

# INSPECTION REPORT

## **RICKLING CE VC PRIMARY SCHOOL**

Saffron Walden

LEA area: Essex

Unique reference number: 115130

Headteacher: Mrs Helen Robertson

Lead inspector: Helen Ranger

Dates of inspection: 23<sup>rd</sup> – 25<sup>th</sup> November 2004

Inspection number: 267561

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	80
School address:	Rickling Green Saffron Walden Essex
Postcode:	CB11 3YG
Telephone number:	01799 543274
Fax number:	01799 540988
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Rosemary Cowper
Date of previous inspection:	7 June 1999

## CHARACTERISTICS OF THE SCHOOL

This is a smaller than average primary school with 80 pupils on its roll between the ages of four and eleven. It is situated in the small village of Rickling Green, but about three quarters of the pupils live outside the immediate area, including in Hertfordshire and Suffolk. Mobility is quite high, often because parents choose to move their children to the school from other schools. Last year more pupils than usual moved house away from the area. Pupils come from a wide range of social and economic backgrounds, which are above average overall. Six per cent come from a variety of minority ethnic groups. Almost all pupils speak English as their first or main language. When children are admitted to the reception class, their attainment is above average. The proportion of pupils in the school identified with special educational needs is 11 per cent. This is below the national average and includes two pupils with Statements of Special Educational Need. The school received a 'Healthy Schools' award last year.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22223	Helen Ranger	Lead inspector	English as an additional language, Foundation Stage, English, French, art, design and technology, music, physical education
15181	Meg Hackney	Lay inspector	
16493	Neville Sherman	Team inspector	Special educational needs, mathematics, science, information and communication technology, geography, history, religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** school. Pupils of all ages learn well as a result of effective teaching and achieve good standards for their individual capabilities. The leadership and governance of the school are good and have contributed well to the improvements of recent years. Management is satisfactory, but needs to involve the teachers more effectively in evaluating how well the school is doing and what it should do next. The school gives good value for money.

#### The school's main strengths and weaknesses are:

- Skilled teaching across the school ensures that pupils make good progress.
- Pupils' attitudes to learning and their relationships with others are very good.
- The headteacher and governors have raised standards and have a clear vision for the future.
- A good curriculum is enhanced very well by extra activities that support learning.
- High standards of care and a very effective partnership with parents add to the quality of education.
- There is too much variation in how well teachers evaluate their areas of responsibility and contribute to the school's continuing development.
- Pupils' progress is not assessed efficiently in several subjects.
- Pupils' skills in information and communication technology (ICT) are above average, but are not applied consistently well to the full range of subjects.
- Pupils do not take enough care with the presentation of their work.

The school has made good progress since its last inspection. Key issues for improvement from that time have been acted on well. As a result, achievement in Years 1 and 2 is better and standards in writing and ICT are higher. The school analyses pupils' performance more effectively to identify areas for improvement. Substantial building projects and better learning resources have added well to the quality of facilities, especially for physical education.

### STANDARDS ACHIEVED

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

*Key: A\* - very high; A - well above average; B - above average; C - average; D - below average; E - well below average*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

*The school has small groups of pupils taking the tests each year and these national comparisons should be treated with caution.*

Pupils' achievement is **good** and standards are above average overall. Pupils of all abilities and backgrounds make good progress. The children in the reception class are on course to exceed the levels that are expected nationally by the end of the year in their personal, social, language and mathematical development. By Year 2 and Year 6, standards in reading, writing, mathematics, science, ICT and religious education are above average. In Year 6, this represents good progress compared with when the pupils were tested in Year 2. The oldest pupils' speaking and listening skills are well above average and equip them to learn efficiently in the full range of subjects. In music, the oldest pupils attain well above average standards because of the wide choice of good quality activities they are offered.

Pupils' personal development is **good**. This includes their spiritual, moral, social and cultural development. Pupils have very positive attitudes to school and to learning and they behave well. Attendance is similar to the national average.

## **QUALITY OF EDUCATION**

The quality of education is **good**. Teaching and learning are **good** across the school. Pupils make effective gains in their knowledge, understanding and skills. Lessons are varied and interesting and cater for the full range of attainment in each class. The support staff assist pupils' learning well, especially those with special educational needs. The school makes very effective use of specialist teachers in music and French. Teaching and pupils' skills in ICT have improved considerably in recent years and the pupils now need to apply their skills more widely to the full range of subjects. English is taught well overall, but teachers' expectations of handwriting and presentation are too low. The assessment of pupils' progress is good in English, mathematics and science, but varies too much in other subjects to provide teachers with consistently useful information on which to base their planning.

The curriculum is good and, for a small school, is enriched very well by an extensive range of visits and clubs that contribute to pupils' overall achievements. There are high levels of care and support for pupils. The school has established a very productive partnership with its parents and with the local community.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good** overall. The headteacher and staff have worked closely with the governors to ensure that the school has improved well over recent years. They increasingly analyse many aspects of performance to ensure the continuing development of the school. The governance of the school is good and

statutory requirements are met. Financial planning is very thorough. Staff responsibilities are delegated widely, but teachers vary in the effectiveness with which they monitor pupils' achievements in several subjects, and in how far they contribute to the systems for planning further improvements. The effectiveness of management is satisfactory.

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

Parents hold very positive views about the school. Almost all are very satisfied with its provision for their children. In particular, they praise pupils' behaviour, the care offered by staff and the range of activities provided. Pupils also have very positive opinions of their school. They enjoy their work, like their teachers and classmates and feel they make good progress in their learning.

## **IMPROVEMENTS NEEDED**

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

- ensure that all staff monitor their areas of responsibility rigorously and contribute to the school's overall planning for development;
- ensure that teachers assess pupils' achievements more effectively in the full range of subjects to raise standards;
- make more effective use of pupils' ICT skills across the curriculum;
- improve the presentation of pupils' work.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils' achievement is **good** in all age groups. Standards of attainment are **above average**.

#### Main strengths and weaknesses

- Pupils of all capabilities make good progress.
- Achievement in Years 1 and 2 is much better than at the time of the last inspection.
- Standards are especially high in speaking and in music.
- Pupils have good skills in ICT, but do not apply these consistently well to other subjects.

#### Commentary

1. The inspection took place when the children in reception had been in school for only a few weeks. They are settling into school successfully. Children start school with attainment that is above the levels seen in most schools, especially in their language skills. Early indications are that they are likely to exceed the nationally expected goals by the end of the reception year in all the areas of learning that were inspected in detail.<sup>1</sup> They achieve well overall and have above average standards in personal, social and emotional development, communication, language and literacy and mathematical development.
2. In the 2004 assessments of pupils in Year 2, results were above the national average in reading and well above average in writing and mathematics. Compared with similar schools, results were average in reading and above average in writing and mathematics. The trend in results over the past five years has been in line with the national improvement.

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

Standards in:	School results	National results
reading	17.0 (18.2)	15.8 (15.7)
writing	16.3 (16.1)	14.6 (14.6)
mathematics	17.5 (17.6)	16.2 (16.3)

<sup>1</sup> The national Early Learning Goals for each area of learning indicate the standards that most children are expected to reach by the end of their reception year.

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*There were 11 pupils in the year group. Figures in brackets are for the previous year*

*(\* These comparison tables must be treated with caution in both key stages because the year groups are small.)*

3. Inspection findings are that the pupils currently in Years 1 and 2 achieve well. Attainment by Year 2 is above average in reading, writing, mathematics and science. This represents good progress on the key issues from the last inspection, which were to improve unsatisfactory progress in Key Stage 1 and to raise standards in writing. Pupils' achievements are supported well by good speaking skills, although they do not always listen attentively to other pupils or to their teachers.
4. In 2004, the school's results in the National Curriculum tests in Year 6 were well above the national average in English and science and above average in mathematics. Compared with schools whose pupils achieved similar results when they were aged seven, the results were well above average in English, above average in science but below average in mathematics. Over the past five years, the school's results for this age group have improved at a faster rate than the national trend.

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

Standards in:	School results	National results
English	29.4 (32.3)	26.9 (26.8)
mathematics	28.2 (27.8)	27.0 (26.8)
science	30.6 (30.0)	28.6 (28.6)

*There were 15 pupils in the year group. Figures in brackets are for the previous year*

5. Inspection findings for this age group are that pupils achieve well. The pupils currently in Year 6 achieve above average standards in English, mathematics and science. Their speaking and listening skills are especially strong and well above average. They are effective listeners and confident and articulate speakers. Their progress in writing has improved well compared with the assessments taken when they were in Year 2. However, standards of presentation and handwriting do not reflect the quality of pupils' writing and are an area for improvement.
6. In all age groups, the school caters equally well for pupils of all backgrounds and capabilities. Both boys and girls make good progress. Pupils with special educational needs achieve well because teachers set work which meets these needs. There is particularly good achievement when pupils receive group or individual support from learning support assistants and good progress is made towards the goals that teachers set for the pupils in their individual education plans. The small number of pupils from minority ethnic backgrounds make similar progress to other pupils and any particular language learning needs are addressed well.

7. In the other subjects that were inspected in detail, achievement is good in ICT and religious education and very good in music. In ICT, pupils' skills are above average and much better than when the school was last inspected. However, pupils' computer skills are not yet applied consistently well across other subjects. Pupils have a secure knowledge of a range of religions. Specialist teaching in music ensures that pupils do very well and reach standards that are well above average. There was insufficient evidence to judge overall attainment in other subjects. Samples of evidence indicate that achievement is at least satisfactory and often good. Attainment was good in the aspects of history and geography that were seen. In French, there are no national expectations for attainment for primary schools, but pupils achieve well in their lessons.

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

Pupils have a **very good** attitude towards school. Behaviour is **good**. Attendance is **satisfactory** and punctuality is **good**. Pupils' spiritual, moral, social and cultural development is **good**.

## Main strengths and weaknesses

- Pupils have a very positive attitude to learning and they enjoy school.
- Behaviour is good and behaviour management is fair and consistent.
- Very good relationships reflect the school's positive ethos.
- The good provision for pupils' spiritual, moral, social and cultural education makes a strong contribution to their personal development.

## Commentary

8. This aspect of the school was good at the time of the last inspection and has improved further. Pupils' attitudes are very good. In all classes, pupils are interested and keen to learn. They hold very positive views of school and like their teachers and classmates. They enjoy taking part in the activities provided and they are enthusiastic and eager to be involved. Pupils with special educational needs are positive about their learning and very much enjoy participating in the full range of activities that the school plans. Pupils of all ages are polite, friendly and helpful towards visitors.
9. The very good relationships between the pupils and with staff encourage pupils to want to learn and they understand the school's high expectations. Staff act as very good role models. Behaviour is good during lessons, and pupils move around the school in a very orderly manner. In the dining hall at lunchtime, pupils demonstrate a high level of confident social skills and the midday meal is a pleasant and well ordered occasion. Throughout the school pupils are attentive during lessons and the majority listen very well to their teachers and to each other. All staff have a consistent approach towards behaviour management and pupils clearly understand and value the well established system of rewards and celebration for good work and behaviour. Bullying or harassment of any kind are not tolerated and pupils are confident that any incidents will be dealt with promptly and effectively. There have been no exclusions for at least seven years.
10. Pupils' personal development is good. In reception, children settle down quickly into school routines and make good progress in their personal and social skills. The school encourages pupils to take on special responsibilities which help to extend their confidence and self-esteem. Older pupils take their role as trained play leaders and mediators seriously and they provide valuable support for younger pupils in the playground. Throughout the school, pupils represent their class as members of the school council and others willingly help as classroom monitors. During lessons, pupils work well together with partners and in small groups and they share resources co-operatively and sensibly.
11. The provision for pupils' spiritual, moral, social and cultural development is good. During lessons and other activities, pupils are given regular opportunities to consider the world around them and they often share moments of delight and wonder. The act of collective worship is an important and integral part of

the school day and this contributes well to pupils' spiritual development. The school promotes moral and social development well with a focus on good and respectful relationships. The good provision for citizenship and 'circle time' discussions very effectively develops pupils' understanding of their responsibilities for living within a community. Since the last inspection, the school has improved its provision for multi-cultural education and pupils show a keen interest in displays around the school which celebrate the richness of a multi-cultural society. European cultures are regularly studied, including through the provision to learn French and Italian. An extensive range of visits and visitors into school enrich the curriculum. Pupils regularly visit places of educational and cultural interest, and they take part confidently in productions and musical performances.

## Attendance

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

Authorised absence		Unauthorised absence	
School data:	5.6	School data:	0.0
National data:	5.5	National data:	0.4

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

12. Although attendance remains satisfactory, the level has dropped by one per cent since last year. This is largely due to pupils taking holidays during term time. There is no recorded unauthorised absence. Pupils are generally punctual in the morning and lessons start on time.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning are **good**. The curriculum is **good**. The day-to-day care of pupils is **very good**. There are **very successful** links with parents and with the local community.

### Teaching and learning

Teaching and learning are **good** in all age groups. Assessment is **satisfactory** overall.

### Main strengths and weaknesses

- Pupils of all abilities learn efficiently as a result of the good teaching.

- The support staff play an important role in pupils' learning, especially for those with special educational needs.
- The school makes very effective use of subject expertise in music and French.
- Teachers do not use the good ICT resources to best effect.
- The quality of assessment, marking and target-setting varies too much between classes and subjects.
- Teachers' expectations of how pupils present their work are not high enough.

## Commentary

| 13. The overall quality of teaching was satisfactory at the time of the last inspection. Teaching is now good and there has been a significant improvement in teachers' expectations in Years 1 and 2, which has addressed well the key issue raised by the last inspection. As a result, pupils' learning is more even across the school, including for the youngest children who settle quickly into the reception class. Pupils systematically acquire the knowledge, understanding and skills they need. They apply themselves to their work and work well independently or collaboratively. The basic skills of English and mathematics are taught well.

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### Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	12	5	0	0	0

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

14. Teachers' expectations of the presentation of pupils' work remain too low, which is a similar position to that found by the last inspection. Pupils are capable of good handwriting and can set out their work tidily when teachers insist, but do not do so consistently enough. As a result, their finished pieces of work often do not reflect the thought and preparation that have gone into them and do not show off the good quality of writing that often lies beneath the untidy appearance. **Formatted: Bullets and Numbering**
15. The teachers plan interesting activities that ensure coverage of the National Curriculum and that motivate pupils. Lessons cater for the full range of ages and abilities in each class. The teachers liaise well with the classroom assistants. The assistants are briefed well and support individuals and groups effectively. They give good support in particular to pupils with special educational needs. Individual education plans for these pupils are of a good quality and outline well the learning and goals that pupils are expected to develop over a given time line. Most lessons contain separate relevant planning for able pupils or for those with particular gifts or talents and the teaching assistants support these activities where this is appropriate. **Formatted: Bullets and Numbering**
16. The school's commitment to enriching the curriculum is evident in the good quality specialist teaching of French and music. In these subjects, the levels of staff expertise are high and offer pupils opportunities that are unusually good for a small school. These teachers promote enthusiasm and confidence in pupils that make them keen and efficient learners. **Formatted: Bullets and Numbering**
17. Lessons generally make good use of the school's improved resources. Since the last inspection, enhanced resources and better teaching have significantly improved pupils' skills in ICT, in response to a key issue. However, insufficient use is made of ICT to support pupils' learning in other subjects, especially in mathematics and science, and this is a weakness in teachers' planning. Some good practice was seen during the inspection, but this was not consistently the case. **Formatted: Bullets and Numbering**
18. There are too many variations in the quality of marking, feedback and target-setting. Where these are good, teachers give useful and informative comments on how well pupils have done and ensure they understand what they need to do next to improve their performance. However, too often marking and oral comments are cursory or do not tell pupils if they have met the main objectives of the lesson. Teachers spend time setting individual targets for pupils in their **Formatted: Bullets and Numbering**

academic and personal development and the pupils appreciate this. However, valuable opportunities are lost to communicate with pupils about how well they are meeting these targets.

19. The procedures to assess pupils' longer-term progress are good in English, mathematics and science and enable the teachers and senior managers to track and analyse the school's performance. There are few agreed procedures to assess pupils' progress in other subjects. As a result, teachers do not have an efficient way of checking how well pupils are doing or to base their lesson planning and subject monitoring on firm evidence of achievement.

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### The curriculum

The curriculum is **good**. The range of enrichment activities is **very good**. The accommodation is now **very good**. The range and quality of learning resources are **good**.

### Main strengths and weaknesses

- The curriculum is planned well for all age groups, including the mixed-age classes.
- Pupils have good opportunities to learn a foreign language.
- The statutory curriculum is enhanced by a very wide range of visits, visitors and clubs.
- Provision for pupils with special learning needs and for gifted or talented pupils is good.
- The building, outdoor site and learning resources have been developed very well in recent years.

### Commentary

20. The overall quality of the curriculum has improved since the last inspection. It is good and is effectively planned to ensure that the needs of all pupils are fully met. It has a positive effect on pupils' achievement. The curriculum meets all statutory requirements as well as those for religious education and sex education. Learning for the children in reception is well planned. It ensures that there is a good balance between the children being given sufficient scope to learn for themselves through structured play as well as ensuring that the children are introduced to work and activities that promote their early understanding of basic skills. The school is effective in how it plans pupils' learning to cover the two years they spend in each class and good improvement has been made since the previous inspection in identifying and promoting pupils' literacy and numeracy skills through other subjects.

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21. The school has worked hard to develop a curriculum programme for introducing pupils to a modern foreign language. Close liaison with the local grammar school has enabled pupils to be provided with regular weekly lessons in French. In addition, an external teacher provides a weekly slot for pupils to learn the basics of Italian. The school is keen to integrate these language opportunities further into the pupils' day-to-day learning experiences.

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| 22. A notable feature of the curriculum is the nature and extent of enrichment activities that are planned for the pupils. Teachers carefully plan and successfully integrate a full programme of visits and visitors to the school. Good use is made of the facilities and expertise of members of the local community in this respect. In addition, a full and vibrant programme of extra-curricular activities is planned for pupils. These include a raft of sporting activities in which many pupils participate and, for a small school, the pupils are provided with good scope to take part in competitive sports. Under supervision, some of the pupils organise extra-curricular activities for their classmates and this adds much to their personal development. The school's very good music provision includes a wide range of specialist instrumental tuition, a band, and opportunities for pupils to perform to a range of audiences.

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| 23. There is good provision for pupils with special educational needs. Individual education plans are in place for all pupils, and they are regularly reviewed to ensure that pupils are making the expected progress towards the targets they have been set. Those with a Statement of Special Educational Need are provided with additional one-to-one support from an adult, but care is taken to ensure that the pupils concerned are fully included in all that the school has to offer. Equally careful attention is paid to catering for those whom the school has identified as gifted or talented.

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| 24. An extensive programme of improvements to the school building has taken place since the last inspection. This has added a spacious and attractive school hall and an additional classroom to allow children in reception to be taught as a single class. These improvements have added considerably to the overall quality of accommodation that is now very good. Classrooms are used well. The small but well used school library and the attractive grounds further add to the overall quality of accommodation. The range and quality of learning resources are good overall.

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### Care, guidance and support

Provision for pupils' care, welfare, health and safety is **very good**. The quality of support, advice and guidance is **good**.

### Main strengths and weaknesses

- The school is a happy and safe learning environment where pupils are valued and well cared for.
- Close attention is paid to the monitoring of health and safety issues through very good procedures.
- Pupils with special educational needs are supported well.
- Very good induction arrangements help children to settle quickly into school routines.

- Pupils are encouraged to share their views for improvements to the school and their ideas are often acted upon.

## Commentary

| 25. Since the last inspection, the school has continued to provide a happy and secure environment where pupils' safety and well-being are of the utmost importance. Parents are very satisfied with the level of pastoral care their children receive. Pupils are very well supported by staff who know them well and are alert to their individual needs. The staff and governors follow very good procedures to ensure that all health and safety issues are dealt with promptly and that formal risk assessments are completed regularly. Child protection procedures are good and meet the statutory requirements. The headteacher ensures that all staff are aware of the procedures and of the school's responsibilities. Pupils have very good and trusting relationships with their teachers and classroom assistants and this makes a strong contribution to their progress and achievements.

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| 26. The school has good procedures for assessing pupils' academic achievements in the core subjects, and these are used well to monitor progress in key skills. Pupils' personal development is monitored well. Pupils help to set their own targets and these are reviewed regularly with the support of parents, although they are not always used productively in lessons, as outlined earlier in this report. Pupils with special educational needs receive good support through well organised individual education plans which are reviewed regularly. During lessons learning support assistants provide good quality support which enables pupils to be fully included in all learning activities.

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| 27. Induction arrangements are very good in the reception class and this helps children to settle down quickly and their parents to be well informed and involved. Pupils in Year 6 are well prepared for their transition to secondary education and good arrangements are made with the relevant schools for information evenings and organised visits.

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| 28. The school is committed to involving pupils in decision-making and makes good provision for them to have a voice in the organisation of the school. Pupils have been consulted during interviews when new staff are appointed and their views are valued. The school council is well established and pupil representatives from each class meet regularly to discuss ideas for improvements and sponsored activities to support charities. Pupils are confident that the school listens to what they have to say, and they are very proud of the fact that some additional extra-curricular activities are as a result of their suggestions. However, the older pupils are not expected to organise and conduct the council meetings at present and this misses an opportunity for them to develop as confident leaders in the life of the school.

## Partnership with parents, other schools and the community

The school has a **very good** partnership with parents. Links with the community and with other schools are **very good**.

### Main strengths and weaknesses

- The school is very welcoming to parents and there is a strong partnership to support children's learning.
- Regular communications, including curriculum information, keep parents well informed about activities.
- Reports are inconsistent in the amount of clear information provided about progress.
- The very strong links with the community and other schools enrich the curriculum.

### Commentary

| 29. Since the last inspection the school has continued to improve its close partnership with parents. Parents are very supportive and the vast majority are satisfied with the quality of education and care provided for their children. The school is very welcoming to parents and encourages them to be involved. Parents speak highly of their partnership with the school and agree that their views are regularly sought and often acted upon. A group of parents help in classrooms and help to organise a range of extra-curricular activities. The 'Friends' are a very active group of parents who work hard by organising social and fundraising events to provide the school with a wide range of additional resources, including very substantial contributions to recent building programmes.

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| 30. The majority of parents feel well informed, although there are a small number who would like clearer information about their child's progress. The school communicates regularly with parents via a weekly newsletter and provides them with information about the curriculum at the start of each term. Consultation evenings are held regularly each term and are very well attended. Parents agree that there is an 'open-door' policy and class teachers and the headteacher are readily available to them on a daily basis. Parents of pupils with special educational needs are involved well and receive good information about individual education plans, assessments and reviews. The annual reports to parents on their children's progress are satisfactory and provide parents with a good amount of information about what has been taught and pupils' response. However, the inspection agrees with a few parents who feel there are inconsistencies between classes in the quality of clear information about progress and targets for improvement.

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| 31. The school's links with the community are very good and pupils regularly participate in village events. There are close links with the church and the parish council and this contributes well to pupils' experience of citizenship. The school regularly invites local senior citizens to assemblies and concerts, and older pupils have taken responsibility for delivering homemade food and

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flowers to the elderly around the village. The very good links with local businesses has resulted in sponsorship for the new playground and the opportunity for pupils to work with a wood turner and potter as part of their village study.

| 32. The school has a very good partnership with other schools, and this effectively extends opportunities for learning. The local grammar school to which many pupils transfer provides good support for the teaching of foreign languages and sports. With other small primary schools, pupils benefit from the opportunity to join in enrichment activities. The school has developed links with other schools in Africa and Europe which involve pupils in charity fundraising and extend their multi-cultural awareness.

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## LEADERSHIP AND MANAGEMENT

The leadership of the school and its governance are **good**. Management is **satisfactory**.

### Main strengths and weaknesses

- The staff and governors have moved the school forward and are committed to further improvement.
- Responsibilities are not delegated efficiently and the subject co-ordinators do not take all the available opportunities to monitor pupils' achievements.
- The governing body has a good understanding of the school and challenges and supports it well.
- The budget is managed well to support the school's efforts to raise standards further.

### Commentary

| 33. There are good relationships within the staff team and between staff and governors, and a commitment to continuing development in the school. These factors have secured the improvements of recent years. Standards have risen and the quality of teaching is now better than at the time of the last inspection. The school's senior staff and governors have responded well to the main areas that were identified for improvement at that time.

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| 34. The headteacher is experienced and well respected. She has a clear vision and high aspirations for the school. She is supported well by the senior staff. Together they take responsibility for many aspects of the management of the school and this gives each of them a considerable workload. The headteacher has a significant teaching commitment in addition to the responsibilities of headship. The school has rightly identified the need for leadership roles to be spread as widely and fairly as possible among the staff and is reviewing the delegation of responsibilities in the light of staff changes. The subject leaders

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currently monitor pupils' achievements satisfactorily overall. Pupils' performance in the 'core' subjects of English, mathematics and science is tracked and analysed well and the action in response to such analyses has had a positive impact on standards. This has ensured successful action on key issues from the last inspection. Educational inclusion is managed well by both staff and governors. For example, pupils with special learning needs, the higher attainers and pupils from ethnic minorities are offered good opportunities that enable them to achieve well. Governors monitor inclusion well.

35. While, overall, the management of teaching and the curriculum are satisfactory, there are too few systems to ensure that teaching and learning as a whole are regularly monitored in lessons to ensure a consistently high standard and to evaluate the impact of teaching on achievement. The lack of agreed procedures to assess achievement in most of the foundation subjects means that the subject co-ordinators do not have enough good quality information to identify the main areas for further improvement. The co-ordinators have few opportunities to see lessons at first hand or to check that the curriculum supports and challenges all pupils. Target-setting with pupils to improve their performance has been started, but is not yet used consistently well across the school. The school improvement plan clearly communicates the main priorities identified for the current year and beyond. In several subjects, however, there is no up-to-date or rigorous action plan to communicate how the subject co-ordinator intends to develop provision in the future.

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36. The governors support the school well and are very well led by their chairman. Governors have a wide range of relevant expertise and give their time generously. They are well-informed about the school's current strengths and weaknesses as a result of regular visits and the good quality written information they receive. They are not complacent and are determined that the school will continue to develop. They ensure that statutory requirements are met. Governors are prepared to take difficult decisions when necessary. For example, their comprehensive financial planning is addressing a tight budget situation caused by an unexpected fall in the roll due to several recent house moves. They have prepared several scenarios to ensure that the budget balances as well as possible in the short term and beyond, but the situation currently places constraints on what they wish to achieve. The amounts carried forward into the current financial year are earmarked well and in line with the school's stated priorities. The governors' spending decisions of recent years have realised their ambitions to provide sufficient experienced staff and to improve the accommodation. Available funds have been focused on providing good quality experiences for pupils such as music and foreign language tuition. These decisions have provided good value for money.

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

*Income and expenditure (£)*

*Balances (£)*

Total income	289 260	Balance from previous year	73 393
Total expenditure	293 020	Balance carried forward to the next	69 633*
Expenditure per pupil	3 488		

*\*This figure includes a substantial sum used for building improvements that was not deducted by the local education authority before the end of the financial year.*

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

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

37. At the time of the last inspection, provision for the youngest children was satisfactory. It has improved well since then. When this inspection took place, the children in reception had been in school for two months and had attended full-time for two weeks. Their attainment on entry is above average. They are achieving well because the teaching is good. The class teacher and the teaching assistants work well as a team and plan work that covers a broad and relevant curriculum. Assessment procedures are detailed and used to plan activities for all abilities. Leadership and management are good for this age group. The co-ordinator has good subject knowledge and works closely with her colleagues in Years 1 and 2 to ensure progression for children in the early years. In the past few years, a new classroom has been built for this age group with a good-sized outdoor area attached. This has enabled the school to teach reception children separately from those in Years 1 and 2 and has contributed significantly to the improvements in provision. Learning resources have been updated and are plentiful and of good quality.

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### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

#### Main strengths and weaknesses

- Very good induction arrangements ensure that children settle quickly into school.
- Children are encouraged to be independent and also to work co-operatively with others.

#### Commentary

38. Children achieve well and are likely to exceed the goals they are expected to meet by the end of the year. This is because teaching is good and activities are interesting. New children and their parents have received a very effective introduction to the school, including home visits by the reception teacher and chances for children to visit school sessions prior to admission. As a result, the

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children are confident and are rapidly establishing new friendships. They show enthusiasm for activities, because these are planned and organised well to interest and challenge them. The adults have high expectations of the children's behaviour that are applied consistently, and children respond well to these. The activities are organised to encourage children's independence and to give frequent opportunities for them to choose and plan their own work. At the same time, children regularly work in small or large groups that successfully promote their skills of co-operation and collaboration.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Varied activities promote the development of children's language skills well in all areas of learning.
- The children are avid talkers, but often are not good listeners.

### Commentary

39. The wide-ranging curriculum gives children many opportunities to extend all aspects of their language and communication skills. Teaching is good and the children achieve well. Most of the children are likely to exceed the expected goals by the end of the year in this area of learning. They are confident talkers with a wide vocabulary for their age. They enjoy books and handle them well. The more able read simple words and sentences independently, write their names unaided and attempt recognisable words on paper. All children are already developing a good understanding of the sounds that letters make. The children are given frequent, well-planned activities to discuss, read and write for a variety of purposes. Children's listening skills are not as well developed as other aspects of communication. Children need frequent reminders to listen carefully and politely to what others have to say. The teacher encourages better listening effectively by encouraging attention and by questioning children to check that they have understood what has been said.

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## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- There is an effective emphasis on practical work.
- Children practise their mathematical skills through a wide range of activities.

### Commentary

40. Teaching is good in this area of learning and children achieve well. They are likely to exceed the expected goals by the end of the Foundation Stage. There is an effective emphasis on practical and investigative activities to aid children's understanding, for example in the class shop. The children count confidently

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and recognise numbers at least to 10. They efficiently transfer these skills to work with coins. They use the vocabulary of shape and position in many activities, such as when finding hidden objects in the outdoor area. Frequent opportunities are taken to practise basic mathematical skills, such as counting the class during registration and when dividing into groups.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

41. A limited sample of activities was seen in this area of learning, and it was not possible to make overall judgements on provision. The teacher ensures that children have experience of choosing and planning their own work and also work on focused tasks with an adult. In the activities seen, children achieved well in their early science and technology skills, such as when making biscuits and exploring the properties of materials. Their good general knowledge and oral skills provide a solid base for learning. They are given regular well-organised opportunities to pursue sand, water and computer activities to promote their achievements. The planned curriculum shows good attention to basic skills in history, geography and religious education, although the inspection took place too early in the year to assess children's achievements in these aspects of this area of learning.

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## PHYSICAL DEVELOPMENT

42. Too few lessons were seen to make overall judgements on provision in this area of learning. In the aspects seen, the children achieved satisfactorily. They are taught to use pencils, scissors, brushes and other tools appropriately. Their ability to manipulate small equipment at this stage of their schooling is in line with expected levels for their age. In preparation for a lesson outdoors, the children demonstrated that they are already good at changing their clothes with the minimum of help from adults. The lesson included a satisfactory range of playground games that encouraged the children's social skills well, but in which they would have benefited from being more active. The improvements to the accommodation of recent years have ensured that this age group has a spacious, secure and well-equipped outdoor area in which regular, interesting activities are planned and carried out.

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## CREATIVE DEVELOPMENT

43. Again in this area of learning, too few lessons were seen to judge provision securely. The activities seen were of good quality and taught well. Children made good progress. The teacher plans imaginative topics that enthuse the children and encourage them to learn. Creative activities are often linked usefully to the main topics, such as recent role play and language work based around familiar stories and a weather theme. The children have produced good quality examples of leaf printing and contributed to a large collage of a windy day. Children have regular access to activities in art, music and drama.

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## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH AND MODERN FOREIGN LANGUAGE

#### Modern foreign languages (French and Italian)

44. A small sample of the school's foreign language provision was inspected. Pupils in Years 3 to 6 are taught French and a popular lunchtime Italian club is offered to pupils of all ages. Teaching and learning are good, at times very good. Very effective use is made of links with the local grammar school which is a specialist language college. A teacher from there visits weekly to teach French to the oldest pupils and to support the school's efforts to extend this aspect of provision. The school also employs a native French speaker to teach the remaining age groups. These teachers offer pupils very good models of spoken and written French. Pupils are very keen to learn and they achieve well. Most of them listen carefully in lessons and make confident oral contributions. The oldest pupils compose extended sentences independently, read simple written French and record relevant aspects of their lessons well in writing. The school's commitment to language teaching and to introducing pupils to unfamiliar aspects of European culture makes a very positive contribution to the extended curriculum.

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#### English

Provision in English is **good**.

#### Main strengths and weaknesses

- Good teaching effectively promotes the achievements of pupils of all capabilities.
- There has been good improvement on the key issues from the last inspection.
- Pupils are articulate and confident speakers but younger pupils are not always as good at listening.
- The subject is led and managed well and this has raised standards.
- Pupils do not present their finished work to full effect.

#### Commentary

45. The school's performance in the national English tests for its Year 6 pupils in recent years has been at least above the national average. In 2004, it was well above both the national average and the average for similar schools. In the Year 2 age group, standards in writing in particular have risen well, demonstrating the success of the school's initiative to develop this aspect which was a key issue for improvement from the previous inspection.

Inspection findings are that, by Year 2, pupils' attainment is above average in speaking, reading and writing and average in listening. By Year 6, attainment is well above average in speaking and listening and above average in reading and writing. This represents good progress in pupils' writing skills compared with the assessments made when they were in Year 2. Pupils of all capabilities achieve well in English across the school. There has been successful action on the key issue to resolve underachievement in Years 1 and 2.

46. In Years 1 and 2, pupils are already showing themselves to be competent speakers. They have a wide vocabulary and are very keen to contribute to class discussions. Their listening skills are not as well developed. They are not always prepared to take turns in conversations or to listen carefully enough to their classmates or teachers. However, as they move up the school, their listening skills become more effective. In the Year 5/6 class, pupils are attentive, considerate listeners who make high quality oral contributions that often build well on what others have said. They use both technical and imaginative language skilfully.
47. Pupils are capable readers. Many read avidly and are supported well with their reading at home. In Years 1 and 2, they gain a secure understanding of word building and a knowledge of a wide range of both fiction and non-fiction books. Enthusiasm for reading continues in Years 3 to 6. The oldest pupils, for example, read extended novels and clearly express their preferences for genres and authors. The aspect of English that has seen most improvement in recent years has been writing. Pupils write in a wide range of styles for different audiences. Their spelling, word building and punctuation skills are good. However, the final presentation of their work often does not do justice to its content. Although handwriting is taught regularly, pupils too often do not apply their skills well enough and results are untidy or careless. This is an area for development that the school has already identified.
48. Teaching and learning are good and are the reason that standards are rising. Lessons are planned and organised well. They are planned to cater well for the needs of all attainments, including pupils who need extra help and those who are most capable. Teaching assistants give effective support in most lessons, but could be used more profitably in some of the introductory sessions. Teachers increasingly promote ICT as a regular tool in lessons. This is usually successful, but some of the software used is not tailored well to pupils' needs. The use of informative marking with pupils and the effectiveness of individual target-setting vary between classes and include good practice. These aspects do not yet support pupils' learning as efficiently as they could.
49. Leadership and management are good. The school has increased its analysis of pupils' performance, in line with a key issue from the last inspection. Individual progress is tracked well and the school uses its assessment information to focus on relevant areas for action or improvement. The headteacher is the subject co-ordinator and her knowledge of all the classes contributes well to how the subject continues to develop.

## Language and literacy across the curriculum

50. Pupils apply their English skills well to all subjects. Their very good speaking skills equip them well to contribute to the full range of lessons and their good basic reading and writing abilities mean that they cope well with new learning. They absorb correct subject terminology quickly. They write well in subjects such as science and the humanities. Their use of ICT to extend and communicate their English skills is satisfactory, but not exploited to the full as an everyday tool to support learning.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Teaching is good, and has a positive bearing on the pupils' achievement.
- Procedures for assessing and tracking pupils' progress are of a good quality.
- Insufficient use is made of ICT to support and enhance pupils' learning.
- Pupils do not always present their work with sufficient care.
- There is good leadership of the subject, but the management of procedures to monitor and carefully evaluate day-to-day teaching lacks rigour.

### Commentary

51. The results of the 2004 National Curriculum tests were above the national average, although when compared to how well the same pupils achieved in Year 2, the tests indicated that performance was below the average of similar schools. Inspection findings show standards in Year 6 are above average and pupils achieve well. The 2004 results for pupils in Year 2 indicated that pupils reached standards that were well above average when compared to all schools and above average when compared with similar schools. Inspection findings indicate that Year 2 pupils reach standards above average. Achievement overall, including that of more able pupils and those pupils who demonstrate a particular talent for learning mathematics, is good.

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52. By the end of Year 2, pupils have a good understanding of various mathematical concepts and can apply their learning in solving a range of everyday mathematical problems. The pupils demonstrate confidence in manipulating numbers, both mentally and on paper, and are secure in their knowledge of number bonds and of the relationship between addition and subtraction. As they move through Years 3 to 6, pupils gain greater confidence in using numbers and become increasingly accurate when making calculations. They understand well, for example, the relationship between fractions,

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decimals and percentages and can solve everyday problems that involve such concepts.

**53.** The quality of teaching and learning is good overall, although teachers do not always expect enough in terms of how pupils present their work. This can be untidy and mar the overall quality of what pupils produce. The opening parts of lessons are used well to flex the pupils' mental agilities and these sessions are followed with clear and crisp explanations by teachers of the learning pupils are to undertake. Assessment is used well to establish what pupils know and what they need to do next. As a result, teachers effectively plan learning for the different ages and abilities of pupils in the mixed-aged classes and this ensures pupils undertake work that is both challenging and matches their particular capabilities. In addition, pupils, particularly those in Years 1 and 2, are provided with good opportunities to use practical equipment. This assists them to picture the concepts they are learning. This is of particular benefit to those with special educational needs who need the extra time to grasp the idea they are being taught. However, greater use could be made of ICT in day-to-day lessons to take the pupils further on in their learning. In the main, for example, pupils are provided with too few opportunities to use data handling software to understand and 'read between the lines' of mathematical data.

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**54.** The overall pace of change in the subject since the previous inspection has been good and the co-ordinator has provided a good lead in driving forward improvements. The shortcomings highlighted in the progress made by pupils in Years 1 to 2 then have been successfully tackled. Teaching is now good in all parts of the school and far less emphasis is placed on using commercial worksheets to support teaching. However, while some lessons have been monitored and effective use is made of the good procedures for monitoring pupils' progress to plan improvements, there are few checks made on day-to-day teaching and the impact this is having on pupils' learning. As a result, any shortcomings in provision, such as how pupils present their work, have not been sufficiently tackled.

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### Mathematics across the curriculum

**55.** Opportunities for the pupils to use and apply their mathematical skills and knowledge in other areas of the curriculum are satisfactory. Subjects such as science are used well, for example, for pupils to develop their skills and understanding of measurement. Pupils handle data as appropriate in geography lessons and practise their measuring skills in design and technology.

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### SCIENCE

Provision in science is **good**.

## Main strengths and weaknesses

- Standards are above average by the time pupils leave the school.
- Many pupils develop a good scientific vocabulary to explain their ideas.
- Teachers provide good opportunities for pupils to undertake investigation work, but higher-attaining pupils do not often explore their own lines of enquiry.
- The progress of pupils is assessed regularly and the information used well to plan their subsequent learning.
- Pupils have too few opportunities to use ICT to present the results of their findings.
- Expectations by teachers in how pupils present their work are too low.

### Commentary

56. The 2004 National Curriculum test results undertaken by pupils in Year 6 indicate that pupils reached standards that were well above the national average. When compared with how well pupils performed when they were in Year 2, standards were above average. Inspection findings indicate that standards are not as high as those noted in the most recent tests, although pupils are likely to reach above average standards. The difference between the inspection findings and recent test results is due to the small size of the year groups and the variation in overall ability between different years. Inspection findings show that standards in Year 2 are above average and higher than those of the teacher assessments for the Summer Term 2004 when they were average. Again, the difference between inspection findings and teacher assessments is due to the differences in the abilities of different year groups. Overall, all pupils achieve well, including those with particular learning needs.

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57. The pupils in Years 1 to 2 enjoy their science work and many have developed a natural scientific curiosity about the world in which they live. For instance, they understand well how light can be derived from both natural and artificial sources. Pupils differentiate between groups of creatures and appreciate well how living beings both grow and change as they get older. In Years 3 to 6, pupils continue to make good progress in learning about aspects of science such as forces, light, gases and the living world. They can give a clear explanation, for example, of different types of forces and how some of these can be measured using a force meter.

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58. Good teaching enables all pupils to achieve well in their learning. Teachers plan learning well and base their planning effectively on their regular assessment and tracking of pupils' progress. Lessons are well organised with pupils having regular access to equipment and resources to help them in their learning. Teachers' plans show clearly the scientific terminology that pupils are to acquire and, as a result, pupils make good progress in understanding different scientific vocabulary. Teachers place good emphasis on giving pupils regular opportunities to explore and build on their learning through undertaking investigations. Pupils in Years 3 to 6 are taught to understand that changing the variables when undertaking investigations can seriously alter the status and validity of their subsequent work. In the main, teachers tend to

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suggest how investigations should be planned. Higher-attaining pupils in particular would benefit from greater scope to set up and devise their own investigations. A further shortcoming in teaching lies in the expectations teachers have of how pupils present their work. These are too low and pupils often present their work in a hasty and untidy way and this spoils their overall efforts. Insufficient use is made of ICT by pupils when drafting and communicating the results of their findings.

| 59. Science has improved well since the last inspection. There is good leadership of the subject and the co-ordinator provides good guidance and support for her colleagues. Educational development in the subject is well planned and the curriculum for science is augmented well through 'Science Weeks' and educational trips for the pupils. However, too few opportunities are provided for the co-ordinator to gauge directly the quality of teaching and the curriculum in day-to-day lessons and this reduces her overall effectiveness.

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## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **good**.

### Main strengths and weaknesses

- The school has made good progress towards improving provision since the previous last inspection.
- There are missed opportunities to make greater use of ICT in daily lessons.
- Basic skills are taught well and pupils enjoy using computers to support their learning.
- Good leadership has helped to raise the status of ICT across the school.

### Commentary

60. At the time of the last inspection, standards were found to be below those expected for seven and eleven year olds. The school has been successful in improving the provision made in the subject. Resources are much enhanced and, together with regular staff training, this has contributed well to the good standards pupils now reach. Standards are now above national expectations. Pupils of all abilities achieve well.

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61. By the end of Year 2, pupils have a good understanding of how to use the computer to support their learning. They competently use the mouse to load and retrieve information and many are sufficiently independent to work out any problems they encounter for themselves. By the end of Year 6, pupils use the Internet well to research and seek out information, although they are given fewer opportunities to explore the potential of email to communicate with others. Pupils ably use a word-processor to present their written work and explain well how the finer features of such software can be used to improve their efforts. Pupils have a good understanding of the part that ICT plays in their daily lives. They know, for example, that the term 'chip and pin' is part of the terminology associated with credit cards and that these store information on the micro-circuits within them.

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62. Teaching and learning are good. Pupils are taught to develop and practise their skills systematically. However, not all lessons are planned by teachers to make as full a use as possible of the good level of resources that the school now has. As a result, there are missed opportunities to build on the high levels of enthusiasm that the pupils have for learning or the skills they have already acquired. Teachers' subject knowledge is now good and pupils have good scope to use other related ICT equipment such as digital cameras and scanners.

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63. There is good leadership in the subject. The subject is currently led by two co-ordinators who have given a clear educational direction for development and developed resources well. They have identified the need for pupils' skills to be

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applies more widely. However, there are too few measures to ensure teaching and learning are regularly monitored at first hand in order to evaluate the impact of teaching on pupils' achievement.

### Information and communication technology across the curriculum

64. The use of ICT with other subjects is satisfactory, but does not make full use of pupils' higher than average skills. Pupils record work adequately in English and the humanities subjects. Good use is made of the Internet to enable the pupils to research information, such as that seen in the Year 1/2 class as part of their exploration of the Hindu festival of Diwali. Pupils are provided with sufficient opportunities to use ICT to support their learning in subjects such as art and design, and mathematics. Pupils research famous artists and reproduce their works using painting programs. Older pupils are given good opportunities to use multi-media software and this successfully promotes their understanding of how text, graphics and sound can be combined to present information. However, there are missed opportunities in lessons for pupils to be given greater access to computers to broaden their learning.

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### HUMANITIES

65. **History** and **geography** were not a focus for the inspection and no judgements can therefore be made on the overall quality of provision. Evidence from the inspection points to pupils having regular opportunities to learn about topics that cover periods from the past such as The Victorians, Life in Britain since the Second World War and The Egyptians. Discussions with pupils indicate they have a good knowledge of the themes they have studied and understand well, for example, that Winston Churchill was the Prime Minister and led the British people during the Second World War. In geography, pupils have explored the main geographical features of their locality and know that these are represented on maps through symbols.

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66. The school effectively complements pupils' learning through the extensive programme of educational trips and visits. These are planned well to dovetail into the pupils' day-to-day learning, and trips to places like museums and outdoor pursuit centres contribute well to the pupils' interest. In history this furthers their learning of how artefacts help to give a clear picture of what life was like in the past.

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### Religious education

Provision in religious education is **good**.

### Main strengths and weaknesses

- Pupils have a good understanding of a range of religions.
- The local church is used well to enhance pupils' experiences.
- The co-ordinator is well informed, but does not rigorously monitor teaching and learning in lessons.

### Commentary

67. The school organises the teaching of religious education into blocked units that are taught at different times of the year. As a result it was not possible to see any teaching of religious education to judge its quality. Evidence was gathered from evaluating pupils' work, teachers' plans and from discussions with pupils about what they have learned and understand about religious education.

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68. Pupils achieve well and reach standards that above the expectations of the Agreed Syllabus. Inspection evidence points to pupils having good subject knowledge and understanding of the beliefs and customs of different religions. They explain well the significance of the main events of the Christian calendar and understand well, for example, that Easter for Christians is both a time of sadness and yet signifies a new beginning. They have a good understanding of the main parables that Jesus told such as 'The Good Samaritan' and they know that such parables often have a strong moral message. Pupils are given good scope to explore the traditions of other faiths that include Islam, Hinduism and Judaism. As a result, they know that the Qur'an is an important and sacred book to Muslims as it explains the messages of Muhammad and how Muslims should lead their lives. Pupils' good literacy skills and very good oral skills support their learning in this subject well.

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69. There is satisfactory leadership and management of the subject. The co-ordinator leads educational developments well, but there are too few formal mechanisms established in the day-to-day management of the subject to give the co-ordinator a clear idea of how well it is taught. The school makes good use of the church in the local community, which pupils visit often to celebrate events of the Christian calendar such as Harvest and Easter. Such work makes a valuable contribution to the pupils' spiritual, moral, social and cultural development as well as further promoting the school's strong links with the local community. It is not possible to judge improvement since the last inspection as the subject was not reported then.

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### CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. The inspection did not focus on **art and design, design and technology** or **physical education**. A small number of lessons were sampled and pupils' previous work was examined where possible. Judgements cannot be made on overall standards or provision. Interviews with the co-ordinators of all three subjects and an examination of the school's documents show that the

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curriculum is planned to meet national requirements. However, teachers' assessments of how well pupils achieve and the standards they reach are informal. They are not monitored sufficiently to enable the co-ordinators and senior managers to have a full range of secure information with which to develop these subjects.

**71.** In **art and design**, the work of the pupils in Years 3 to 6 is at least in line with the levels expected nationally. For example, in drawings of parts of the school building, the oldest pupils show a satisfactory attention to line, shading and perspective. They speak knowledgeably about the work of Picasso that they have researched recently. Pupils in Years 3 and 4 have made attractive collage pictures in the style of Paul Klee. Work on display indicates that pupils in Years 1 and 2 achieve well. For example, they have drawn good full scale and miniature self-portraits and produced a range of attractive drawings and patterns about the festival of Diwali.

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**72.** Pupils' work in **design and technology** is of a satisfactory standard. Pupils in Years 1 and 2 have built on their knowledge of making wheeled toys last year to make a wind-up toy this term. Pupils in Years 5 and 6 have made bread and linked the activity to their work in science. A discussion with the oldest pupils showed that they have experienced a reasonable range of skills, including designing, recording their methods in writing, making prototypes and evaluating their finished products. However, they have had few opportunities to study pneumatics, to make more complex items with wood or to use computer technology or electronic equipment to enhance their work.

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**73.** In **physical education**, the school has ensured in its planning documents that pupils now have access to all aspects of the national programmes of study. This is an improvement since the last inspection when provision for gymnastics was criticised as being inadequate. The improvements are mainly the result of the school's hard work to improve its resources with the building of the new hall and significant developments to the outdoor site. Two games lessons were seen and were taught well. Pupils' achievements were good. Both teachers demonstrated skills well and paid good attention to the pupils' health and safety. Pupils behaved well and co-operated with their classmates. For a small school, pupils are offered a very wide range of extra-curricular physical activities which are popular and well-attended.

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## Music

Provision in music is **very good**.

## Main strengths and weaknesses

- The specialist teacher makes a very effective contribution to the subject.
- Pupils are given access to a wide range of specialist instrumental tuition.
- Pupils develop their performance skills very well in concerts.

## Commentary

| 74. Pupils achieve very well in music. Attainment is above the nationally expected levels by Year 2 and well above expectations by Year 6. This is mainly because pupils have access to skilled specialist teaching from the music co-ordinator and from the range of instrumental teachers. Teaching is very good and promotes pupils' rapid progress. The oldest pupils, for example, sing to a high standard. They were observed learning a complex song in preparation for a concert with a local choral society. The teacher's skilled demonstration and accurate feedback ensured rapid progress and the pupils maintained a two-part harmony very well. Pupils are very enthusiastic about lessons and keen to take part. The school gives a high priority to continuing to offer a wide range of music and the funds allocated to it give good value for money. The music co-ordinator teaches all the pupils from Year 1 to Year 6 on a weekly basis, ensuring that they receive frequent good quality provision.

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| 75. There is a very good response from pupils to the opportunities that the school offers for them to learn instruments. Most pupils learn at least one instrument. There is an impressive range of tuition offered in woodwind, brass, string and keyboard instruments. The school identifies its talented musicians and caters for them well. At the same time, it encourages pupils of all capabilities to take part in music making and they comment on how much they enjoy this. Activities include recorder groups and a school band. There are regular chances to perform in the school and the local church and parents vouch for the quality of these. Occasional activities such as talent shows are greatly appreciated by the pupils.

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| 76. The part-time co-ordinator works closely with the staff in the good leadership and management of the subject. She teaches all age groups and so is well informed about standards and about how a smooth progression in pupils' skills can be achieved. At the time of the last inspection, standards in music were satisfactory overall. There has been very good improvement since then and this aspect of provision is a significant strength. It promotes pupils' creative and personal development very well.

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## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

| 77. This aspect of the school's work was not inspected in depth owing the nature of the timetabling arrangements for the period of the inspection. As a result, it is not possible to make overall judgements about how well pupils achieve in this area, how well they are taught or the impact of leadership and management. Discussions with pupils, however, as well as with the co-ordinator indicate that the subject is well planned and regularly taught in all

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classes. The school council ensures that the views of pupils are very much taken into account by the staff on various school matters.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### Inspection judgement

### Grade

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

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

<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	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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

