastic attitudes to physical activities.
- Teachers do not always extend pupils' skills enough in lessons.
- The subject co-ordinator has not established procedures to check on how well pupils are achieving.

Commentary

82. Pupils attain standards that are above nationally expected levels by the end of Year 6. Their games skills, particularly in hockey, are good, mainly as a result of good teaching and the effective guidance of skilled and enthusiastic parent helpers. There was insufficient evidence to make an overall judgement in Years 1 and 2, as no lessons were seen. Discussions with pupils in all years and observations of lessons and playground activities show that pupils enjoy physical activities. They are enthusiastic in their approach to learning and are keen to extend their skills in competitive activities. Achievement is good. Pupils develop their skills successfully and play well together in teams, for example, most Year 5 and 6 pupils show a good understanding of team tactics, especially attacking and defensive responsibilities, when playing a small-sided hockey game. They co-operate well and encourage each other to work hard to support team play. This contributes well to pupils' personal, social and health education and citizenship.
83. The school provides a good range of sporting activities to encourage pupils' participation and extend their skills. Good use is made of links with community sporting organisations, local schools and parent helpers to enhance pupils' learning, for example, parental help in hockey and dance, and specialist coaches help with football and swimming. Good links with The Royal Latin School enables pupils to compete successfully with other local schools in the Wye Valley Games, for example, in tag-rugby and hockey tournaments. The school plans to develop further their links with another local secondary school that has recently received sports college status. After-school clubs in soccer and volleyball encourage pupils' participation and their enthusiasm is used well to improve provision, for example, pupils organised a sponsored walk that resulted in improved resources for playground games.

84. Teaching is good overall in Years 3 to 6. Teachers have good subject knowledge and use it well to extend pupils' skills, for example, good teacher demonstrations of the correct body position and stick technique in dribbling a hockey ball raised the standards achieved by pupils in Years 5 and 6. Teachers plan their lessons well to include a good balance of skills practices and competitive games. However, they do not always organise their lessons well enough to ensure that pupils get enough time to practise their skills in the limited lesson time, for example, where teachers used large groups to practise a specific games skill, pupils had to wait too long for their turn. This did not ensure that they had enough opportunities to practise the skill and improve the standard of their performance. Teachers and learning support staff work well together to ensure that pupils with special educational needs are included fully in all activities and achieve well. Teachers have high expectations of pupils' attitudes and behaviour and they respond very well, for example, Year 5 and 6 pupils used their good understanding of tactics to quickly organise their teams for a hockey game.
85. Leadership and management of physical education are satisfactory overall. The co-ordinator teaches the subject in some other years and this helps him to understand pupils' attainment in those classes. He has improved his own subject knowledge through training courses, although this has not led to further staff training to improve other teachers' subject knowledge. The co-ordinator has not observed teaching and learning across the school to evaluate the development of pupils' skills and knowledge. The school has not developed assessment procedures to monitor pupils' progress. Teachers do not maintain ongoing assessments that guide their planning and identify what aspects of skills need to be improved. As a result, teachers do not build pupils' skills consistently based upon their prior learning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

86. Under the good leadership of the headteacher, the school's strong Christian ethos promotes a caring and supportive approach by all members of the school community. The range of responsibilities taken on by pupils, particularly in Year 5 and 6, increases their understanding of the needs of others and the importance of their contribution to a harmonious community. Members of the school council are very effective in collecting and collating suggestions from pupils for ways of improving the school. The school places a very high value on developing pupils' knowledge of themselves and their responsibilities in the world in which they live through circle time, assemblies, discussion, raising money for charities and subjects such as religious education. In these and many other ways, the school ensures that pupils are always willing to consider issues and accept responsibility for themselves and their community. The award of certificates for good work, behaviour and helpfulness in Celebration Assemblies helps to confirm pupils' sense of achievement and promotes their self-belief.

87. Teaching was good in the one lesson observed. Class discussions are guided and encouraged by teachers well and provide a suitable forum for issues that affect pupils. This encourages pupils to share their views successfully and achieve well. Currently, there is not an established programme of work, although there are themes for discussion in circle time in Years 1 and 2. As a result, pupils' skills and knowledge are not developed consistently as they move from one year to the next.
88. Good provision is made to help pupils to develop a healthy, safe lifestyle. The school provides well for drugs education and sex and relationship education through science lessons in conjunction with visits from the school nurse. Procedures for monitoring and evaluating the quality of overall provision are not yet established.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	N/A
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
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	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
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	3
The effectiveness of management	4

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