

INSPECTION REPORT

PIMPERNE C of E FIRST SCHOOL

Pimperne, Blandford Forum

LEA area: Dorset

Unique reference number: 113774

Headteacher: Mrs Cathy Rimmer

Lead inspector: Mrs Joyce Cox

Dates of inspection: 13th – 16th September 2004

Inspection number: 267496

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 category: Voluntary Controlled
Age range of pupils: 4 - 9
Gender of pupils: Mixed
Number on roll; 117

School address: School Lane
Pimperne
Blandford Forum
Dorset
Postcode: DT11 8UG

Telephone number: 01258 452025
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Appropriate authority: Governing Body
Name of chair of governors: Lt. Col Mike Oliver

Date of previous inspection: 17th May 1999

CHARACTERISTICS OF THE SCHOOL

Pimperne is a Church of England voluntary controlled first school, situated near Blandford Forum in Dorset. It caters for 117 pupils aged between four and nine years. Over 60 per cent of the pupils are from out of the catchment area because the school has a good reputation. Socio-economic circumstance are mixed with pupils coming from privately owned and rented homes. The school is smaller than other schools nationally and has five classes. The number of pupils entitled to free schools meals is below the national average. The percentage of pupils with special educational needs including those with statements varies from year to year and is currently above the national average. The majority of pupils with special educational needs have learning difficulties and a small minority of pupils have emotional and behavioural difficulties. All the pupils are from white English speaking families. Movement of pupils to and from the school is low. The children's attainment on entry to the school is similar to that of other four-year-old children nationally.

The school has received many awards in recent years including Activemark and Healthy Schools in 2003 and is currently working towards achieving a quality mark in information and communication technology.

The school is subject to reorganisation and from September 2005 will be a primary school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25074	Joyce Cox	Lead inspector	English Science Religious education Geography History Physical education Personal, social and health education Special educational needs
1329	Kevern Oliver	Lay inspector	
26945	Sylvia Gatehouse	Team inspector	Mathematics Information and communication technology Art and design Design and technology Music Provision for children in the Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a **satisfactory** and improving quality of education. Pupils' achievement is satisfactory overall and good in the Foundation Stage. Standards are average at the end of Year 2 and Year 4 in all subjects inspected in depth. Teaching is satisfactory and some of it is good. The headteacher and the governing body provide good leadership. Management is satisfactory. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- The headteacher, senior teacher and governing body provide good leadership.
- Work provided for higher attaining pupils is not always sufficiently challenging.
- There is good provision for children in the Foundation Stage.
- Year 3 pupils with emotional and behavioural difficulties are not managed consistently.
- The school provides a good programme of enrichment activities.
- Teachers' marking does not always indicate what pupils need to do to improve their work.
- There are good links with the local community and other schools.
- Work scrutiny reveals that pupils have limited opportunities to use their literacy and information and communication technology (ICT) skills in other subjects.

The school has made good improvement since the last inspection in terms of effectively tackling all the weaknesses identified in the previous report. Standards in ICT are now average at the end of Year 4, child protection procedures have been considerably improved and there are effective systems to monitor expenditure. In addition, standards have risen in English, mathematics and science particularly at the end of Year 2. The headteacher has successfully resolved staffing difficulties with sensitivity.

STANDARDS ACHIEVED

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

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

Achievement overall is satisfactory. Reception children achieve well because of the good provision and teaching they receive. In 2003, Year 4 pupils underachieved in optional tests due to ineffective teaching. The work seen during the inspection indicates that:

- children in the reception class are on course to meet the national expectations (Early Learning Goals) in all the areas of learning;
- pupils reach average standards in English, mathematics, science, ICT, music and physical education by the end of Year 2 and their achievement is satisfactory;

- pupils reach average standards in English, mathematics, science, ICT, music and physical education by the end of Year 4 and their achievement is satisfactory;
- standards are in line with the requirements of the locally agreed syllabus in religious education at the end of Year 2 and Year 4 and pupils' achievement is satisfactory.

In national tests for seven-year-olds in 2003, results were average in reading and mathematics and above average in writing. In the unvalidated 2004 national tests at the end of Year 2, all of the pupils attained the expected Level 2. This represents good achievement as one fifth of these pupils have special educational needs. The Year 4 optional tests in 2004 also indicate a considerable rise in standards compared to the 2003 results.

Provision for pupils' spiritual, social and cultural development is **satisfactory** and provision for pupils' moral development is good. Pupils' attitudes and behaviour are good in the infants and satisfactory in the juniors. Attendance and punctuality are good.

QUALITY OF EDUCATION

The school provides a **satisfactory** quality of education. Teaching and learning are **satisfactory** overall and good in the reception class. Particular strengths in teaching are the warm relationships in the infant classes and the good support provided by teaching assistants. However, marking is not used consistently to set short-term targets for individuals to achieve in order to reach the higher standards. Although the majority of pupils with special educational needs achieve satisfactorily, a small number of pupils with emotional difficulties are not managed consistently, which limits their achievement. Assessment is satisfactory and many teachers use assessment information effectively to plan work for pupils of different abilities. In the case of the higher attaining pupils, work provided is not always sufficiently challenging which limits their progress. The curriculum is satisfactory and there is good provision for extra-curricular activities. Pupils receive satisfactory support, advice and guidance. There are satisfactory links with parents and good links with other schools and the local community.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall.

The headteacher, senior teacher and governing body provide good leadership. They are committed to school improvement and have succeeded in setting a clear direction for improving the school and have begun to raise standards. There is not enough focus on using assessment information to raise the attainment of the higher attaining pupils. Subject leaders provide satisfactory leadership. School funds are targeted where they are most needed and the school administration officer and the governing body monitor spending carefully. Governance is good. Governors are keen and very committed and carry out their responsibilities well. The chair of the governing body is a very experienced governor and makes a significant personal contribution to the work of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The vast majority of the parents are satisfied with the quality of education and care which the school provides. However, a significant minority of parents expressed concerns regarding communication between school and home. Inspectors found no evidence to substantiate this view.

Pupils are happy to be at the school and enjoy the numerous after-school activities and 'Golden Time'. Year 4 pupils noted an improvement in their behaviour in lessons this year.

IMPROVEMENTS NEEDED

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

- Ensure that higher attaining pupils receive sufficiently challenging work.
- Implement clear, consistent and effective behaviour management strategies for pupils with emotional and behavioural difficulties.
- Improve the quality of teachers' marking.
- Give pupils more opportunities to apply their developing skills in literacy and ICT in other subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement in reception is **good**, and for pupils in Years 1 to 4 it is **satisfactory**. Pupils with special educational needs achieve satisfactorily. Standards in English, mathematics and science are average in Year 2 and Year 4.

Main strengths and weaknesses

- Reception children's achievement is good and they attain national expectations in all the areas of learning.
- Standards in ICT now match national expectations at the end of Year 4 and have improved since the last inspection.
- In some lessons the work provided for the higher attaining pupils does not promote higher standards.

Commentary

Foundation Stage

1. From an average starting point, the children in the reception class do well and attain the expected standards for their ages in all the areas of learning. Children's achievement is good because staff work effectively as a team. They have very good assessment procedures, know the children well and plan stimulating practical activities. Children find learning fun and exciting.

Key Stage 1

2. In Years 1 and 2, pupils' achievement is satisfactory and they reach average standards in reading, writing, mathematics and science. There was no noticeable difference between the attainment and achievement of boys and girls. As the table below indicates, inspection judgements are similar to the school's results in the 2003 national tests for seven-year-olds. Improvements in test results have been better than the national trend. In the 2004 unvalidated national tests, all the Year 2 pupils attained the expected Level 2 indicating good achievement especially for the one fifth of pupils with special educational needs. However, not many of the pupils attained the higher Level 3 in writing and the

school has identified this as an area for improvement, thereby substantiating inspectors' views that higher attaining pupils are not sufficiently challenged.

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

Standards in:	School results	National results
Reading	16.0 (15.8)	15.7 (15.8)
Writing	15.2 (14.9)	14.6 (14.4)
Mathematics	16.5 (17.9)	16.3 (16.5)

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

Key Stage 2

3. In 2003, Year 4 pupils' achievement in the optional Year 4 tests in English and mathematics was judged to be unsatisfactory both by the school and the local education authority. In 2003, Year 4 pupils attained standards that were below average when compared to other local and similar schools nationally. The local education authority reported that the 2003 Year 4 pupils had made 'considerably less progress than other pupils in Dorset'. However, one third of these pupils had complex special educational needs and three pupils were not entered for the tests due to their specific learning needs.
4. An analysis of the 2004 optional tests reveals considerable improvement, particularly in mathematics. The school feels that a temporary change of teacher in February 2004 impacted significantly on these good results. Staffing difficulties have now been resolved. There is now a different teacher in Year 4 whose effective behaviour management techniques result in all pupils making at least satisfactory progress. The attainment of the current Year 4 is average in English, mathematics and science.
5. The school has made good progress in improving standards in ICT at the end of Year 4. Pupils attain standards that match national expectations and their achievement is satisfactory. Improved leadership, resources and staff training have ensured that all elements of the ICT curriculum are fully covered. Although pupils' ICT skills are much improved, there is little evidence to indicate that pupils are given sufficient opportunities to apply these in other subjects. As a result, pupils' achievements are satisfactory rather than good.
6. A similar position exists for pupils' application of their literacy skills. Pupils use writing, such as when writing about historical topics, but teachers do not plan these opportunities sufficiently systematically to ensure that pupils practise and learn specific skills, limiting pupils' overall achievements.
7. Pupils with special educational needs have individual education plans with clear and achievable targets. They make satisfactory progress towards meeting their targets. They achieve satisfactorily, reaching standards commensurate with their abilities.

Pupils' attitudes, values and other personal qualities

Pupils' attendance and punctuality are **good**. Their attitudes and behaviour are **satisfactory**. Their spiritual, moral, social and cultural development is **satisfactory**.

Main strengths and weaknesses

- The majority of pupils have positive attitudes to school.
- The inappropriate behaviour of a very small number of Year 3 pupils sometimes disrupts learning.
- The school and parents work well together to ensure that pupils come to school and arrive on time.

Commentary

8. Most pupils have positive attitudes to their work and, particularly in the infant classes, are well behaved. They help each other and lessons are rarely disrupted as they and their teachers get on with the day-to-day business of teaching and learning to the best of their ability. The picture is not as consistent in the Year 3 class where valuable teaching and learning time is sometimes lost dealing with the disruption caused by a very small number of pupils who have emotional and behavioural difficulties. Many older pupils, through the inspection's survey of their opinions, have registered their concern that behaviour could be better.
9. Playtimes are lively, happy occasions with pupils enjoying each other's company and a wide range of games, activities and equipment. They look after each other caringly, for example paying attention to the needs of a pupil who has mobility problems. Anyone who is upset on their own is quickly "swept up" by other pupils. Boys and girls take an equal part in some of the lunchtime football games. Some rough play was observed, but nothing that could be interpreted as bullying was seen by or reported to the inspectors during their time in school.
10. Pupils have a growing understanding of social and moral issues and they are able to distinguish between right and wrong. In assemblies such as that given by the local vicar, they get good opportunities to reflect and explore their inner feelings. The school's provision for pupils to discover the history, heritage and beliefs of other cultures has improved since the last inspection as the school now holds many activities such as Mexican, Caribbean and German days. However, older pupils' knowledge and understanding of the beliefs and traditions of other cultures through religious education remains underdeveloped as at the time of the last inspection.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.4%	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.

11. Attendance is good. There are good arrangements for ensuring that pupils come to school and arrive on time every day.

<i>Ethnic background of pupils</i>		<i>Exclusions in the last school year</i>			
Categories used in the Annual School Census		No of pupils on roll		Number of fixed period exclusions	Number of permanent exclusions
White – British		116		2	0
White – any other white background		1		0	0

The table gives the number of exclusions during the school year prior to the inspection.

12. These exclusions were part of the school's response to a particular behaviour problem.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education. Teaching and the curriculum are both satisfactory. There are a good number of extra-curricular activities. The school takes satisfactory care of its pupils and has satisfactory links with its parents and good links with other schools and the local community.

Teaching and learning

The quality of teaching and learning is satisfactory overall. It is good in reception, and in Years 1 to 4 it is satisfactory. Assessment is also satisfactory overall.

Main strengths and weaknesses

- Teaching is good in the reception class and new children settle quickly and happily into school.
- Teaching assistants provide good support to teachers and pupils.
- Work provided for higher attaining pupils is not always sufficiently challenging.
- A small number of pupils with emotional difficulties disrupt some lessons thereby restricting pupils' achievement.
- Most teachers have good relationships with pupils, which mean that most pupils are keen and enthusiastic about their work.
- Work scrutiny indicates that insufficient use is made of pupils' ICT and literacy skills in other subjects.
- Some teachers' marking does not tell pupils what they do well and what they need to do to improve.

Commentary

13. Teaching is good in the reception class and the children, who have only been at the school for a week, are settling happily and confidently into school routines. The teacher and the teaching assistant work together well, have very good assessment procedures and succeed in providing a stimulating and exciting learning environment for the children.
14. Although overall teaching is satisfactory, a significant minority of lessons have good features and are leading to good learning and achievement. Most teachers have good relationships with pupils ensuring most pupils behave well and are keen and motivated to learn. Teaching assistants provide invaluable support.

15. The most significant area for improvement in the satisfactory lessons is the way in which teachers challenge the higher attaining pupils. Detailed planning indicates that all teachers are aware of the different abilities within their classes but, in reality, work provided for higher attaining pupils is often similar to that for average attaining pupils, which restricts their attainment and achievement.
16. Teaching is satisfactory for pupils with special educational needs. In the good lessons, pupils are effectively supported and achieve well because assessment information is used well to match activities to their needs. Staff use praise effectively and pupils' confidence and self-esteem are enhanced. For instance, in a Year 4 literacy lesson, a pupil confidently demonstrated that she could recognise clauses in sentences. Her efforts in the plenary resulted in spontaneous applause and encouragement from the rest of the class.
17. Most teachers are skilled at handling the minority of pupils with emotional and behavioural difficulties, which ensures that classes are purposeful and not disrupted. However, this is not always the case and where teaching is unsatisfactory in Year 3 it is because the teacher's behaviour management is not as effective as it could be, resulting in considerable disruption to music and physical education lessons.
18. The way in which teachers mark pupils' work requires improvement, as it is not made clear to pupils what they do well or what they have to do to improve their work. Some work is not dated or marked at all and pupils' presentation is poor in some instances. Pupils' ICT and developing literacy skills are not used consistently in all subjects. Too many inappropriate worksheets are used in subjects such as religious education and history, which restricts pupils' achievement in writing.
19. The school has implemented good strategies to assess pupils' attainment in English, mathematics and science and to track pupils' achievements in these subjects. Insufficient use is currently made of assessment information to plan work to challenge higher attaining pupils.

Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	3	14	2	0	0

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

The curriculum

The overall quality of the curriculum is **satisfactory**.

Main strengths and weaknesses

- Children get off to a good start in the Foundation Stage due to the good provision.
- Provision for ICT has been improved.
- Limited use is made of ICT and literacy in other subjects.
- The curriculum is enriched through a good range of clubs, activities and events.

Commentary

20. All subjects are taught regularly, with satisfactory policies and schemes of work to support planning and enough time allocated to them. Statutory requirements are met with regard to religious education, sex education and drugs' awareness. Children in the Foundation Stage enjoy exciting experiences across all six areas of learning. The school tries hard to meet the needs of all pupils including those with special educational needs. Currently, the needs of a very small minority of Year 3 pupils who have emotional and behavioural difficulties are not being met.
21. Subject leaders check teachers' planning to ensure that pupils' learning is continuous with no gaps or unnecessary overlapping. They check pupils' work to see that enough is covered in the time allowed. However, their monitoring has not had a positive effect on the quality of teachers' marking or the presentation of pupils' work, both of which are judged to require improvement. A developing strength is the involvement of governors in monitoring the curriculum through regular presentations and close liaison with subject leaders.
22. Although provision for ICT has been improved since the last inspection, pupils are not yet using computers enough in other subjects. The use of literacy in subjects such as science, history, geography and religious education is limited. For example, there was little evidence of extended writing in history or religious education in pupils' books.
23. Teachers' knowledge of the curriculum is satisfactory in all subjects except for religious education and music. For instance, there are weaknesses in knowledge and understanding of world faiths other than Christianity, and in the rudiments of music. These shortfalls are partly mitigated by specialists who take religious education and music lessons, simultaneously providing professional development opportunities for teachers and teaching assistants.

24. A strength of the curriculum is the good enrichment provided to pupils' learning by a wide range of clubs and events, visits and visitors. These considerably enhance geography and history studies, and pupils' experiences in music, physical education, art and dance. They also make good provision for the development of pupils' personal, social and health education.
25. The school makes the best of its accommodation, situation and environment. There is good provision for outdoor play in a new play trail and playground. Good use is made of the village play park and a local garden for science studies.
26. Parents say they are kept informed about the curriculum. Pupils say teachers make lessons interesting. They enjoy using the new computers but would like more time on them. They say they are glad they can stay at this school when they become Year 5.

Care, guidance and support

The school has **satisfactory** arrangements for looking after pupils' care, welfare and health and safety. Its monitoring of pupils' achievements and personal development is **satisfactory**. There are **good** arrangements for involving pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- The school has good arrangements for child protection.
- There are very good arrangements for bringing new pupils into school.

Commentary

27. The school is a caring community. There are good health and safety arrangements, which include a risk assessment system that effectively covers both in-school and out-of-school activities. Pupils are properly supervised during break times and at both ends of the school day. The headteacher is the person nominated to deal with child protection, which has improved considerably since the last inspection. All staff are properly briefed on procedures and there are good links with the relevant local agencies.
28. Teachers know their pupils well. They use a satisfactory combination of formal and informal methods to monitor and support pupils' achievements and personal development. The headteacher, staff and governors value pupils' judgements about all aspects of school life. They make good use of the school council to gather pupils' ideas and views and, where practicable, act upon them. The "buddy bench" and the arrangements for football during playtimes are good examples of this. The results of the recent pupil survey, in which older pupils registered their concerns about the standard of behaviour, are being treated very seriously by the school.
29. There are very good arrangements for introducing new pupils, parents and carers to school life. These include home and school visits, briefing and taster sessions and careful attention to pupils' particular needs. Pupils, whatever their age, arriving during the school year are given similar support.

Partnership with parents, other schools and the community

The school's links with parents are **satisfactory**. Its links with the community and other schools and colleges are **good**.

Main strengths and weaknesses

- The majority of parents have a positive view about the way the school is run and the education it provides for their children.
- There are a significant number of parents who feel that the school does not communicate sufficiently effectively with them.
- The school provides a good range and quality of formal and informal information about pupils' progress.
- There are good links with the local and wider communities and with other schools and colleges in the area, which has a positive impact on pupils' learning and development.

Commentary

30. The governors, headteacher and all the other staff believe that a good, close partnership between parents and the school is an essential part of helping pupils learn and develop. They value parents' ideas and opinions.
31. The majority of parents are very supportive of the school, which they see as a very caring, integral part of the local community. Criticisms, by a vocal minority of parents, at the pre-inspection meeting, of the way that the school is managed and deals with behaviour problems, were emphatically refuted by those parents who sought out members of the inspection team whilst they were in school.
32. The information which the school provides about pupils' progress and achievements is good. There are termly meetings and comprehensive end-of-year reports. The prospectus, regular newsletters and information sheets about the curriculum provide good information regarding pupils' activities and achievements. Parents are always welcome to 'drop in'. Opportunities to talk to the headteacher, class teachers and, occasionally, governors are provided before and after school.
33. In spite of all of the above, an unusually large number, about one third, of parents used the pre-inspection questionnaire to register their concerns about some aspects of school management. The inspection team's discussions with a wide range of parents established that whilst they were generally very happy with the school, a key issue for some of them was communication. They felt that they were not well enough informed about what was going on in school and that it was difficult to find things out. The inspection team disagree with this view and feel that parents receive good information.
34. The school has good links with other schools. Staff link with partnership schools for specific training and pyramid and cluster events. The school worked closely with local independent and state schools to produce a concert in aid of 'Save the Children'. The science co-ordinators' group is working to raise the profile of science in local schools, which is intended to raise pupils' attainment and achievement. There are good links with feeder playgroups to prepare children for their entry into the reception class and there are good mechanisms in place to help pupils transfer to the middle schools for the next stage of their education. The good links with the local community enhance pupils' learning. For instance, pupils visit a local farm and enjoy visits from a local artist, vet, vicar and policeman. In addition, the school writes sections for the parish and village magazines each term and local citizens support all school events.

LEADERSHIP AND MANAGEMENT

Leadership and management is **satisfactory** overall. The leadership and governance of the school are **good**. The management of the school is **satisfactory**.

Main strengths and weaknesses

- The headteacher provides a clear sense of direction for the school's development.
- Governors have a good impact on the school's effectiveness.
- The leadership and management of the Foundation Stage are good.
- The majority of parents are satisfied with the school and express confidence in it.
- There are some inconsistencies in whole-school procedures that affect the school's ethos.

Commentary

35. The headteacher, the senior manager and the governors work together well, providing the school with a positive sense of purpose. The school's comprehensive plan for its future development has been improved and is proving to be a useful tool in helping the school to manage changes and innovation, for instance in the curriculum. The school's finances effectively support the plan and there are good systems for tracking and monitoring expenditure. This is an improvement since the last inspection.
36. The governors and staff of the school face considerable change when it becomes a full primary school under a period of reorganisation from September 2005. The finance committee has prudently looked ahead at the extra expenditure this will incur, and is in consultation with the local education authority regarding the financial implications for the school. Therefore, the school's large carry-forward figure is mainly being earmarked to safeguard staffing, maintain single-year classes and equip new classrooms. The administration staff efficiently manages the school's finances and governors are provided with monthly updates to ensure that all expenditure is thoroughly monitored and principles of best value effectively applied.
37. Nearly all the governors are very experienced and committed. They are well informed and very aware of the school's strengths and weaknesses. They take a lively interest in all aspects of the school and are closely involved in the construction of its planning for future development. While they are supportive and understanding, they are not reluctant to challenge or seek clarification when needed. They regularly demonstrate their support and care for the school in generously giving their time to attend assemblies, talk to teachers and other staff, and share their expertise in music and religious education.
38. The senior manager is a good leader and manager. She leads the Foundation Stage well and it is a strength of the school. Parents believe that she gives their children a good start and many show their confidence in the school by choosing it in preference to their neighbourhood school. They like the caring attitude of all staff, being particularly impressed by a class teacher who visited a hospitalised pupil every week. Other staff with managerial responsibilities have a clear understanding of their subject and aspirations for its future growth. As a result of protracted staffing difficulties only recently resolved, some are new to their roles, but this does not diminish their enthusiasm and determination to raise standards further. Teaching assistants and other support staff are conscientious and efficient, fulfilling their roles with confidence.

39. There are a number of policies that determine the day-to-day running of the school and the management of pupils, including those with special educational needs or behavioural difficulties. These procedures are not always adhered to, resulting in inconsistency in the management of some pupils. This aspect of the school's management leads to a fragmented ethos, giving rise to an unsettled atmosphere particularly in one class. The headteacher, senior manager and governors are aware of this deficiency and are already considering ways forward.

Financial information for the year April 2003 to March 2004

<i>Income and expenditure (£)</i>	
Total income	376,522
Total expenditure	305,766
Expenditure per pupil	2,527

<i>Balances (£)</i>	
Balance from previous year	49,052
Balance carried forward to the next	70,756

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the reception class is **good**.

Children join school part-time at the beginning of the year in which they become five years old. There are very good arrangements to help them and their parents to settle happily into the school as the time for entry approaches. Parents are invited to a series of special meetings when the teacher explains how and what their children will be learning, and how they can help at home. Children's attainment on entry is broadly average although there is considerable variation. The teacher and her assistant assess children's attainment thoroughly and ensure that their planning takes children's abilities into account, including those with special educational needs. Leadership and management are good, as is the provision for children with special educational needs. Teaching and learning are good overall and as a result children's achievement is good in all the areas of learning. Assessment systems are very good. They are used very well to build up a comprehensive individual personal profile that is shared with Year 1 staff as the time for transfer approaches. The school has made good improvements to its provision since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children settle quickly and happily into the routines of school.
- The teacher and her assistant work together closely and provide a friendly and warm atmosphere where children feel secure and valued.

Commentary

40. The quality of teaching and learning is consistently good and children achieve well. Staff provide enticing opportunities for children to work and play together. They place a heavy emphasis on this area of learning because they regard it as crucial to the children's overall development. Consequently, children settle quickly, share toys and equipment and help one another, for instance when tidying up. At the same time, children have many chances to develop responsibility for their own behaviour and to learn to consider the needs of others. A few children depend heavily on adult support as they gradually become aware of how their behaviour affects others. Most children quickly make good progress and achieve well. By the time they are age five most reach the early learning goal. The more able children are on course to exceed the expected standard.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children get off to a fast start because the teacher places a heavy emphasis on this area of learning right from the beginning.
- Parents say they are well informed about how they can help at home with reading and writing.
- Some children begin school with underdeveloped skills, for example in listening.

Commentary

41. Most children make rapid progress in their learning and achieve well because the quality of teaching is good. The teacher uses assessment procedures very well to ensure that children's learning is closely matched to their needs. Parents like the positive start in reading, and value the ways in which they are kept in touch with their children's progress, sharing books and the reading diary. Children are taught to write letters correctly and have frequent opportunities to use their emerging skills. The majority develop good listening skills and pay attention closely to instructions. Higher attaining children respond sensibly in conversations, with clear articulation, in sentences. A few, however, have difficulty in listening to others and have yet to master the conventions of taking turns in a discussion. Nearly all children enjoy story times because the teacher reads expressively and makes good use of questioning. Most are well on course to reach the early learning goal by the end of the reception year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The teacher plans exciting activities that make learning fun.
- Parents are encouraged to help at home.
- Some children's attainment on entry in this area is low but good teaching ensures they make good progress.

Commentary

42. Good teaching means that the majority of children make good progress and achieve well. The teacher provides attractive activities to stimulate interest. The children enjoy singing games involving numbers and develop their knowledge and understanding of shape when using brightly coloured wooden tiles. They have opportunities to develop their mathematical vocabulary in the sand and water trays using words such as 'heavier', 'full' or 'half'. Parents say they feel well informed about how they can encourage their children to notice mathematics in their daily lives, for example when shopping. A few children begin school with little knowledge of numbers, and their vocabulary is limited. They have to work hard to make up lost ground. However, the majority are well on course to reach the expected standard by the end of the reception year.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The school makes good use of its grounds and local area.
- Visitors share their special interests with the children effectively.

Commentary

43. Children make good progress and achieve well in this area of learning because teaching is good. Lessons are interesting and excite children's curiosity. Good use of a large garden in the village provides children with opportunities to observe the different seasons of the year, and they have easy access to their own secure garden that is adjacent to their classroom. Visitors help them to gain knowledge and understanding of other religious faiths and music of other lands and times. They enjoy seeing a newborn baby in their class and watching him being bathed and fed. Children have frequent opportunities to operate the computer mouse or keyboard. The majority are well on course to reach the expected goal by the end of the year.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The teacher provides many opportunities for children to develop their manual dexterity.
- The outdoor play area is small but secure, and is used well.
- There is no fixed climbing apparatus specifically for this age group.

Commentary

44. Children enjoy the combination of music and movement when playing singing games in the hall. The teacher has good organisational skills and conducts the lesson at a fast pace. She sings well and models movements energetically so children make good progress and achieve well. Children enjoy using a large parachute that requires co-

ordination from them all. In the classroom, children use their fingers to handle pencils, paintbrushes and jigsaw pieces with increasing skill. They pour water and sand with increasing accuracy from one container to another. Staff make the best of the school's accommodation to compensate for the lack of fixed climbing apparatus. The majority of children are on course to reach the expected standard by the end of the year.

CREATIVE DEVELOPMENT

Provision for children's creative development is **good**.

Main strengths and weaknesses

- The teacher has good subject knowledge in art and music.

Commentary

45. From looking at children's work it is evident that they have a wide range of opportunities to experiment in paint, pastel, chalk and fabric and make good progress over the year. The teaching of music is good because the teacher has considerable musical expertise and children make good progress and achieve well. They respond positively and behave well because the lesson is fast-paced and fun. The class shop provides good opportunities for role-play and children take part in Christmas productions, performing for their parents. These opportunities promote children's personal and social skills effectively and also raise their self-esteem and confidence. The majority are on course to reach the early learning goal by the end of the reception year.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in reading and writing are rising steadily at the end of Year 2 and Year 4.
- Pupils with the potential for higher attainment do not always achieve as well as they should.
- Infant pupils use phonic skills well to work out new words when reading.
- Marking does not inform the pupils of what they need to do to improve their work.
- There are not enough opportunities for pupils to improve their literacy skills in other subjects.

Commentary

46. The standards seen during the inspection were average overall by the end of Year 2 and met expectations in Year 4 in reading and writing. In national tests in 2003 for pupils aged seven, standards were average in reading and above average in writing. The unvalidated test results for 2004 show an improvement on the 2003 results as all the 25 pupils who took the tests attained the expected Level 2 in reading and writing. Only one pupil reached the higher Level 3 in writing and this is one of the school's areas for improvement.

47. Results also improved in 2004 for the Year 4 pupils in their optional tests. In 2003, only half of the class attained Level 3 (the expectation) whereas in 2004, 68 per cent of the pupils attained Level 3 with a third attaining the higher Level 4 in reading.
48. Achievement in speaking and listening is satisfactory overall for pupils by the age of seven and nine and the majority of pupils reach the expected levels by the end of Year 2 and Year 4. They generally listen carefully when others are speaking, although some pupils' responses are quite brief. Teachers work hard to ensure pupils understand specific words in texts and most encourage pupils to respond to questions in full sentences. Some teachers encourage pupils to discuss their learning together which promotes effective speaking and listening skills but this is not consistent practice throughout the school.
49. Pupils do better in reading than writing. Higher attaining pupils in Year 2 and Year 4 reach above average standards, whilst the majority of pupils attain average standards. All pupils achieve satisfactorily. More able Year 4 pupils read fluently and give mature explanations about the stories they read. They are enthusiastic about books and can skim and scan texts for information. Whilst other Year 4 pupils read competently, their comprehension skills are weaker and they find it hard to use inference and deduction skills to see beyond the facts in their stories. Year 2 pupils enjoy reading and are skilled at using letter sounds to deduce new vocabulary. The library is small and only suitable for groups of pupils to use, which restricts class opportunities for research. Books are attractively arranged and older pupils know how to access information books.
50. Writing is identified as an area for improvement on the school's improvement plan. It is evident in some literacy lessons that, although work is planned for pupils' different abilities, in reality all pupils complete the same work and so higher attaining pupils are not challenged to achieve their full potential. Work is usually differentiated effectively for pupils with special educational needs. A scrutiny of pupils work for 2003 to 2004 revealed that pupils had been taught a suitable range of different types of writing such as poetry and reports. Handwriting and the way some pupils present their work are areas for improvement throughout the school.
51. Teaching and learning are satisfactory. Teaching assistants provide good support in literacy lessons, particularly for pupils with special educational needs as they ensure pupils understand the task and rephrase information when necessary. Most teachers make sure that pupils know what is expected of them by sharing learning objectives. Teachers' marking consists of brief supportive comments or ticks and does not tell pupils what they need to do to improve their work.
52. The co-ordinator provides satisfactory leadership and management. She has only recently become co-ordinator but has already constructed a detailed action plan to improve provision. The school has made good improvement since the last inspection, particularly in terms of tracking pupils' progress.

Language and literacy across the curriculum

53. The use of language and literacy across the curriculum is unsatisfactory. Pupils are given too many worksheets to record their work in subjects such as history and religious education, which restricts their literacy skills. Some teachers make good use of

'response partners' in many subjects to encourage pupils to discuss their learning and to formulate new ideas, but this is not consistent practice.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Assessment procedures are good and used effectively to promote rising standards.
- The co-ordinator is a decisive leader and a good model for her colleagues.
- Teachers' marking is not good enough.
- Higher attaining pupils could do more and achieve higher standards in lessons.
- Information and communication technology is not used well enough to support learning in mathematics.

Commentary

54. Standards are rising at the end of Years 2 and 4. This is an improvement since the time of the last inspection. In national tests in Year 2 in 2003, most pupils attained the expected standard. However, in the unvalidated 2004 national tests all the pupils reached the expected level and above. In Year 4, standards improved rapidly in 2004 after a period of under-achievement due to weaker teaching. In the optional national tests, the majority of pupils reached the expected standard for their age. During the inspection, observing lessons and looking at pupils' work indicated that the current Year 2 and Year 4 pupils are already reaching standards similar to those expected nationally.
55. Teaching is satisfactory overall. There is good teaching in Year 2. This, together with the co-ordinator's good teaching, is exemplified by clear learning goals, high expectations and a lively pace that keeps pupils on their toes. In these lessons, pupils make good progress and achieve well. However, some lesson introductions lack vitality and teachers do not engage every pupil in calculations. Higher attaining pupils are not expected to work assiduously enough to get their work completed. Learning support assistants are well briefed and support pupils, including those with special educational needs, effectively and sensitively.
56. Teachers' planning is good. The use of ICT is being developed, but pupils' keyboard skills are not always dexterous enough so time at the computer stations is sometimes wasted. Some teachers' marking is a weak feature of their practice with few indications of how pupils could improve their work. The presentation of pupils' work is unsatisfactory, and too much use is made of worksheets.
57. Leadership of the subject by the co-ordinator is good. Assessment systems are good and are used well to track pupils' progress and plot future performance. The co-ordinator analyses test results and advises colleagues about curriculum adjustments. She has worked hard to drive up standards and has very secure knowledge of her subject.

Mathematics across the curriculum

58. There is satisfactory use made of mathematics in other subjects. Pupils make use of their measuring skills in design and technology, in science, and in food technology in activities such as baking Christmas cakes.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Investigation skills are good throughout the school.
- Work is not planned to challenge higher attaining pupils.
- Teachers' marking does not tell pupils how to improve their work.

Commentary

59. Standards attained by the current Year 2 are average and match expectations in Year 4 pupils' achievement is satisfactory. No significant difference is noted between the attainment of boys and girls. Pupils with special educational needs achieve satisfactorily in relation to their ability. In the 2004 Year 2 teacher assessments, 100 per cent of the pupils attained the expected Level 2. This represents a good improvement on the 2003 tests where 89 per cent of the pupils attained the expected level.
60. The quality of teaching is satisfactory and as a result pupils' achievement and learning are satisfactory throughout the school. Teachers in all year groups teach science with a high proportion of practical and investigative activities, which have a clear focus in teachers' planning. As a result, pupils are developing a secure understanding of living things, materials, forces and light and sound. They are learning to predict what might happen when they investigate and to explain why things happen in their results. Teachers' planning is detailed but work provided for higher attaining pupils is insufficiently challenging. This is very evident in the work provided for scrutiny where pupils of various abilities are given the same work to complete. There are a few examples of effective marking in pupils' books but in the main comments are supportive and do not suggest how pupils can improve their work in order to achieve better results.
61. Teaching assistants help to keep pupils with special educational needs interested and motivated by asking and clarifying questions to make them think. As a result, these pupils achieve satisfactorily. Teachers work hard to ensure the correct scientific vocabulary is used in lessons and that pupils understand what the words mean and put them into context. For instance, in a good Year 1 lesson the teacher and teaching assistant ensured that pupils fully understood the difference between living and non-living objects through skilful questioning and colourful resources.
62. The co-ordinator provides satisfactory leadership and management. Planning is carefully monitored to ensure that the full science curriculum is covered. Test results are analysed to pinpoint areas of weakness and there is an effective tracking system to show pupils' progress. Insufficient use is made of ICT in science lessons and when recording pupils' work.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- New hardware has helped to provide opportunities to teach large groups of pupils.
- Standards in Years 3 and 4 are improving.
- Limited ICT is evident in pupils' work across the curriculum.

Commentary

63. Since the last inspection the school has improved its provision and there are now enough laptops for whole classes to be taught computer skills. More interactive whiteboards are to be installed in the near future but satisfactory use is presently made of one mobile whiteboard. The hardware is not entirely reliable and there are incompatibilities that from time to time affect teaching and learning.
64. Very little ICT work was found in pupils' books in other subjects such as mathematics or the humanities. Year 2 pupils reach average standards and their achievement is satisfactory. Younger pupils are beginning to learn the initial steps in loading computer software and handling the mouse. In Year 4, pupils share laptops and revise previously learnt skills in changing font size and colour, moving text around the screen and importing pictures. Standards in Year 4 now meet national expectations and are better than at the time of the last inspection. Pupils' achievement is satisfactory.
65. The quality of teaching is satisfactory overall, but the co-ordinator's teaching has good features due to her increasing knowledge and skill. Good attention is paid to health and safety as well as clear learning goals and good deployment of support staff. Most pupils, including those with special educational needs, make satisfactory progress and handle equipment with care. Their keyboard skills are sometimes limited by poor dexterity. Some are unfamiliar with the features of the computer keyboard, although in Year 2 pupils do remember how to delete their work.
66. In conversation, pupils clearly enjoy their computer work and like using computers. They are aware of the ways computers affect our everyday lives, such as in washing machines and traffic lights, and are proud of the results of their efforts. However, they have had little experience of using the Internet, communicating by e-mail or using roamers. They assess their achievements frankly, remarking, "We're just beginning to learn, you know". Pupils have limited opportunities to build up a record of their work in ICT so that progress can be readily checked.
67. Leadership and management of the subject are satisfactory. The co-ordinator has monitored teaching and teachers' planning, and has organised resources efficiently. She is enthusiastic and communicates this well in her own teaching. Staff training has taken place and there are enough resources to support other subjects such as mathematics, geography, literacy and history. The school has a digital camera but it is presently requiring repair.
68. The school has made satisfactory progress in addressing the weaknesses identified at the time of the last inspection. For instance, it is increasing the opportunities for pupils to use computers to build on what has been learned in ICT lessons. However, not enough progress has yet been secured in planning for pupils to make greater use of programs for editing and re-drafting their written work, and in ensuring that the school's scheme of work is implemented in developing pupils' skills in control, modelling and data-handling.

Information and communication technology across the curriculum

69. Unsatisfactory use is made of pupils' developing ICT skills in other subjects. Teachers do not plan to give pupils sufficient opportunities to apply the skills they are taught. In junior classes, there is an over-concentration on using pupils' word-processing skills and

pupils' rarely use ICT to present either the outcomes of science experiments or to resolve calculations and present graphs in mathematics.

HUMANITIES

History and geography

70. These subjects were sampled because no lessons were seen in either subject and there was insufficient evidence to make a judgment about provision overall. Pupils' work in exercise books and on display in both subjects was analysed. Standards in history and geography by the ages of seven and nine are in line with national expectations and pupils' achievement is satisfactory. Coverage of the curriculum in each subject is satisfactory, although insufficient use is made of pupils' literacy skills and ICT in both subjects.

Religious education

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

Main strengths and weaknesses

- There are not enough chances for pupils to use their own words when writing about events.
- Effective assessment procedures have been developed.

Commentary

71. Attainment at the end of Year 2 and Year 4 is in line with that expected in the locally agreed syllabus. Pupils' achievement is satisfactory throughout the school. Year 1 pupils learn why Christians go to Church and begin to develop an understanding of special religious symbols and places. Year 2 pupils consider what makes a special friend and learn about leaders such as Moses. Older pupils contrast Christian and Muslim baptism and Year 4 pupils are currently studying Islam.
72. Teaching and learning are satisfactory. There is very little recorded work and work scrutiny revealed an overuse of worksheets, which restricts pupils' literacy skills. Year 3 pupils discuss special places in their lives and begin to consider why they are special. The teacher makes good use of a story called 'Wilfred McDonald Partridge' to encourage pupils to communicate their ideas and feelings. The local vicar provides good support to Year 4 pupils' Islamic studies as he has considerable background knowledge having worked in Egypt for a number of years. This compensates for the teacher's lack of knowledge in this area. Very little use of the Internet to research religious education topics was evident, and in discussions Year 4 pupils displayed a very superficial knowledge of other world faiths such as Judaism.
73. The co-ordinator provides satisfactory leadership and management. She has only been in post for a very short time but is keen and enthusiastic and has clear plans to raise the profile of religious education in the school. Effective assessment procedures have been introduced which are satisfactorily monitored. The school is currently working to improve religious education by using a new religious education policy and curriculum, which is being introduced throughout the diocese. Satisfactory progress has been made since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and design and technology

74. No lessons were observed in art and design during the inspection so it is not possible to make judgements about teaching and learning. Displays of work indicate that pupils reach the expected levels in art and design and achievement is satisfactory. The use of sketch books in art and design and planning books in design and technology is not secure in the school, which restricts pupils' achievement. There was not enough evidence to make a secure judgement about standards and teaching and learning in design and technology as only part of one lesson was observed.
75. The leadership and management of the subjects are satisfactory. Both subjects have policies and schemes of work. Assessment systems are being established. The co-ordinator has considerable skill and subject knowledge but is new to this responsibility and carries other managerial responsibilities within the school. She has reviewed the previous co-ordinator's files and constructed action plans. She monitors planning but has not yet had recent opportunities to monitor the quality of teaching in her subjects.
76. Art features strongly in the school's weekly Golden Time, when all pupils have opportunities to express themselves freely in a range of art activities using paint, clay, and collage materials. Parents are invited to help and share their skills. The school has embraced the principles of the strategy 'Excellence and Enjoyment,' and sets aside time for Arts Week, involving the whole school in a particular project, such as studying the work of Gaudi. This results in exciting mosaic and collage work, including an impressive large sculpture of a lizard suitably regaled in chips of ceramic tiles by groups of current Year 4 pupils supervised by parents.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- The school uses the expertise of support staff and visitors well.
- Pupils with special educational needs are fully included.
- Opportunities are missed to enrich pupils' knowledge and understanding of music.
- Assessment systems are not yet securely established.

Commentary

77. Pupils reach the expected standard in Years 2 and 4 in performing, listening and appraising. This was the case at the time of the previous inspection. No instances of composing were heard during the inspection nor was any evidence found of this part of the curriculum in the form of recordings or graphic scores.
78. The quality of teaching and learning is satisfactory overall. One lesson was judged to be unsatisfactory due to weak organisational and pupil management skills. Satisfactory or better teaching has good pace and a clear sense of purpose. In the good lessons, pupils are managed effectively, lessons are well structured and teachers are confident. A

member of the support staff has good subject knowledge and uses this effectively in teaching singing, hand chimes and the recorder. She pays meticulous attention to notation and fingering. A visiting musician successfully engages the attention of the youngest pupils because of her skills and lively presentation style. The vicar, who is also a governor, regularly leads singing in assemblies, accompanying with skill and sensitivity on guitar. Assessment systems to record attainment, and the use of ICT, are not yet fully embedded, although those who play the recorder are carefully monitored so that their work is sufficiently challenging.

79. The majority of pupils, including those with special educational needs, enjoy music lessons and behave well, handling instruments with care and listening attentively to instructions. Year 2 pupils study the elements of pitch and pulse, and perform a rap about Noah with verve and delight. Year 4 pupils' work on a previously learnt song: 'The Skye Boat Song,' studying phrasing and mood effectively. The teacher makes good links with history as she explains the meanings of some of the lyrics. Pupils concentrate well and the majority make satisfactory progress. Their achievement is satisfactory.
80. Music effectively enriches subjects and features prominently during the school year in celebrations and festivals. The quality of singing in assemblies and most lessons is tuneful and rhythmic. Recorded music enhances assemblies, although opportunities are lost to enrich pupils' knowledge and understanding on a daily basis because they are not told anything about the composer. The school takes part in county music festivals and successfully enters pupils for the examinations of the Associated Board of the Royal School of Music.
81. Leadership of the subject is satisfactory. Teaching and planning are monitored by the co-ordinator who deploys staff well, maximising their strengths. Resources are satisfactory but there is a lack of any bass instruments, such as deep xylophone or metallophone, to make accompaniments complete. The school has made satisfactory improvement to the music provision since the last inspection.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- A wide range of good experiences is available to pupils including many after-school sports clubs.

Commentary

82. Standards in physical education match expectations at both key stages and pupils' achievement is satisfactory. Pupils have regular access to gymnastics, games, sports, dance and athletics. Teachers make good use of both outdoor and indoor facilities. All classes have three weekly physical education lessons. The school has recently succeeded in attaining the Sports Active Mark. There is a wide range of after-school sports activities, including netball, football, unihoc, cricket and rounders, which contribute effectively to pupils' physical and social skills.
83. Teaching and learning are satisfactory. Teachers demonstrate skills well and emphasise the importance of regular exercise, ensuring pupils 'warm up' and 'cool down' before and after

lessons. In an unsatisfactory lesson, pupils' achievement was reduced because teaching was disrupted by inappropriate behaviour from a small number of pupils with emotional difficulties who could not conform to the school's behavioural sanctions. Year 4 pupils displayed a developing ability to pass a football accurately. The teacher had good control, gave clear instructions and ensured all pupils participated and made effective progress.

84. The co-ordinator provides satisfactory leadership and management. She is keen and enthusiastic and has considerable personal expertise. She has no opportunity to look at teaching and learning in other classes but scrutinises teachers' planning and provides advice if necessary. Improvement since the last inspection has been satisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

85. The programme for personal, social and health education is good. In the reception class, personal, social and emotional development is promoted successfully. The good skills gained by younger children are maintained throughout the school. The school organises a number of talks and demonstrations, which inform and extend pupils' learning in this area. For example, the Life Education van visits the school regularly and specific multicultural days are organised to provide pupils with an insight into living in a global community.
86. Specialist input provided by the local policeman and the school nurse supports the school's work on drugs awareness and health education effectively. The co-ordinator leads and manages the subject well and has succeeded in leading the school to achieve a Healthy Schools award in 2003.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities (ethos)	4
Attendance	3
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
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).