

# INSPECTION REPORT

## **OUNDLE C OF E PRIMARY SCHOOL**

Oundle

LEA area: Northamptonshire

Unique reference number: 121984

Headteacher: Mrs Janet McMurdo

Lead inspector: Paul Edwards

Dates of inspection: 27<sup>th</sup> – 29<sup>th</sup> September 2004

Inspection number: 267444

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: First School  
School category: Voluntary Controlled  
Age range of pupils: 5 – 9 years  
Gender of pupils: Mixed  
Number on roll: 242

School address: Milton Road  
Oundle  
Peterborough  
Northamptonshire  
Postcode: PE8 4AB

Telephone number: 01832 272392  
Fax number: 01832 274156

Appropriate authority: The Governing Body  
Name of chair of governors: Mrs Clare Folgate

Date of previous inspection: 25<sup>th</sup> January 1999

## CHARACTERISTICS OF THE SCHOOL

Oundle Church of England Primary School is an average sized first school situated in the centre of the town. The school is popular; numbers have risen since the previous inspection and there are now 238 pupils on roll, 119 boys and 119 girls. Children in the Foundation Stage were in the second week of schooling and are currently attending mornings only. The attainment of pupils on entry to the school is above average. Almost all of the pupils are of white British background. The proportion of pupils identified as having special educational needs (15.6 per cent) is average and four pupils have a Statement of Special Educational Needs. Very few pupils are eligible for free school meals. There has been a high turnover of teaching staff in the last two years due mainly to retirements.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |                 |                | Subject responsibilities   |
|--------------------------------|-----------------|----------------|--|
| 21069                          | Paul Edwards    | Lead inspector | Mathematics, information and communication technology, music, physical education, special educational needs. |
| 13526                          | Richard Barnard | Lay inspector  |  |
| 30398                          | Chris Scola     | Team inspector | English, geography, history, religious education.  |
| 2766                           | Rashida Spencer | Team inspector | Foundation Stage, science, art and design, design and technology, personal, social and health education      |

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## PART A: SUMMARY OF THE REPORT

Pupils receive a **very good standard of education** as a result of the good teaching and very good leadership and management by the headteacher and senior staff. Overall, pupils make good progress and achieve well. By the time they leave school at the end of Year 4, standards in English and mathematics are well above average. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Standards in reading, writing and mathematics are well above average by the end of Year 2 and when they leave the school
- The children are provided with a very good start to their education
- The pupils' behaviour is very good and they have very positive attitudes towards their work
- The headteacher provides very strong, clear leadership
- There is a very good ethos
- The curriculum is enriched by a wide range of clubs, visits and visitors
- Information and communication technology (ICT) is not used sufficiently to promote learning in other areas of the curriculum
- The presentation of pupils work is untidy and this is compounded by the overuse of mundane worksheets

The school has made good progress since the previous inspection. The standards in the key areas of reading, writing and mathematics have been maintained and there have been improvements in design and technology. ICT provision has also improved, although there is still work to do. Lunchtime supervision arrangements have been improved and the internal decoration and displays are now good. Omissions from the governors' annual report and the school prospectus have been addressed.

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

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

The results in the table above relate to pupils who are now in Year 4. The relatively poorer results in reading were due to fewer pupils than might be expected attaining the higher Level 3. Improved teaching, better strategies for targeting these pupils and improved facilities have addressed this situation and the provisional results for 2004 indicate that standards in reading in Year 2 have returned to the high level of the other subjects. Inspection confirms the results of these tests. It also confirms that by the end of Year 4, standards are well above average in these three areas and, overall, **pupils achieve well**. Children in the Foundation Stage achieve very well and, by the end of reception, most are likely to exceed the goals expected of them in each of the areas of learning.

Standards in ICT are in line with national expectations and have improved significantly since the previous inspection, although there is still room for further improvement. Standards in science, religious education, history, geography and physical education are above national

expectations at the end of Years 2 and 4. Pupils with special educational needs achieve well and make progress in line with their peers.

The pupils' **personal development, including their spiritual, moral, social and cultural development, is very good.** Pupils enjoy school, have very positive attitudes towards school and lessons and behave very well. Attendance is well above the national average and punctuality is very good.

## **QUALITY OF EDUCATION**

**The school provides a good quality of education. The teaching is good overall.** The very good teaching in the Foundation Stage provides the children with a very good start to their education. The good teaching throughout the infants and the juniors enables the pupils to achieve well in the core subjects of English, mathematics and science. Teachers are enthusiastic, plan well and use assessment information effectively to monitor the progress of the pupils. Teachers do not plan sufficient opportunities to use computers to develop learning in other subjects and they do not demand high enough standards in the presentation of work by the pupils. Undemanding worksheets are used too much. Pupils with special educational needs make good progress because of the early identification of their needs, good teaching and the good support provided by teaching assistants.

The school provides a good curriculum, enhanced by a very good range of enrichment activities. The school has very good arrangements for promoting the care and welfare of pupils and monitors their personal development well. There are very good links with parents, the community and with other schools.

## **LEADERSHIP AND MANAGEMENT**

The **leadership and management of the school are very good.** The headteacher provides the school with very strong leadership and is well supported by colleagues and the governing body. She has a clear vision for the school and is pivotal in developing a very positive ethos, enabling all pupils to achieve their potential. All staff work very well together and are encouraged to be innovative in developing the curriculum. The staff provide excellent role models for the pupils. The governing body fulfils its duties very effectively.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

The overwhelming majority of parents speak very highly of the school and indicate that their children are happy and make good progress. They feel very confident in approaching the school with any concerns. Most of the pupils express a liking for the school and enjoy their lessons. They appreciate the support they are given by staff and enjoy very good relationships with other children.

## **IMPROVEMENTS NEEDED**

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

- Continue to raise standards in ICT and plan more opportunities to use computers in other subjects;

- Improve the quality of the presentation of pupils' work and reduce the use of mundane worksheets.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Standards in English and mathematics are well above average by the end of Years 2 and 4 and in science they are above average. Overall, the pupils' achievement is good.

#### Main strengths and weaknesses

- Children are provided with a very good start to their education in the Foundation Stage
- The very good provision in English and mathematics means that the pupils achieve well in these key areas
- Standards are improving in information and communication technology, but could still be higher

#### Commentary

1. The children's attainment when they first join Reception covers a broad range, but is above average overall. The very good teaching and the wide and varied curriculum mean that the children make very good gains in their learning and are achieving very well. The teachers' planning is very good and ensures that all areas of the curriculum are given appropriate coverage and that the work is well matched to the children's level of ability and maturity. Most of the children are well on course to exceed the goals expected of them by the end of Reception in each of the areas of learning that were observed.
2. The results of the 2003 National Curriculum tests for pupils at the end of Year 2 show that standards are well above average in reading and mathematics and average in writing. When compared with similar schools, standards were well above average in writing and mathematics and below average in reading. In writing and mathematics, the proportion of pupils attaining the above average Level 3 is much higher than that seen nationally. In reading, the proportion attaining the higher Level 3 is similar to that seen nationally. The provisional test results for 2004 are similar to the previous year's in writing and mathematics but have improved significantly in reading. The improvement in reading is due to the much higher proportion of pupils attaining the higher Level 3. The rate of improvement over the past four years is similar to that seen nationally.

**Table 1 Standards in national tests at the end of Year 2 – average point scores in 2003**

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading       | 16.2 (16.8)    | 15.7 (15.8)      |
| writing       | 16.5 (15.6)    | 14.6 (14.4)      |
| mathematics   | 18.1 (17.0)    | 16.3 (16.5)      |

*There were 43 pupils in the year group. Figures in brackets are for the previous year*

3. Inspection evidence confirms that by the end of Year 2 standards have been maintained in writing and mathematics and that they have improved in reading. The school has focused on improving the pupils' reading skills further. Good teaching, increased

opportunities for reading and better library facilities have helped to achieve this goal. All pupils are achieving well in all areas of English.

4. By the end of Year 4, the standards attained by the pupils in reading, writing and mathematics are well above average. The analysis of work and lesson observations show that pupils are achieving well and building on the skills learned previously. By the time they leave the school, pupils of all abilities are reading fluently, writing extended pieces of work with good punctuation and grammar and have are using their good mathematical skills in practical situations.
5. Standards in science are improving well, particularly in the pupils' ability to carry out scientific investigations as a result of the school focus on this aspect. By the end of Year 2 and Year 4, the standards are above average and the pupils achieve well. The provision in information and communication technology (ICT) has improved significantly since the previous inspection and standards are broadly average by the end of both Year 2 and Year 4. Although the pupils are achieving satisfactorily, they could do better and need to be provided with more opportunities to use computers in other subjects.
6. By the end of Year 2, standards are above average in religious education, history, geography, physical education and the pupils achieve well in these subjects. They are also achieving well in design and technology where standards have improved significantly since the previous inspection.
7. There is no significant difference in the attainment of boys and girls. Pupils with special educational needs make progress in line with their peers because of the good level of support provided by knowledgeable support assistants. The pupils' individual education plans are clear and have suitable achievable goals that are reviewed regularly. Both teachers and support staff review the plans regularly to ensure the pupils are on course to attain their goals.

### **Pupils' attitudes, values and other personal qualities**

Attitudes and behaviour are very good overall. Personal development is very good due to the very good provision for spiritual, moral, social and cultural development. Attendance and punctuality are very good. Standards have improved well since the previous inspection.

### **Main strengths and weaknesses**

- Pupils enjoy coming to school and undertaking their activities
- Behaviour around the school is very good
- Pupils' confidence and awareness of citizenship is developed very well
- Some pupils do not take sufficient care over their work
- Attendance levels are well above average

### **Commentary**

8. The pupils and their parents say how much they like school and pupils appear happy. They are very keen on all school activities, for example speaking very keenly about drama productions and French club. They show a very good level of interest in most lessons. This was particularly evident in the consistently very good attitudes displayed by the youngest pupils in the Reception classes. They have settled very quickly into class

routines, concentrate well and respond very enthusiastically to teaching. Throughout the rest of the school attitudes and behaviour in lessons are very good. Pupils work hard and pay attention well, although some show a lack of care in the presentation of their work. They are very keen to answer questions and listen attentively.

9. Behaviour around the school, in assemblies, in the dining hall and at playtimes is very good. This is helped by the very good range of playground activities provided. Pupils and parents say there is no serious bullying, racist or sexist behaviour. This is confirmed by the fact that only one pupil has been temporarily excluded and there have been no permanent exclusions over the last two years. Pupils are taught very effectively what is right or wrong and what to do if minor squabbles or accidents happen. Relationships between pupils are very good; they work and play together very well.
10. The school enhances pupils' very positive attitudes through its very good provision for their spiritual, moral, social and cultural development. The spiritual aspect is particularly strong. Achievement, success and effort are celebrated in rewards, displays around the school and assemblies. Merits for a range of reasons such as 'Great Work', 'Being Polite', 'Helping Others', and 'Being Generous' are used very effectively. This results in pupils becoming very mature and confident young citizens. They contribute very well to the School Council, representing the views of their classmates very effectively, and help fundraise for a range of charities. They undertake a wide range of duties, especially in Year 4, with enthusiasm and care. Residential visits in Years 3 and 4 further develop confidence, independence and experiences of life. Pupils respond well to opportunities provided for them to reflect on wonders and variety of life. This was seen in an excellent assembly led by the headteacher on the theme of appreciating others where she drew a gasp from every pupil when telling the story of how a barber shaves the head of a newborn baby in a Muslim family. Cultural awareness is promoted very well through art, literature, music, drama and poetry activities.

### ***Ethnic background of pupils***

### ***Exclusions in the last school year***

| Categories used in the Annual School Census          | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|--|----------------------|-----------------------------------|--------------------------------|
| White – British                                      | 204                  | 2                                 | 0                              |
| White - Irish  | 2                    |                                   |                                |
| White – Any other white British                      | 8                    |                                   |                                |
| Mixed - White and Black Caribbean                    | 3                    |                                   |                                |
| Mixed – White and Asian                              | 2                    |                                   |                                |
| Mixed – Any other mixed background                   | 1                    |                                   |                                |
| Asian and Asian British - Indian                     | 1                    |                                   |                                |
| Asian and Asian British – Any other Asian background | 3                    |                                   |                                |
| Parent/pupil preferred not to say                    | 13                   |                                   |                                |

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

11. The most up-to-date attendance figures show an improvement over those in the table and reflect the very hard work of the school in improving attendance figures to a figure well above

the national average. The range of rewards and certificates are very effective as in the very strict line taken by the headteacher in discouraging parents from taking holidays in term time. Levels of unauthorised absences are very low. Punctuality is very good enabling lessons to start promptly.

**Attendance in the latest complete reporting year (%)**

| Authorised absence |     | Unauthorised absence |     |
|--------------------|-----|----------------------|-----|
| School data        | 3.7 | School data          | 0.1 |
| National data      | 5.4 | National data        | 0.4 |

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a good quality of education. The teaching, learning and curriculum are good and there are very good arrangements for securing the care, welfare, health and safety of the pupils. Links with parents and with the local community are very good. The school has established very effective links and relationships with other schools.

**Teaching and learning**

Teaching and learning are good and the procedures for assessment are also good overall.

**Main strengths and weaknesses**

- Teaching in the Reception class is very good and, as a result, the children achieve very well
- Assessment procedures in the Foundation Stage are excellent
- Teaching and learning are good, particularly in the key areas of literacy and numeracy
- Pupils with special educational needs are supported well
- The teachers do not plan sufficient opportunities to use computers to develop learning in other subjects
- The teachers do not demand sufficiently high standards of presentation by the pupils and there is an overuse of mundane worksheets

**Commentary**

**Summary of teaching observed during the inspection in 32 lessons**

| Excellent | Very good | Good     | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 0         | 7 (22%)   | 17 (53%) | 8 (25%)      | 0              | 0    | 0         |

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

12. The children are provided with a very good start to their education as a result of the very good teaching and support they are given in the Reception class. The teachers and support staff work very well together and have an excellent understanding of the needs of young children. There is a very good balance between teacher directed and child chosen

activities which helps to develop the children's personal and social skills. There is a good emphasis on developing the children's language and mathematical skills. The staff provide a very caring environment and this helps the children to settle very quickly to their new environment.

13. Excellent assessment procedures are a particular strength of the Foundation Stage. The staff monitor the progress of the children regularly and systematically, enabling them to plan work that matches their ability and their level of maturity. All staff are involved in this process and the sharing of information is fundamental to the planning process. As a result, the children make significant gains in their learning in all areas of learning.
14. There is a good emphasis on developing the pupils' speaking and listening skills, and this ensures most pupils respond confidently to questioning. The teachers' questioning is a strength of their teaching; pupils are effectively encouraged to provide extended responses to the teachers' searching questions. The teachers also provide the pupils with good opportunities to develop their reading skills, ensuring the pupils participate in group reading activities and enabling them to carry out research activities. The pupils' writing skills develop well as a result of the range of opportunities provided by the teachers in subjects such as history and geography as well as during literacy sessions. In the best lessons, teachers plan lessons very well, are enthusiastic and lessons are brisk and enjoyable for the pupils who respond well and make good gains in their learning. Lessons are almost always planned taking account of the different abilities of pupils, the teachers making good use of the assessment information to develop learning. Occasionally, some lessons are too long, for example numeracy and pupils occasionally find it difficult to sustain concentration for the duration of the lesson.
15. Pupils with special educational needs are provided with a good level of support by knowledgeable teaching assistants. The early identification of the needs of these pupils ensures that these pupils are provided with timely support. Assessment information on the progress made by these pupils is used very effectively by all staff to ensure that the work is well matched to their needs and that they make the progress of which they are capable.
16. The standards and progress made by pupils in information and communication technology has improved significantly since the previous inspection. However, the school recognises that more needs to be done. In particular, the teachers are not identifying sufficient opportunities to use computers to promote learning in other subjects and there are missed opportunities for research activities in subjects such as history, geography and religious education.
17. The quality of presentation of the pupils' work is not as high as it should be. In part, this is due to the turnover in staff, some of whom are not aware of what should be expected of the pupils. It is also due to the expectations of staff being too low. They do not insist on common styles of setting out work in different subjects and there is too little encouragement to present work neatly and in pupils' best handwriting.

## **The curriculum**

The overall quality of the curriculum is good and is further enhanced by a wide range of enrichment activities, visits, visitors and clubs. The quality of resources and accommodation is satisfactory overall.

## Main strengths and weaknesses

- Provision for children in the Foundation Stage is very good
- Curriculum planning and reviewing is innovative and challenging
- The use of ICT skills do not support learning well enough in other subjects
- Outdoor facilities for Foundation Stage children are too limited

## Curriculum

18. The relatively new two-year curriculum map meets statutory requirements, but the headteacher, who provides the lead, is constantly reviewing and measuring its impact. Currently, the school is experimenting with an allocation of larger block times for the foundation subjects. Whilst this has many positive aspects, it is challenging for teachers in some classes to sustain the interest, particularly of the younger pupils, for the whole afternoon. However, the curriculum co-ordinator and the headteacher are aware of this and are already exploring ways of tackling it. In the Foundation Stage the range of activities is wide and covers all areas of learning. There is a well-judged balance, at this early stage in the term, between teacher-directed, pupil-initiated and independent activities. Both teachers are very knowledgeable and lose no time or opportunity to assess what children know and understand at his early stage. The provision for personal, social and emotional development is very good and has a very positive impact on building children's confidence and well-being.
19. Overall, curriculum planning has improved, with schemes of work to support planning in all subjects. Detailed medium-term plans ensure that skills taught over the two-year rolling programme are progressive, with some necessary repetition. Also, they provide a very useful and helpful framework for new staff. The frameworks for literacy and numeracy determine much of the content of work in English and mathematics. The national literacy and numeracy strategies are being implemented successfully and are making a considerable contribution to improving standards. If the impact is not sufficiently good on an aspect, for example reading, then the leadership ensures that new strategies are tried and evaluated. The use of information and communication technology (ICT) across the curriculum is not developed fully. This has been identified as an area for further development in the school management plan
20. The curriculum is enriched by a wide range of extra-curricular activities and clubs, including art, drama, French, sewing and football. Good extensions to the curriculum in the form of numerous field trips and residential visits provide pupils with opportunities to develop new skills and make choices. They have a positive impact on attainment. The school puts on large productions annually. They involve all pupils who enjoy equal access and opportunity. Good planning and the involvement of staff and local schools and communities make a huge impact on the life of the school.
21. Pupils with special educational needs (SEN) are provided with good quality support. Most of these pupils learn well and attain their potential as they move through the school. The needs of pupils with SEN are identified early, which enables support programmes to be implemented from an early stage.
22. Accommodation, staffing and resources are satisfactory overall, except for outdoor facilities for the Foundation Stage, which are inadequate. Arrangements and provision to develop teachers' and classroom assistants' skills through in-service training are good.

Classroom assistants and support staff for pupils with SEN make a good contribution to pupils' learning.

### **Care, guidance and support**

The provision for pupils' care, welfare, health and safety is very good. The provision of support, advice and guidance based on the monitoring of pupils' achievement is very good. The involvement of pupils through seeking and acting on their views is very good. Standards have improved on those described in the previous inspection report.

### **Main strengths and weaknesses**

- A very strong emphasis is placed on the care and personal needs of each pupil
- Induction arrangements are very good
- Pupils are valued and very well involved in school life

### **Commentary**

23. All teaching staff know the pupils very well, enabling them to provide a very high level of care, which is appreciated by both the pupils and their parents. The premises are attractive and welcoming. The sensitive and thorough approach to child protection procedures and awareness, the very good evaluation of health and safety risks and the very good first aid procedures, security arrangements and supervision of pupils at break and lunchtimes, enable pupils to say they feel safe and work in confidence. Very good care is taken to ensure all children are collected by a responsible adult at the end of the school day. Pupils say they all feel very confident about talking to teachers or other adults if they have any worries.
24. Very good induction arrangements and continuing care and support ensure the youngest pupils quickly settle into the Reception classes and make very good progress in their personal development. This is supported very well as pupils move through the school. Academic support and advice for pupils are good, especially in the arrangements made as they move to the next stage of education in the local middle school.
25. Pupils feel that members of staff value their views, which makes them confident enough to discuss issues and raise questions. This works very well through the School Council where pupils have helped decide on playground resources, told teachers they want to put on a play, and helped get more shelving for storing lunchboxes in the hall.

### **Partnership with parents, other schools and the community**

The school has a very good partnership with parents, which has a positive impact on pupils' achievements. Links with the local community and local schools are good. The quality of the partnership has improved on those described in the previous inspection.

### **Main strengths and weaknesses**

- The school very successfully encourages parents to be involved in their children's learning
- Information provided to parents is generally of very high quality, though some reports contain imprecise targets

- The local community is used very well to support pupils' learning
- Links with local schools and especially with pre-school provision are very effective

### **Commentary**

26. The value parents place on their children's education and the support they provide are strong factors in pupils' very good attitudes to school and their good achievement. The PSA (Parents school association) provides a very good range of fundraising and social activities that have a major impact on improving facilities and resources for learning. The school is open to parents; teachers are available at the end of the day and issues are dealt with promptly and to high levels of satisfaction for the great majority of parents. A particularly strong feature is the way parents are received and supported in the Reception classes. This helps children and parents to be confident in the school and develop positive attitudes and teamwork from the start. Parents make sure their children attend school regularly and on time.
27. Parents receive very good information to help their children further in their learning. Reports give very good information on progress and achievements and include targets for improvement, although these are often too general. Consultation sessions give very good quality individual information. There are fortnightly newsletters and termly curriculum letters which provide helpful information.
28. The school makes very effective use of the local community for visits, and visitors make a significant contribution to the life of the school. The strong links with the local church contribute well to the community feel to the school. The very good use of, and involvement with, the local community ensures pupils' experiences are enriched, for example by contributing to local festivals. The partnership with the local schools, especially the local middle school to which pupils transfer, ensures they are well prepared for their move. Pupils from these schools act as reading buddies and this helps to support pupils' academic and personal development well. Regular and very positive liaison with local pre-school providers ensures that children are extremely well prepared for their start to school

## **LEADERSHIP AND MANAGEMENT**

The leadership and management are very good overall. The headteacher, who enjoys the support of a very good senior management team, provides very effective leadership for the school. The subject co-ordinators are very effective. The governance of the school is very good.

### **Main strengths and weaknesses**

- The headteacher has a very clear vision for the school, which is shared by all who work there
- The school is very well managed; very good systems ensure that it runs smoothly
- There is a very strong structure and team approach that ensures the effectiveness of the subject co-ordinators
- The governing body is very supportive, knowledgeable and involved in the daily life of the school
- Finances are very well managed and monitored

### **Commentary**



29. The overall quality of leadership and management is very good, and has improved since the previous inspection. The headteacher provides very good and clear leadership for the school in which she is fully supported by all her staff. The very hard working staff work together very well and are not afraid to use innovative approaches. For example, as a result of the lower results in reading tests, the staff looked at different approaches to the teaching of reading, resulting in improved standards. Several newly appointed staff have been quickly assimilated into the management structure and are already having an impact on improving teaching and learning.
30. The senior management team is very good, and plays a key role in monitoring the school's work and in identifying priorities for development. Long-term strategic planning is very well thought out, and is reflected in an excellent Strategic Intentions Document which very clearly outlines the main priorities for the short and longer term. The way in which the school tackles curriculum development on a rolling programme is especially effective. The co-ordinators for all subjects and for key aspects of the school's work, some are very recently appointed, are given the time, funding and support to enable them to carry out their roles to the best of their ability. They are highly effective in the way in which they develop, maintain and share good practice, so that there is ongoing improvement.
31. The governance of the school is very good. The governing body is closely involved in the running of the school. Through close links to the subject co-ordinators, the governing body has a very clear understanding of the school's strengths and weaknesses. Individual governors, for example, come into school on a regular basis to support the school as well as gain a first hand overview of its work. The committee structure within the governing body is very effective and enables governors to use their collective and individual expertise very well. The financial management of the budget is very good and the school provides very good value for money.

## Financial information

### *Financial information for the year April 2003 to March 2004*

| Income and expenditure (£) |         |
|----------------------------|---------|
| Total income               | 618,932 |
| Total expenditure          | 605,572 |
| Expenditure per pupil      | 2,502   |

| Balances (£)                        |        |
|-------------------------------------|--------|
| Balance from previous year          | 10,000 |
| Balance carried forward to the next | 13,360 |

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

32. The children's entry to the reception classes is staggered over the first five weeks of the term. Four groups of 12-14 children have been coming for half a day from the beginning of September. At the start of the inspection all 54 children had been together for just three days. Most will start coming for a full day in another two week's time. Most have been either to playgroup or nursery. This is the largest cohort the school has yet received and, although there is a wide range of abilities and maturity, their overall attainment on entry is above that expected for their age. Based on the analysis of last year's work, most children made very good progress and exceeded the early learning goals in all six areas of learning.
33. The curriculum offered is very good, and the planning and assessment are excellent. The only aspect that impedes children's learning is the lack of a proper outdoor covered play area, but through very careful planning this is compensated for well. Even though it was so early in the new academic year, the range of activities offered was wide. The activities and organisation of groups are under constant review and assessment, to ensure these are well matched to children's needs. No sessions of **physical development** were observed and, therefore, no judgement can be made on the quality of provision.
34. The quality of teaching is very good and there is some excellent practice. Children are managed well and are beginning to acquire basic skills. Planning is designed to help children reach the early learning goals and some to work at the early stages of the National Curriculum. There is a good balance between teacher directed and self-selected activities, appropriate to the maturity and age of children. The ongoing assessment is analysed and specific learning strengths and areas of concern are identified; achievable targets are set for groups and individuals. At the end of the year the teachers prepare comprehensive, well-presented portfolios of children's work. On each page, with the piece of written work, drawing or photographs, is a brief description of the activity, with annotation that clearly explains details of the progress the children have made. Parents appreciate that this portfolio is shared regularly with them and it allows a smooth transition into Year 1. The receiving teachers can quickly establish the levels of children's prior attainment. The liaison with the contributing nurseries and playgroups is excellent. The school receives very good information, and the school's own very thorough assessment ensures that these children lose no time. Within three weeks most had settled in and were becoming familiar with the routines and groups they belonged to. A minority with some behaviour and learning difficulties were provided with specialist support and programmes. The class teachers and the classroom assistant work well as a team and all are very well briefed and clear about their roles and responsibilities. The very good teaching, with its strong emphasis on the involvement of the children in their learning, lays a firm foundation for high achievement.
35. The management and organisation of the Foundation Stage are excellent. Both teachers are highly skilled, experienced and motivated. The early years' co-ordinator has been used in a range of activities and an advisory capacity by the local education authority.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

## Main strengths and weaknesses

- Classroom routines are well established
- All staff are consistent in the way they manage children
- The care, support and understanding of children's emotional needs, at this early stage, are outstanding
- Children gain confidence daily

## Commentary

36. When children start school almost all have well-developed, personal and social skills. Children are learning the importance of classroom routines, listening to instructions carefully, sharing and taking responsibilities. For some, sharing is not easy as they are used to having their own way. However, very sensitive but firm handling ensures that they learn to respect and recognise their needs and those of others. All adults set high standards in the way they speak to each other and children. They listen with attentively and with interest what children have to say. Praise and encouragement help to develop children's confidence and enable most of them to settle well in a relatively short time. Consequently, they already relate well to other adults and visitors. Due to the consistent approach of all staff, who do not miss any opportunity to prompt personal and social skills, children are likely to achieve very well.

## COMMUNICATION, LANGUAGE AND LITERACY

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

## Main strengths and weaknesses

- Assessment procedures are excellent and the information is used well
- Children enter the reception class with well-developed skills in speaking and listening

## Commentary

37. Teaching is very good and children achieve well in speaking and listening at this early stage. Very good planning and assessment before they start school, combined with very good liaison with parents and feeder playgroups and nursery schools, ensure the staff have comprehensive information about the children. Children settle quickly into carefully organised routines and activities and rapidly gain confidence, for example, in the role play area, 'the shoe shop', children adapt their speech and mannerism to the characters, so the visitor was welcomed, served and then asked to pay at the cash till! This demonstrates a good level of confident communication by children who have only been in school for three weeks.
38. Again, during the big book time, the teacher read *Peace at Last* to the average ability group. Children listened attentively and, when questioned, though most could not recall the title of the book, they could explain what the story was about and which parts they particularly enjoyed. Their spoken language shows a good grasp of basic sentence construction. They can express their opinions in reasonably fluent language. This was exemplified by a child who replied; "My favourite part was when the bear jumped up and down", and, when asked why, the response was; 'Because it was very funny'.
39. The teachers have many effective strategies to attract and hold attention. Very skilful teaching ensured that the balance between sitting still (difficult for some) and activities is

well judged. The clear instructions ensured that children changed groups and settled in quickly. When reading the big book about Goldilocks, the teacher had a big bag of delightful resources, which held children's interest. They were learning that reading offers enjoyment.

40. These children are already making good progress and are likely to achieve, or exceed, the early learning goals by the time they start Year 1.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **very good**.

### **Main strengths and weaknesses**

- Basic number skills are reinforced at every opportunity
- The quality of teaching is very good

### **Commentary**

41. Most children entering the reception class can count up to five and the more able to ten and beyond. They recognise simple shapes, and can order one to ten in the right order. The teachers have a very good understanding of the development of early mathematical skills and hence, as soon as it is established that the more able group can count on, more challenging opportunities are introduced. So, instead of a simple number sequence, deliberate errors are introduced. Children thoroughly enjoy spotting the numbers and reordering the sequence of ten green bottles. For other younger children, singing songs and rhymes helps to consolidate their basic understanding of numbers. They learn interesting ways of remembering facts. All staff use every opportunity to reinforce these skills, for example at registration, lining up and collecting equipment. They are making good progress.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **very good**.

### **Main strengths and weaknesses**

- Curriculum planning is excellent
- There is a wide range of opportunities for children to learn about their environment, history and local area
- Very good use is made of the resources available

### **Commentary**

42. Most children enter the reception classes with some general knowledge. Many have travelled abroad and many have computers at home. They show confidence in selecting a program, in manipulating the mouse and concentrating on the task. Well-planned activities give children opportunities to identify different vegetables, learning new words and exploring texture, shape, size and colours. They have a good level of knowledge of the names of the vegetables. They can identify sweet corn and broccoli, through some struggle with an onion. Very good relationships with children enable staff to intervene effectively when some individuals do not want to work in groups. However, staff work hard encouraging these youngsters to participate by identifying specific rewards. One of the important strengths of the school is the programme which emphasises visits and visitors. Based on the previous work, going out to the local areas

of interests, parks and places provides these children a very wide range of exciting experiences. There are lovely books made by previous groups on their visits to a butterfly park. Very thorough, good planning ensures that children get a wide range of experiences. Children are making good progress.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Very good planning develops new skills
- Interesting opportunities stimulate children's imagination

### **Commentary**

42. Many children enter reception with a good grasp of basic skills. They can use scissors to cut, glue, staple and make a simple two-page booklet. Planned activities further enhance their skills in using equipment quickly and imaginatively. The classroom assistants are trained well and ensure that children make suitable choices. Consequently, their finished work is very individual as the adults value children's imagination and creativity. This was exemplified in a music session when children learnt the names of various instruments and then made their own shakers and stringed instruments. A more able boy had used rubber bands to create high and low sounds and, when questioned, he could demonstrate this confidently. He had plenty of material to choose from and made his own model. Although there are opportunities for role play, the lack of space limits how much equipment can be put out, restricts children's movements and results in some groups, like the music group, working outside. This is fine in good weather but may present a challenge in the winter months.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

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

### **Main strengths and weaknesses:**

- Standards are well above average at the end of Years 2 and 4
- The leadership and management of the subject are very good
- Teaching is good with some very good features, enabling all pupils to achieve very well
- Pupils have very positive attitudes to the subject
- Assessment systems are good
- Skilled teaching assistants are used very effectively to support pupils' learning
- Presentation, handwriting and the use of ICT could be improved

### **Commentary**

43. Standards in all aspects of English have been maintained since the most recent inspection and are well above average across the school. All pupils, including those with special educational needs, achieve very well and make good progress. In the 2003 national tests almost half of the Year 2 pupils achieved at the higher levels in writing and a

third in reading. In the most recent tests, provisional results show that standards have been maintained in writing but have considerably improved in reading. By the time the pupils leave at the end of Year 4 standards are well above average. Throughout the school, standards are high because of good and sometimes very good teaching, the support and encouragement the pupils receive at home and the pupils' very high levels of motivation and enthusiasm.

44. Standards of reading have recently improved. Very good leadership clearly identified areas where the reading curriculum could be improved and all staff have worked together to address them. Reading now has a higher profile, assessment has been improved and reading time in lessons is much more effectively used. Library resources have been improved even further and specifically targeted at certain groups. Teaching assistants are very effective and parents support their children's reading both at home and in school. There are closer links with the local library. Teachers know their pupils well and have recently started to set appropriate targets, although the school recognises that the pupils need to be more involved in this. The school has a good range of reading resources for younger pupils. These pupils benefit from a very structured approach to the teaching of reading where the early skills are very well taught. Older pupils are encouraged to read and understand a wide variety of stimulating texts appropriate to their level. The work of a wide variety of children's authors is shared and discussed.
45. The teaching of writing across the school is good and has steadily improved because of the initiatives the school has taken to raise standards. Teachers plan work very well to take account of the pupils' abilities and are very well supported by skilled teaching assistants working with individuals and particular groups of pupils. Lessons are very well planned with a good balance of teacher input and pupil activities and they proceed at a fast pace. Teachers are very ready to try new approaches when the school has identified an area for improvement, such as the recent initiative of setting the older pupils for one day a week to raise standards in spelling. However, consistency of handwriting and standards of presentation in the pupils' written work do not always match the ability of the pupils and should be improved. Also information technology is not sufficiently used to present pupils' work and, although many pupils have some good word processing skills, these are underused in supporting written work.
46. Speaking and listening skills are well above average. The pupils listen very attentively and take an active part in class discussions. Many are articulate beyond their years and use a wide and varied vocabulary to express their ideas. This is aided by the way the teachers make use of very focussed and often timed pupil 'partner discussion' in literacy as well as other lessons. Across the school very good use is made of drama and the pupils improve their speaking and listening skills because of the emphasis on this.
47. Leadership and management of the subject are very good. One of the reasons why standards are so high and have stayed so over time is that the school has a very well planned programme for evaluating and monitoring the teaching and learning of English. The recent improvement in reading is a direct result of this. Regular and thorough assessments are carried out and pupils' progress, in all aspects of the subject, is carefully tracked.

### **Language and literacy across the curriculum**

48. Literacy skills are used very well across the curriculum. Much of the pupils' extended writing practice is carried out in other curriculum areas, for example, history, geography

and religious education. Science and design and technology lessons also provide a good context for writing, and are frequently used for writing plans, instructions and results of experiments and evaluations. ICT is insufficiently used to support literacy teaching and learning. There is an occasional overuse of mundane worksheets which limit the opportunities for writing in other subjects.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- The pupils attain standards that are well above average by the end of Year 2 and Year 6
- Teaching is consistently good
- Assessment procedures are good and information is used effectively to plan further work
- The pupils' work is not presented neatly
- The subject is well led and managed

### **Commentary**

49. Well above average standards in mathematics have been maintained since the previous inspection; the provision is a strength of the school. The 2003 National Curriculum tests at the end of Year 2 show pupils attained standards that were well above the national average. Although the national averages are not yet available, provisional test results for 2004 indicate these standards have been maintained. Inspection evidence shows standards are well above average at the end of both Year 2 and Year 4. The pupils continue to achieve well because the school has maintained the good quality of teaching despite the significant number of staff changes. There has been a steady rise in the number of pupils attaining the higher Level 3 and all pupils achieve at least the level expected for their age.
50. Teaching and learning are good in all year groups. All lessons are well planned and clear learning objectives are set which effectively focus pupils on their tasks. End of lesson discussions are used well to consolidate the learning. In the best lessons, the teachers' very good subject knowledge and understanding enable them to challenge their pupils through well directed and suitably demanding questions. Pupils are well motivated and their very good attitudes are a strong contributory factor to their good achievement. A notable feature of all classes is the very good relationships evident between teachers, support staff and pupils. Teachers value individual contributions and this raises pupils' self-esteem and gives them confidence to contribute in class. Pupils display a mature attitude and work together effectively in pairs and small groups. The good teaching seen throughout the school is based around good teaching strategies; lessons begin with well paced mental activities involving all class members followed by well differentiated and challenging tasks. In these lessons, the session at the end of the lesson is clearly focused on the lesson's learning objectives and is well used to consolidate learning and to correct any errors in the pupils' knowledge and understanding. Very occasionally, the sessions are too long and, although the progress made by the pupils is good, the learning objectives could be achieved in less time.
51. The assessment procedures for mathematics are very good. In addition to National Curriculum testing at the end of Year 2 and optional tests in Years 3 and 4, the teachers also begin the weekly numeracy lessons with activities that are specifically designed to assess how well the pupils are doing. The information is then used effectively by the teachers when planning future work. This ensures that the more able pupils make the

progress of which they are capable. In addition, the less able pupils progress well because they are provided with a good level of support by knowledgeable teaching assistants.

52. The pupils often do not take care when they are setting out their work and this results in the contents of work books being messy and untidy. The teachers do not adopt a common approach to the way pupils set out their work, for example about the use of rulers and where the pupils should start their work in books. Untidy setting out is compounded by the occasional over-use of mundane worksheets which do help the pupils to present their work neatly. The school has recognised that, with staff new to the school, there is a need to address this issue.
53. The subject is very well led and managed by a knowledgeable and informed co-ordinator. She has recognised the need for mathematics to be continuously developed so she and her colleagues are always looking for ways to make numeracy lessons more interesting and relevant for the pupils. For example, in a very good lesson in Year 4, the pupils improved their ability to measure using a range of different tools and less able pupils were provided with a good level of support to enable them to achieve in line with their classmates.

### **Mathematics across the curriculum**

54. Mathematics is well used across the curriculum in all year groups. Scrutiny of pupils' work showed that pupils collected data and represented their results as block graphs and their conclusions were realistic. The teachers are beginning to make good use of computers to support learning in mathematics although they recognise the need to identify opportunities for their use at an early stage. There are examples of the pupils using their estimation and measuring skills in science and collecting and interpreting data. There is good evidence that findings are often recorded in graphs and tables, for example 'which birthdays appear in a particular season'.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- A greater emphasis on the teaching of investigative work is improving standards
- The new subject leader is enthusiastic and keen to raise standards
- Expectations for handwriting, presentation and graphical skills and the quantity of recorded work are not high enough

### **Commentary**

55. In the 2003 National Curriculum teacher assessments for pupils at the end of Year 2, standards were in line with the national average. Standards in Year 2 and Year 4, based on the scrutiny of pupils' work seen, discussions with teachers and pupils and in the two lessons observed, are above average and show improvement, particularly at the higher Level 3. Greater focus on scientific enquiry has had a positive impact. Pupils' achievement in Years 3 and 4 is good in relation to their prior attainment.



56. The two-year curriculum map enables all pupils to build up a satisfactory knowledge of all four areas of the National Curriculum requirements. By the end of Year 2, for example, most pupils have learnt how to make a simple circuit and have carried out a number of experiments, looking at materials and their properties. By the end of Year 4, pupils have built on their prior attainment, for example Year 2 pupils grew beans and labelled the parts. In Year 4, pupils considered the function of the different parts of the plant and the conditions required for them to grow well. Greater emphasis on experimenting and investigating has increased pupils' interest and understanding. Pupils are encouraged to observe, consider data and measure with accuracy and care. Their conclusions show that they are interpreting data well so, for example, they explain clearly why there was a greater water loss from some plants in their experiment on plant and growth. All pupils make good progress; and pupils with special educational needs are supported well. There is new incremental learning taking place.
57. Overall, teaching is good. Lessons have clear learning objectives and resources are prepared well. Where a lesson spans two hour blocks of time, the pace slows down and sustaining and maintaining interest, particularly of the younger pupils, is, therefore, a challenging task. Teachers prepare well and, while not always fully secure about the subject, use good teaching techniques to support learning well. For example, halfway through the lesson the teacher reviews the lesson objectives and considers progress made and questioning often asks pupils to consider reasons for their responses. The relationships between teachers and pupils are good. Links with other core subjects are not well defined and teachers do not always grasp opportunities to build on pupils' literacy, numeracy and ICT skills. For instance, when pupils had to label the groups of animals or birds, most could not spell the names of some animals or mammals. A pre-lesson introduction to these new words would have enhanced pupils' awareness and introduced new vocabulary. Additionally, pupils are not regularly encouraged to record their observations or findings and this limits the opportunities for them to consolidate their literacy and numeracy skills and to improve their handwriting and presentation.
58. The very enthusiastic subject co-ordinator has recently taken up this responsibility. Through her initial monitoring she has already astutely identified key areas for development, for example the need to support further in-service training, audit resources and introduce a more systematic and diagnostic approach to assessment. She has made a good start in a relatively short time.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards in ICT have improved but could still be higher
- Staff confidence has improved
- Teachers do not plan sufficiently to use computers to promote learning in other subjects

### **Commentary**

59. The quality of provision has improved well since the previous inspection and standards are in line with national expectations at the end of Year 2 and Year 4. The installation of a suite enables all pupils to be taught computer skills on a regular basis and computers in classrooms are used effectively.
60. The pupils' keyboard skills are generally good and their word processing skills improve satisfactorily as they move through the school. Their attainment in this aspect is broadly average, as is their ability to use painting and drawing programs. They understand how computers are used to store information and most are confident in loading and saving their work. At the beginning of each day, during registration periods, the pupils make good use of computers to help learn spellings and for the development of simple number skills.
61. During the inspection, most staff demonstrated confidence in using computers and recently installed interactive whiteboards are beginning to be used to introduce their lessons and to develop particular themes. Computers were in regular and effective use in all classes. With the support of the co-ordinator confidence among the staff is improving and all now recognise the need to continually upgrade their skills. The school has increased the number of computers since the previous inspection and a dedicated suite is now used on a regular basis by all classes. In addition, classroom based computers are also available. During lessons in the suite, the pupils are happy to share the computers and they help one another where appropriate. The school makes effective use of learning support assistants to work with groups of pupils.

### **Information and communication technology across the curriculum**

62. During the inspection, computers were seen in regular use for developing the pupils' basic literacy and numeracy skills and there was evidence in the analysis of work that some work has been undertaken in other areas of the curriculum. However, as yet, the teachers' planning does not systematically identify opportunities for the use of ICT to promote learning in other subjects. When computers are used the activity is often superficial and does not help to raise the standards.

### **HUMANITIES**

63. Only one lesson was seen in **geography**, so not judgement can be made about the quality of provision. From the evidence available - scrutiny of pupils' work and teachers' plans, and conversations with teachers and pupils – it is apparent that standards are above expectations in both Years 2 and 4. Pupils enjoy geography lessons and achieve well. Good use is made of the local area to extend the pupils' understanding of the positive features of their environment and what could be improved. These include a seaside visit to look at contrasting environments, local traffic surveys and traffic management and extensive fieldwork on a residential visit. There are very good links across the geography curriculum to other subjects such as literacy, drama and art. In the lesson seen, good use was made of the immediate environment to look at parking issues, and mapping skills were well developed. The teacher made very good use of questioning and focussed pupil discussion to share and develop learning. The pupils were interested and challenged by the lesson.

### **Religious education**

The provision in religious education is **good**.

## **Main strengths and weaknesses:**

- Standards are above expectations
- Teaching is good
- Strong leadership has identified areas that require improvement
- There are very good links with the local church
- Drama is used well to support the subject

## **Commentary**

64. Standards are above the expectations of the Locally Agreed Syllabus at the end of Year 2 and Year 4. All pupils, including those with special educational needs, make good progress and achieve well. Standards have been maintained since the previous inspection.
65. There are very good links with the local church for school events, productions and to support the humanities curriculum. The rector is a regular visitor in school and gives excellent input into whole school worship.
66. Teaching is good and lessons are well planned and structured. Teachers have very good relationships with the pupils, which helps to create a supportive learning environment where pupils and staff alike feel confident about sharing their ideas, values and beliefs. All pupils behave very well and get on well with their work. They work well both independently and in groups. Consequently, opportunities for reflection are very well used. The pupils enthuse about the way drama and “hot-seating” is used to support the subject - such as when Moses has to face his critics and explain some hard decisions. Although teachers have very high expectations of behaviour, this does not always apply to the presentation of the pupils’ work and this is an area the school needs to address.
67. The subject leader has a very good overview of the subject and manages it well. For example, the school has identified that in the revised Locally Agreed Syllabus, some elements in the teaching of religious education are not being fully covered. A working party from the governing body has been formed to look at this. The school has, in the meantime, put in some school-designed units to ensure full coverage of the curriculum. Teachers make good use of assessment systems to track and monitor the pupils’ progress. Greater use could be made of ICT to support work in the subject.

## **History**

Provision for history is **good**.

## **Main strengths and weaknesses**

- A good programme of visits supports the curriculum
- Good links are made with other areas of the curriculum
- Leadership is good

## **Commentary**

68. Standards in history are above expectations in Years 2 and 4. Pupils enjoy history lessons and achieve well. The school provides a very interesting range of residential and day visits. This enlivens the subject and gains the pupils’ interest. For example, the pupils develop their knowledge of the Vikings through a visit to York, visit Stibbington Hall to learn about the Victorians and carry out local fieldwork to learn about the Romans.

69. Teaching is good and lessons are well planned to interest and challenge the pupils. In the two lessons seen the pupils were enthusiastic in their learning. The Internet was well used to carry out some good research on the Greeks. The teacher provided a stimulating range of artefacts and resources to develop the pupils' understanding of the Greek alphabet and writing. The pupils had very positive attitudes to the subject, used discussion very well to share their knowledge and learning of Greek writing.
70. Although the subject leader for both history and geography is very recently appointed she already has a good overview of the subject. There is a well-planned curriculum that builds on skills. The subject is well used to develop literacy skills.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

71. Only one lesson in **art and design** was seen. It is not possible, therefore, to make a secure judgement on the quality of provision. Some work seen in art and design is of a good standard, particularly in the design aspect. This subject has a high profile in the school. All classes are named after an artist; hence, each class has an interesting range of work in the style of the class artist. Particularly good examples were seen in Years 3/4 work, which was done in the style of Andy Warhol. The co-ordinator has recently taken up this responsibility. She has carried out an audit of resources and has evaluated whether the current scheme of work, based on national guidelines, is appropriate. She has made a good start in arranging staff in-service and workshops, both in design and technology and art and design. Too little **music** was observed during the inspection to make an overall judgement. However, during assemblies, the pupils sing tunefully and with enthusiasm. A large number of pupils take advantage of the wide range of musical tuition that is available, including choir, recorder, brass and string instruments. The cultural experiences of pupils are enhanced through regular visits by a steel band and African drummers. The end of term musicals that are put on at the end of the year are enjoyed by the parents. Evidence from planning shows that all aspects of the musical curriculum are covered in appropriate depth.

### **Design and technology**

Provision in design and technology is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils achieve well in Years 3/4
- Pupils have many opportunities to design before they make
- Pupils make good progress
- Standards of graphical design, handwriting and presentation are not high enough

### **Commentary**

73. Two lessons were seen in design and technology. Scrutiny of work and teachers' planning and discussion with teachers, indicate that both the provision and standards of work have improved significantly since the last inspection. Design and technology is now timetabled throughout the school and all pupils are involved.
74. There are examples of imaginative work in pupils' folders in the Foundation Stage and Year 1. During the inspection Year 1 pupils were involved in food technology. They learnt how to

prepare vegetables and how to cut or grate them. They were learning new skills. There was effective teaching in Year 2 where pupils had designed a costume for *Joseph and his Technicolor Dreamcoat*. The teacher's organisation of tasks, differentiated for pupils with special educational needs, and her management of the classroom assistants and their involvement were very good. Lesson objectives and expected outcomes were set out clearly. Pupils were learning new skills of sewing, threading needles and choosing materials, which matched their designs. There were tough lessons for some whose designs were too complex to find matching materials! They focused on their tasks well with music playing in the background. There was a sense of fun and enjoyment and pupils were making good progress.

75. There are many opportunities for older pupils in Years 3/4 to design and make objects, both as part of their lessons, and when they have to design and make artefacts for the annual productions. Prior to designing, there is good evidence of the pupils being engaged in lively discussions, for example, when making and designing shoes and handbags, about who wears what type of shoes and the use of handbags. Their plans show that they have considered health and safety aspects. They have looked at a range of designs and, having carried out an initial evaluation, come up with imaginative ideas. Sometimes their good work is marred because expectations for graphical skills, handwriting and presentation are not high enough.
76. The recently appointed subject co-ordinator has made a good start.

## **Physical education**

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

### **Main strengths and weaknesses**

- Teaching and learning are good
- Pupils are offered a good range of activities to develop physical skills
- Pupils respond well in physical education

### **Commentary**

77. Standards of attainment in the games aspect of physical education are above the expected level at the end of both Year 2 and Year 4. Games and gymnastic lessons were observed during the inspection but planning shows that all aspects of the subject, including swimming, are effectively covered. All pupils achieve well over time. Teachers ensure that all pupils take part in all aspects of the lesson. There is no observable difference between the achievement levels of boys and girls. There has been good progress since the previous inspection.
78. By the end of Year 2, pupils move with good co-ordination and above the level one might expect for pupils of this age. By Year 4 pupils have developed these skills well. Their ability to throw and catch accurately and their understanding of attacking and defending in small games situations are well advanced for their age. The pupils also demonstrate a good understanding of the effect that exercise has on their bodies.
79. The quality of teaching and learning is good. Lessons are planned very effectively and there are clear learning objectives that build effectively on what the pupils have previously learned. Introductions are good with clear explanations of what is to be learned in the lesson. Warm-up sessions in all lessons are good and ensure that pupils are prepared

to take part in activities. In the main part of lessons the teachers ensure that pupils are active and get the most from the session. In the best lessons, pupils make very good progress because of the teacher's very good subject knowledge. For example, in one lesson with Year 4, the pupils rapidly improved their understanding of how to move into space when attacking and how to close down a space when defending because of the clear explanation and demonstration by the teacher. Pupils enjoy physical education; they are enthusiastic and work well when in groups. There are very good levels of collaboration between pupils. Relationships are good and pupils apply themselves well.

80. The subject is very well led and managed. The scheme of work has been developed and there are sufficient resources for the subject. The school makes very effective use of its hard play area and its hall. Less use is made of a grassed area to which the school has access a little way from the school. The curriculum is enhanced by a number of after school sporting activities including football and netball.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

81. The provision for pupils' **personal, social and health education** enhances the curriculum. Pupils are actively involved in expressing their views and opinions. In Year 4 pupils carry out a range of jobs and are involved in running the school council and in producing a school newspaper. They are made aware of various aspects of citizenship, relationships and their responsibilities. The school places great emphasis on involving the local community and being part of the community. This interaction with other members of society helps pupils to become responsible members of the community. Health education underpins much of the work. Overall, personal, social and health education has a very positive effect on most aspects of school life and successfully develops pupils' self-confidence and esteem and promotes their well-being and happiness.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

