

INSPECTION REPORT

ROTHERFIELD PRIMARY SCHOOL

Crowborough

LEA area: East Sussex

Unique reference number: 114416

Headteacher: Mrs Jackie Warren

Lead inspector: Mr Phil Mann

Dates of inspection: 11th – 14th October 2004

Inspection number: 267592

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:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll;	146
School address:	North Street Rotherfield Crowborough East Sussex
Postcode:	TN6 3NA
Telephone number:	01892 852574
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Darren Nightingale
Date of previous inspection:	23 rd November 1998

CHARACTERISTICS OF THE SCHOOL

Rotherfield Primary School has 149 pupils on roll, aged 4 to 11 and year groups vary in size from year to year. Around five per cent of pupils either join or leave the school other than at the usual time of admission or leaving. The school serves the village of Rotherfield near the town of Crowborough in East Sussex. The home backgrounds of most pupils are average. The number of pupils who are in receipt of a free school meal is below the national average. The old Victorian buildings have been recently modernised and added to. The school is surrounded by playgrounds and attractive garden areas; use is made of a local sports field directly opposite the main building. At the time of the inspection, there were 10 children under five in the reception class. The attainment of children at the start of school in the reception class is average overall. A total of 17 pupils have been identified as having special educational needs and this is below the national average. Four of these pupils receive support from outside agencies and currently there are three pupils with a Statement of Special Educational Need. The proportion of pupils from ethnic minority groups is small. Several pupils who speak English as an additional language had just started at the school at the time of the inspection. Several new teachers have been appointed at the start of the new academic year following a period of staffing instability caused by staff illness.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23219	Phil Mann	Lead inspector	Science, Information and communication technology, Design and technology, Physical education, Music, English as an additional language
9468	John Arscott	Lay inspector	
32147	Beryl Richmond	Team inspector	Areas of learning in the Foundation Stage, Mathematics, Geography, History, Art and design
29688	Michael Brammer	Team inspector	Special educational needs, English, Religious education, Personal, social and health education and citizenship

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Overall, this is a school that is **satisfactory** and is rapidly improving after a period of uncertainty and disruption. The headteacher's clear leadership and her recent formation of a strong team of teachers are now improving the overall levels of school effectiveness. For the most part, standards are average and pupils' achievement overall is satisfactory. However, current progress for all pupils is good in many subjects because teaching and learning are now consistently good or better in many lessons. Teachers set high expectations based on the capabilities of each pupil within a very caring community. The school aims to be inclusive and creates a positive ethos for learning. Overall, leadership and management are satisfactory and governors make an effective team. Given the standards achieved over recent years, the school's overall effectiveness and its efficiency, the overall value for money is judged to be satisfactory.

The school's main strengths and weaknesses are:

- Standards are improving.
- There is some underachievement in Years 3 to 6 because there are insufficient planned opportunities to extend the writing and mental arithmetic skills of junior pupils.
- Standards in religious education are below the expectations of the Locally Agreed Syllabus for all pupils.
- The achievement of pupils with special educational needs is good but pupils who speak English as an additional language are not supported effectively in lessons.
- Teachers do not use assessment information effectively in their planning.
- Provision for children in the Foundation Stage, and for the spiritual, moral, social and cultural development of all pupils, is good.
- Pupils exhibit very positive attitudes towards learning and to each other and have responded particularly well to the good or better teaching within the school.
- The partnership with parents is very good.
- The headteacher provides good leadership.

Overall, there has been satisfactory improvement since the last inspection. Pupils' behaviour, both in and out of school, is now good at all times. Improvements in leadership have generally been good. Strategic planning is now good but there are still some procedural matters related to finance that have not been addressed.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Overall, pupils' achievement is **satisfactory**. Achievement in the Foundation Stage is satisfactory. Pupils in Years 1 and 2 are achieving well, especially so in literacy and numeracy skills, science and information and communication technology, where above

average standards are being attained by seven year olds. This is confirmed by the very good results achieved by this age group in the 2004 national tests. Achievement overall for junior pupils is satisfactory but unsatisfactory in mathematics and religious education for the oldest junior pupils. Results in national tests for eleven year olds over the three years to 2004 indicate a downward trend in standards for English and mathematics compared with schools in similar circumstances. Staff illness and temporary teaching are the main contributory factors to this pattern of underachievement in Years 3 to 6. The evidence from inspection is that standards are currently above average in English, science, information and communication technology and art. However, insufficient focus is placed on the improvement of pupils' writing skills, where standards are average overall. The achievement of pupils with special educational needs is good but the achievement of pupils who speak English as an additional language is currently unsatisfactory because of a lack of support in class.

Attendance rates are good, and lateness to school and for classes is rare. High levels of expectation and challenge are now being set for all pupils within a very positive and caring atmosphere for learning. Pupils' attitudes to learning are very good. They are invariably interested in their lessons and are very happy to be involved in class activities. Behaviour, both in and out of school, is good and all pupils respond very well to the school's good provision for spiritual, moral, social and cultural development.

QUALITY OF EDUCATION

The quality of education across the school is **satisfactory**, with strengths in teaching. Teaching has improved since the previous inspection and is now consistently **good** or better, and learning is good. Laptops are used very well to support teaching in several subjects and a wide range of interesting activities is effectively planned for pupils. The school's arrangements for assessing pupils' academic performance are satisfactory. The procedures for recording and monitoring pupils' achievement are good. Teachers' marking is good, but information is not always used well to match tasks effectively to the needs of pupils. The curriculum the school provides is satisfactory. Provision for children in the Foundation Stage is good and a strength of the school. The planning of learning opportunities for pupils in the infants and juniors covers all subjects in sufficient detail, and the school provides a good range of extra-curricular activities to enrich the pupils' experiences. The arrangements for supporting pupils who speak English as an additional language are currently unsatisfactory overall. Although the needs of these pupils have been effectively assessed with the effective support of the local authority and despite some immediate training for staff, teachers lack the skills and resources to support these pupils effectively in class. The procedures and practice of childcare, safety and welfare are very well established, and the overall educational and personal support and guidance for pupils are good. The staff try hard to include pupils' views in the development of the school. The quality of the accommodation and resources is generally satisfactory and the new reception and dining areas are significant improvements.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. The head teacher who has been in post for several years provides good leadership for the school. Following a period of staffing instability last year, she has now created an effective team to raise standards. Performance management procedures are an integral and important part of the school's work, and in general, the current staffing strategy is good. Management of the school is satisfactory and day-to-day organisation is effective. Governance of the school is satisfactory overall. The governing body makes a good contribution to the strategic development of the school and monitors its work well. Educational priorities are adequately supported by good financial planning but some procedural matters related to finance and important policy documents remain.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

All parents think their child works hard and always enjoys coming to, and being at school. The arrangements for settling in are considered to be outstanding. However, some parents feel that they are not told enough about their child's progress and are unhappy about the level of guidance about how to help their child learn at home. Some are concerned about the progress that their child is making. Inspectors agree with all positive views of parents. However, inspectors judge that the negative views reflect the recent past and not the present. Inspectors also judge that the governing body has followed government guidance in relation to its last annual meeting for parents and there were no issues to follow up. Pupils enjoy coming to school and participate wholeheartedly in the activities planned for them.

IMPROVEMENTS NEEDED

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

- improve standards and achievement in writing and mathematics in Key Stage 2;
- raise standards in religious education to meet the requirements of the local agreed syllabus in both key stages;
- improve the provision for pupils who speak English as an additional language.
- make better use of good assessment information to ensure that activities planned for pupils effectively match their needs;

and, to meet statutory requirements:

- ensure all statutory requirements related to race equality and sex education are fulfilled.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, the rate of pupil achievement is **satisfactory** across the school with signs of a rapidly improving picture because of good teaching. Standards are **above average** by the age of eleven in English, science and information and communication technology, because the rate of pupil achievement in these subjects is **good**. Standards in mathematics for eleven year olds are **average** but the rate of achievement in the past has been **unsatisfactory**. Achievement in mathematics is now satisfactory. Standards in religious education are below local expectations but achievement is now satisfactory. Pupil achievement across the school in art is **good**.

Main strengths and weaknesses

- Insufficient emphasis is placed on extending the junior pupils' writing skills.
- Standards in religious education are below that expected in the locally agreed syllabus.
- Standards and achievement in information and communication technology are good for pupils of all ages.
- The achievement of reception children and infant pupils is good overall.
- Pupils with special educational needs achieve well in relation to their previous learning.
- Pupils who speak English as an additional language are making unsatisfactory progress.
- Gifted and talented pupils make satisfactory progress in relation to their prior achievements.

Commentary

1. The results in the 2004 national tests for eleven-year-olds are above average in English, average in science but below average in mathematics. Results in national tests for eleven year olds over the three years to 2004 indicate a downward trend in standards for English and mathematics compared with schools in similar circumstances. Staff illness and temporary teaching are the main contributory factors to this pattern of underachievement in Years 3 to 6. The results of pupils in Year 2 taking the 2004 national tests and compared to schools nationally are well above average in reading, writing and mathematics. Teachers' assessments confirm that standards in science for seven year olds are well above average. When compared to schools with similar circumstances using free school meals data, standards are also well above average in all three areas. Annual fluctuations in pupil numbers in each year group are a common feature of the school and therefore any comparisons made about pupil results need to be treated with some caution.
2. Some variations in overall attainment and class sizes have occurred year on year but the overall trend of improvement in English and science has been similar to the national picture since the previous inspection. Generally girls do marginally better than boys at the age of seven and this trend is reversed at 11. The inspection findings indicate that there are no particular reasons for this trend. This is being monitored closely by the school.

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

Standards in:	School results	National results
reading	18.2 (16.1)	15.8 (15.7)
writing	16.8 (14.6)	14.6 (14.6)
mathematics	17.6 (15.6)	16.2 (16.3)

There were 22 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	27.6 (26.8)	27.0 (26.8)
mathematics	26.6 (27.7)	27.2 (26.8)
science	29.6 (29.5)	28.9 (28.6)

There were 19 pupils in the year group. Figures in brackets are for the previous year

3. Inspection findings confirm that standards for eleven year olds are above average in English overall with high standards being attained in speaking, listening and reading. The attainment of these pupils is only average in writing. This is because teachers do not always plan enough opportunities for pupils to write at length. Although teachers are making good use of computers to enhance learning in other subjects, insufficient opportunities are provided for pupils to draft and redraft their writing with a word processor. Standards in speaking, listening and reading are also above average for seven year olds but average overall in writing because of insufficient development of the pupils' writing skills at the higher Level 3 standard.
4. Standards of work in mathematics have not been high enough in the junior classes and rates of pupil progress have been unsatisfactory during the two years prior to this inspection. Inspection evidence confirms that good teaching is now ensuring that this pattern of underachievement is being reversed. However, teachers do not provide sufficient opportunities for the regular practice of number facts and problem solving strategies at the start of numeracy lessons. Consequently these pupils often lack the confidence to mentally manipulate numbers.
5. Unsatisfactory provision in previous years for religious education has resulted in standards that are below the expectations of the locally agreed syllabus for eleven year olds. Inspection evidence now confirms pupil progress is improving.
6. Rates of achievement in science and information and communication technology are good and above average standards are being attained at the age of eleven. A strong focus on investigational work ensures that more able pupils are effectively challenged. Teachers provide a wide range of experiences in several subjects using information and communication technology equipment and software. Pupils are very receptive to these experiences and demonstrate good levels of achievement in a range of information and communication technology based skills.
7. Most children enter the reception class with average attainment in most areas of learning. It is above that expected in mathematical, personal and social development. The good teaching helps children make good progress, and by the time the children

start Year 1, they have attained the goals in most areas of learning and have exceeded them in mathematical, personal and social development.

8. The achievement of pupils with special educational needs is good. This reflects the good provision that is made for them. They are well integrated into the full life of the school.
9. The very few pupils newly admitted to the school who speak English as an additional language are effectively assessed on entry into school. However, teachers currently lack the necessary skills to ensure that provision in class is carefully matched to the needs of these pupils. Consequently opportunities are not being planned for these pupils to learn key words in lessons and their progress is unsatisfactory.
10. The school has identified several pupils who demonstrate particularly high levels of competence in certain subjects. Inspection evidence indicates that these pupils make satisfactory progress in relation to their prior achievements.

Pupils' attitudes, values and other personal qualities

Overall, the majority of pupils have **very good** attitudes towards school and the relationships they form are **very good**. The behaviour of pupils is consistently **good**. Spiritual, moral, social and cultural development is **good**. Attendance is **above average**.

Main strengths and weaknesses

- The school effectively persuades parents to ensure pupils attend regularly.
- Pupils' attitudes and relationships are consistently very good.
- The way pupils respond to the high standards of behaviour set by the school.
- The provision of spiritual, moral, social and cultural opportunities and development is good.

Commentary

11. The level of attendance at the school is well above the national average. Lateness to school and for classes is rare. The school's systems for urging parents to make sure their children attend school regularly are good, and most parents and carers try hard to ensure their children have a good attendance record. There is a clear commitment to maintaining the current high level of attendance, based on a very efficient monitoring system administered by the school secretary. The school is good at maintaining links with the education welfare officer regarding pupils' attendance.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.1	School data:	0.1
National data:	5.1	National data:	0.4

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

12. Pupils' attitudes to the school, on the whole, are very good. Most pupils display an evident enthusiasm for school, and they show a very keen interest in activities and lessons. Most pupils are full of self-confidence, polite and courteous. They are highly motivated, able to sustain concentration and persevere very well. The pupils with

special educational needs have very good attitudes to school. They respond very well to planned activities that match their needs.

13. Behaviour is consistently good across the school. The school creates a climate for learning which promotes good behaviour, and has a positive impact on pupils' achievements. The pupils were involved in the creation of the school rules, and most respect and observe these rules. The school council provides good opportunity for pupils to demonstrate their ability to handle responsibility; for instance, older pupils are encouraged to take part in the 'buddies' scheme. Because of this good provision there have been no pupil exclusions during the last reported year.
14. Relationships are very positive. Pupils display delightful relationships with each other and with adults. Many are very articulate and can engage in mature conversation. Their social skills are very well developed and they are clearly able to tell right from wrong. They are tolerant and show respect for the feelings of others. The school provides good opportunities for reflection, self-awareness and spiritual development. The provision for pupils' cultural development is good. Contact with the small number of pupils from other cultural backgrounds helps them to appreciate the cultural diversity of British society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory** overall. Teaching is consistently **good** or better and pupils learn within a positive climate of care and support. The overall curriculum is **satisfactory** and a **good** range of extra activities is provided for pupils outside of lessons. The care and welfare of pupils is **very good** overall and a strong partnership has been developed with parents and the local community. The quality of accommodation is now **satisfactory** after some significant improvements have been implemented since the previous inspection. Resources are **good**.

Teaching and learning

The quality of teaching and learning is **good** overall across the school. Assessment is **satisfactory**.

Main strengths and weaknesses

- High standards of teaching are being developed across the school.
- Teachers display good levels of subject knowledge and expertise and the overall quality of planning is good.
- Opportunities are missed to challenge the abilities of more able pupils at the start of numeracy lessons.
- The very small number of pupils who speak English as an additional language are not effectively supported in class lessons.
- The teaching of pupils with special educational needs is good.
- Teachers make very effective use of information and communication technology to support learning in other subjects
- Teachers have positive relationships with the pupils in their care and pupil behaviour is managed well.
- Good information is not always used effectively to plan for future learning experiences.

Commentary

15. A significant proportion of lessons observed during the inspection were judged to be good or better. These findings are similar to those of the previous inspection. However, staff illness and temporary appointments resulted in several staff changes for older pupils during the last academic year. New appointments have now resulted in high standards of teaching being developed across the school. This is confirmed by the effective monitoring of lessons by the head teacher.

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	16	2	0	0	0

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

16. The level of subject knowledge is good across the school. The provision for children in the Foundation stage is managed well alongside a mixed aged class of Year 1 pupils. Very good levels of expertise are consistently demonstrated for the oldest junior pupils. Lessons for these pupils are consistently very good and levels of challenge are very high. These pupils respond particularly well to this very knowledgeable teaching their achievement is good. Comments from a Year 6 boy such as, 'that was the best literacy lesson ever!' are testament to these very high quality learning experiences. Many other examples of the teachers' good subject knowledge were observed in other class lessons in subjects such as mathematics, science and information and communication technology.
17. The quality of teachers' individual planning is good overall and lessons are often planned in great detail to cater for the needs of pupils of differing abilities. However, there is limited evidence of teachers jointly planning for the needs of Year 2 pupils in different classes for the same subjects. As a result, inconsistencies in provision and levels of pupil achievement are evident for these pupils in several subjects such as English and mathematics.
18. Overall, teachers have high expectations for what pupils can achieve. Questions are used effectively to challenge pupils' thinking. However, during the inspection, teachers made insufficient use of mental starter activities in mathematics lessons to provide good levels of challenge for pupils. As a result, standards in mathematics in the juniors are not as good as they could be.
19. The teaching of pupils with special educational needs is good. The pupils' needs are identified at an early stage. Individual education plans have precise targets. Teachers' planning now details how the learning objectives of each lesson match the needs of these identified pupils so helping to promote good learning.
20. Teachers and support staff currently lack the skills needed to support pupils who speak English as an additional language in class lessons. Specialist local authority support teachers accurately assess new pupils to the school and provide adequate support for teachers of these pupils. However, the needs of these pupils are not being effectively planned for in class lessons and this aspect of provision for these pupils is unsatisfactory.
21. Resources are used well in many lessons to motivate and interest pupils. All teachers in particular make very effective use of information and communication technology to

support learning in other subjects. For example, the new laptops are being used in imaginative ways to support literacy and numeracy skills.

22. All teachers have established positive relationships with the pupils in their care. Pupil behaviour is managed well and a very good climate for learning exists around the school. As a result, pupils feel valued, are highly motivated and respond particularly well to the many opportunities that teachers plan for small group work.
23. There are good procedures in place across the school to assess the progress of pupils. Procedures for children in the Foundation Stage are particularly detailed and effective. Questioning skills are used well by all teachers to check the understanding of pupils and ongoing feedback is often provided to inform pupils about their work. The quality of marking is good and teachers' comments provide good information to pupils in what they need to do next. Although planning is good, teachers do not always make best use of sessions at the end of lessons to assess whether learning has been successful and gather useful information that will inform their future lesson plans and learning experiences for pupils.

The curriculum

The curriculum is broad and balanced and meets statutory requirements. Overall it is **satisfactory**, with **good** levels of enrichment. The accommodation is **satisfactory**, although some classrooms are small. Resources are **good**.

Main strengths and weaknesses

- Overall, an interesting and worthwhile curriculum is planned for pupils and there is a good range of well-attended extra-curricular clubs.
- Provision for pupils with special educational needs and for children in the Reception class is good.
- Provision for pupils learning English as an additional language is unsatisfactory.
- Provision for personal, social and health education is good.
- There is a good match of teachers and support staff to the curriculum.
- Pupils are prepared well for later stages of education.
- Resources are good.

Commentary

24. Overall, there has been a satisfactory improvement in the curriculum since the previous inspection. Good opportunities are taken to link subjects together so that learning is meaningful for pupils. In particular, pupils' speaking and listening skills are developed very well through a range of planned opportunities in lessons. Good opportunities are also planned for pupils to develop their investigative skills in science, which has led to good achievement. Furthermore, good use is also made of laptop computers to enhance the pupils' use of information and communication technology skills in many subjects. However, insufficient opportunity is planned for pupils to consolidate their knowledge of number facts at the start of numeracy lessons.
25. Pupils benefit from a curriculum that is effectively enriched by visits and visitors. For example, there are weekly guest speakers in assembly, junior pupils have been to Bewl Water and soft rock climbing at 'Evolution' and infant pupils have been to a town environment, which included a visit to a pizza restaurant. There is a good range of well-attended extra-curricular clubs for sporting, artistic and musical activities,

opportunities for instrumental tuition and a residential visit for Year 6. These activities provide many opportunities for the personal and social development of the pupils.

26. The curriculum for the children in the Reception class is good. All areas of learning are carefully planned and, in co-operation with the other adults, the children are encouraged and taught effectively. The use of the outside area is underdeveloped because there is no cover and there are insufficient stimulating resources.
27. The staff are working hard to ensure that all pupils have equality of access and opportunity, including higher attaining pupils. Work is usually now planned to challenge pupils at the expected level. Where pupils need some extra help, staff identify needs early and arrange for satisfactory provision that is matched to these pupils' needs. For example, the provision for pupils with special educational needs is good. Individual education plans are carried out effectively and this reflects the training that staff receive. Group work following national guidelines is arranged for pupils who need additional support in English. However, the provision for pupils with English as an additional language who have just started at the school is unsatisfactory because they are not effectively supported in lessons although they are at a very early stage of learning English.
28. Children and pupils are prepared well for subsequent stages of learning. There is a strong emphasis on personal development so that pupils become responsible individuals and keen learners. There are good procedures to ensure that pupils move successfully to their next class and the school works very closely with local secondary schools to ensure a smooth transition for the pupils.
29. The teachers and teaching assistants possess a good range of skills and knowledge to effectively support teaching and learning and pupil achievement.
30. Lessons are well resourced and most subjects have a good range of resources, except English and Art, where they are satisfactory.

Care, guidance and support

The care and welfare provision in the school are both **very good**. Pupils' progress is monitored **satisfactorily**, and the school is **good** at taking into account the concerns and aspirations of its pupils.

Main strengths and weaknesses

- Teachers' knowledge and understanding of the needs of pupils and their family circumstances are very good.
- The overall procedures for health and safety are good.
- The quality and monitoring of pupils' personal records are good
- Relationships between pupils and staff are very good and the level of trust is high.
- Achievement is encouraged and acknowledged regularly.
- The school places high value on pupils' views.

Commentary

31. The quality of pastoral care is very good. The school has forged very close links with parents, and this provides a comprehensive source of information about pupils' family circumstances. This information enables teachers to make informed judgements about the support and guidance that each child needs. The school and governors effectively

monitor pupils' records in order to establish trends and identify where barriers to learning exist. Procedures for child protection, safety and welfare are very firmly established and are known to all the staff. The procedures for monitoring pupils on the Child Protection register are very good. The school is in the process of introducing a healthy eating programme. Teachers and teaching assistants know the pupils with special educational needs well. They show a real concern for their welfare reflecting the caring ethos of the school.

32. The school has good health and safety procedures in place. The headteacher, staff and the caretaker collectively ensure that the day-to-day practice is as good as the policy. A rigorous risk assessment is undertaken termly and involves senior staff and governors. A typical example of the good practice is the risk assessment that is carried out on all school trips. Supervision in the playgrounds and at mealtimes is very good. Three members of staff are fully trained in first aid procedures.
33. This is a very friendly school where pupils trust and respect the staff. Friendship, tolerance and co-operation thrive in this welcoming climate. The school encourages pupils to take an active part in the School Council, and pupils know that the staff will listen to their views. The practice of publicly celebrating achievement at assemblies is well established and extends beyond the academic to all school activities, including attendance.

Partnership with parents, other schools and the community

The school enjoys **good** links with parents and works very hard to assist parents to help their own children towards greater progress and higher standards. The school also has **good** links with the community and **good** links and transfer arrangements with other schools in the area.

Main strengths and weaknesses

- The school maintains its good links with parents by making sure they are kept well informed.
- Parents are very supportive of the school.
- The school is very good at finding out what parents think about the school.
- The school works well with local business and the community to enrich the curriculum for its pupils.
- Transfer arrangements to and from other schools are well organised.
- The school has quickly established very positive links with parents of pupils who speak English as an additional language.
- There are no significant weaknesses.

Commentary

34. The school has worked very hard to develop a very good relationship with parents. The quality of information provided for parents is very good. For example, termly newsletters keep parents up to date with what is being taught, and pupils' annual reports show that teachers have a very good knowledge of each child's learning. The overall perception by parents that this is a very happy school is fully justified. Most of the parents are comfortable with what they understand is being taught at school, and they take an active part in educating their children. Many parents take great interest in the progress their children are making and as a result the termly Parents' Evenings are always extremely well supported. The Parent Teacher Association is very active and

provides considerable financial support. The school frequently samples, and responds very well to parents' suggestions and concerns.

35. The school has very good links with the parents of pupils with special educational needs. Parents are invited to attend review meetings. There are good procedures to ensure pupils' smooth transition to secondary school.
36. Pupils' learning is considerably enhanced as a result of links with the community. The community makes substantial use of the school in the evenings for a range of purposes. The school regularly involves visitors from the community in broadening the pupils' understanding of the world; for example, local businessmen, artists, and other representatives are invited to explain to the children how they learned to do the jobs they do. Good use is made of links with local businesses, and the school is fully committed to participation in local community events. Pupils' personal development and sense of citizenship are improved as a result of these strong links with the community.
37. The school has worked quickly to establish good links with the parents of pupils who speak English as an additional language. Meetings have been held with the support of a translator to prepare the pupils for admission into school and to discuss the levels of support being provided.
38. On the whole, the school has good links with other schools. The school works closely with early years' providers, and has particularly good induction arrangements for pupils entering the school. A number of local secondary schools make contact with pupils through a specific contact teacher and pupils also visit these schools to experience a 'taster' day. The school also works very closely with a Special Needs School and this has been of enormous benefit to a specific pupil. The staff also benefit from the contact and exchange of ideas with subject co-ordinators in local secondary schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. The headteacher provides **good** leadership for the school and she has created an effective team that is well placed to raise standards. Governance is satisfactory overall and the governing body makes a **good** contribution to the school's strategic development. Although the management of the school is **satisfactory** overall, financial controls are weak and not all statutory duties are fulfilled.

Main strengths and weaknesses

- The headteacher leads the school well ensuring there is a strong sense of direction.
- The governors support the school's progress well by the influence they have on its long term planning. They do not fulfil some statutory responsibilities.
- The headteacher's monitoring of teaching is good and this is helping to raise standards.
- The management of the provision for pupils with special educational needs is good.
- Support for pupils who speak English as an additional language within the school is not effectively co-ordinated.
- Policies and procedures for the management of the school's finances are not sufficiently robust.

Commentary

39. Overall, the headteacher provides good leadership for the school. A sustained period of staffing instability has been managed well overall but during this time insufficient attention has been given to pupil achievement. However, she has now appointed an effective team who are well placed to raise standards. Good focus is placed on school improvement. Data is now being used effectively to monitor the individual progress of pupils to raise standards further. She has a clear concern for the needs of individual pupils and works hard to ensure and promote their welfare. This creates a very good climate in which learning can take place. This vision is equally shared by newly appointed senior staff who have made a good start in their new management roles.
40. The governors support the strategic development of the school well. They are closely involved in establishing priorities to be included in the plan for school improvement. They act as a valuable 'critical friend' to the headteacher. Governors have successfully addressed one of the key issues from the last inspection by taking a long-term view of the school's budget to manage fluctuations in the size of the different year groups. However, several statutory requirements are currently not being fulfilled. For instance, the policy for sex education needs to be updated and although the race equality policy is in place the success of its implementation has not yet been reported back to parents.
41. The headteacher monitors teaching well. Teachers are observed regularly and receive constructive feedback. There are good induction procedures for them. Performance management systems are well established and contribute to the consistently good teaching seen during the inspection. Co-ordinators are beginning to monitor standards and teaching in their subjects. Although this aspect of their work is satisfactory, it is an area for further development. The staff are a fully committed, hardworking team and provide good role models for the pupils.
42. The management of the provision for pupils with special educational needs is good. The pupils' progress is regularly monitored. There are good relationships with outside agencies to support the pupils' achievement. The teaching assistants are committed and make a good contribution to the pupils' progress and to the life of the school. The governor with responsibility for pupils with special educational needs is supportive.
43. Currently, the school does not give adequate support to pupils for whom English is an additional language. The needs of these pupils have been assessed effectively and good links have been established with the local education authority support team. However, support for these pupils within the school is not effectively co-ordinated and currently provision is unsatisfactory.
44. The management of the school in general is satisfactory. The secretarial staff give good support so that the school runs smoothly day-by-day. A recent audit reported that procedures for financial control are weak in a number of key areas. Inspection evidence indicates that all of the issues are being addressed but as yet financial terms of reference are still to be ratified by the governing body.
45. Since the previous inspection the school has made satisfactory improvements by developing strategic planning and by managing the pupils' behaviour at lunchtime well. The school gives satisfactory value for money.

Financial information for the year April 2003 to March 2004

<i>Income and expenditure (£)</i>	
Total income	406 517
Total expenditure	414 670
Expenditure per pupil	2 746

<i>Balances (£)</i>	
Balance from previous year	26 211
Balance carried forward to the next	18 058

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

46. Children enter the reception class in the September of the academic year in which they become five. The school is very responsive to the children's needs and works hard to ensure that they settle into school happily. Parents are particularly appreciative of the very good induction arrangements and the beneficial effect that they have on their children. A significant proportion of the children have attended the local playgroup, with which there are exceptionally strong links that contribute very well to the children's personal and social development. Parents are valued as key partners in their children's education.
47. The children's attainment when they start school is average overall in most areas of learning. Their attainment is above average in mathematical, personal and social development. By the time the children start Year 1, they have attained the goals in most areas of learning and have exceeded them in mathematical, personal and social development. The leadership and management of the Foundation Stage are good and the reception class teacher is very knowledgeable. Although children are taught in a mixed age class with Year 1 pupils, there is a good curriculum, for both age groups in the class.
48. Assessment systems are good and used well to plan relevant and suitably challenging and interesting activities for the children's development. The staff effectively care for the children and monitor their personal development very well.
49. Accommodation and resources are satisfactory. The classroom, although not large, is well resourced and adequate for its purpose. There is a designated outside area but it is underdeveloped and does not yet have a cover so that its use is restricted mainly to fine weather.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are given constant encouragement, which enables them to feel valued and able to settle happily into school and transfer successfully into Year 1. Routines are well established.
- There are high expectations for all children to do well. Most children are on track to exceed the goals by the end of the Reception year.
- The learning environment is practical and relevant. It encourages the children to develop their curiosity in the world around them.
- The quality of teaching and learning is very good.

Commentary

50. The quality of teaching is very good and teamwork between adults is strong. Consequently, there are consistent approaches to behaviour management and the children learn quickly what is expected of them. Achievement in this area of learning is good. Children have good knowledge of school routines including participating fully in whole school assemblies that develop a strong sense of belonging to the school

community. The children know why it is important to wash their hands often, particularly before eating. Resources are well organised and labelled with words and pictures in order to encourage children's independence. The practice of including everyone is strong. Children are learning successfully through purposeful play, small focussed group activities and through whole class sessions, although occasionally they are asked to sit too long on the carpet. They understand well how to contribute to group work through both listening and talking when appropriate.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Most children will attain the goals in this area of learning. All children achieve well.
- Phonics are systematically introduced through a range of activities, including those that are practical.
- Children enjoy books because of the way adults read to them and encourage them to talk about the stories.
- Writing skills are developed well.
- Teacher's questioning skills are very good.

Commentary

51. The quality of teaching and learning is good and planning carefully links all areas of communication, language and literacy together. A good emphasis is placed on learning through talk and new vocabulary is explained well by the staff. Phonics are taught well and the teacher encourages a multi-sensory approach to learning through saying, reading and writing sounds and letter names. Good opportunities are provided for role-play inside the classroom for the children to act out familiar stories and make up their own versions.
52. Parents and 'book buddies' from Year 6 contribute very well to pupils' reading and social development by sharing books with the children. There are useful home reading diaries, which have good information on how to help with reading. However, they do not have enough specific information for parents to particularly focus on what to do with their child. Most children speak clearly and are developing a good understanding of how to participate in conversation. The teacher uses questions very well to challenge the children's early literacy skills. Children enjoy talking about what they have learnt and their attitudes to learning are good. A good range of purposeful writing activities are planned, using whiteboards, pencil and paper, chalkboards and sand trays. These are carefully matched, to the needs of the children to ensure that learning is at the correct level. As a result of this good provision, all children are making good progress in this area of learning and most children will be making a good start on aspects of the National Curriculum by the time that they start in Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Activities are practical and relevant to the children's daily life and as a result, the children want to learn.
- Children are on course to exceed the goals in this area of learning.
- Teaching and learning are good and children are achieving well.

Commentary

53. Mathematical concepts are taught well and as a result most children will have exceeded the Early Learning goals in this area of learning by the time they enter Year 1. For instance, many children can already count up to 20 by rote, recognise numbers up to 5 and some can count even higher. Staff usually model language well but it is not usually displayed so that children have some extra help remembering the words. However, a good emphasis is placed on learning through investigation. The activities planned for children in lessons and the self-selected activities contribute well to the children's development in this area because the resources are good and the activities motivating and interesting.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children are in line to achieve the goals in this area of learning. They achieve well.
- Teaching and learning are good.
- Children are developing their imaginations well through role-play

Commentary

54. Good quality teaching is ensuring that all children make good progress in this area of learning. Good opportunities are provided for children to work on the computer using a range of programs, and move a programmable Roamer toy on the floor. Opportunities are provided for the children to learn about the past such as in a lesson where children learnt to talk about and handle old objects. A good collection of household objects from the past previously gathered by the teacher engaged the children's interest. The use of these resources effectively encourages them to think carefully and explain what their uses might have been. Because of this good achievement most pupils will attain the early Learning Goals in this area of learning by the time they start Year 1.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Most children will attain the goals in this area of learning by the end of their reception year.
- Teaching and learning are good.

- There is insufficient use of the outdoor area.

Commentary

55. Good teaching is ensuring that children are achieving well in their physical development. A good range of activities is planned to develop children physically. Good use is made of the 'Jump Ahead' scheme to ensure that all children develop well. Activities such as riding a bike or scooter, dancing, running and climbing as well as the use of pencils and paintbrushes ensure that standards are in line with the expectations of children of a similar age. The teaching assistant effectively records the children's achievements in order that their individual needs can be addressed. There is an adequate outside area adjacent to the classroom but its use is underdeveloped. However, in addition, the children are able to use a good range of equipment in the playground.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children are in line to attain the goals in this area of learning. Achievement is good.
- Children have good opportunities to engage in imaginative role-play.
- Teaching and learning are good.

Commentary

56. The teacher plans a good range of opportunities such as role-play, painting, printing, singing and the use of computer programs. Children confidently draw pictures of 'The Giant Turnip' linked to their work in literacy and in preparation for Harvest Festival. Children can make simple collages of different colours and mix colours together to make other colours. These skills are effectively demonstrated in their self-portraits where colours are mixed to achieve an appropriate skin tone colour. Opportunities for children to sing are satisfactory.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- The standards that pupils attain in speaking and listening and reading are above average.
- Insufficient opportunities are provided for pupils to write at length and to use information and communication technology to draft and edit their work.
- Teachers' secure subject knowledge and good classroom management means that pupils learn well and pupils with special educational needs are effectively supported.
- Pupils who speak English as an additional language are not effectively supported in class.
- The pupils' attitudes to the subject are very good and enhance their learning.
- The leadership and management of the subject are good.

Commentary

57. Pupil achievement is satisfactory overall. The results in the national tests in 2004 confirm that above average standards are being attained by eleven year olds. When these results are compared with schools of similar prior attainment at seven they are below average. However, the proportion of eleven year olds attaining the higher Level 5 in these tests is average when compared with pupils in these similar schools. In contrast, very high standards were achieved in reading and writing by seven year olds in the 2004 national tests. However, the small size of these cohorts means that comparisons can be misleading and should be treated with some caution.
58. Standards in speaking and listening are good. Pupils listen carefully both to their teachers and their peers. This is seen in the responses they make and reflects their very good attitudes. In formal situations pupils speak well and express themselves confidently often using full sentences. This supports their learning well in all areas of the curriculum and across school life. Older pupils talk together maturely in assembly about children's rights. The good standards all pupils attain now are an improvement since the last inspection when they were judged to be average. Improvement since the last inspection is therefore good. Pupils of all ages read well and this enhances their cultural development. They read widely and talk about their favourite authors. The good contribution that parents make to the pupils' learning is seen in the support they give to well organised reading sessions at the start of the school day. They hear reading at home and many pupils are taken to the nearby town to use the library.
59. Standards in writing are in line with national expectations for pupils age seven and eleven. Above average pupils aged eleven have a good grasp of sentence structure as they record interviews and write imaginative stories. However, insufficient opportunities are provided for pupils to write at length and in particular at the higher Level 5. Pupils' spelling is accurate however and the care they take reflects their very good attitudes and behaviour. Average and below average pupils work well but without such a secure understanding of punctuation and spelling. Above average pupils aged seven write independently while average and below average pupils need support to help them order their thoughts. Achievement is satisfactory but pupils have the potential to attain the same good standards that they reach in speaking and listening and reading.
60. The quality of teaching and learning is good. Teachers have secure subject knowledge and the National Literacy Strategy is firmly established. Teachers manage pupils well and the climate for learning in lessons is good. Good use is made of teaching assistants to support pupils with special educational needs who achieve well. Additional support programmes based on national guidance are taught well by these support assistants to small groups. The needs of the small number of newly admitted pupils who speak English as an additional language are assessed effectively with the help of the local authority support teacher. However, these pupils are not being effectively supported in class activities and as a result their level of achievement is unsatisfactory.
61. The marking of pupils' work is good and teachers set targets for pupils to improve their attainment in writing. The pupils have developed very good attitudes to the subject as a result of this good teaching. They work well both independently and in small groups. They pay careful attention when the teacher is talking to the whole class and this has a positive effect on their learning.
62. The co-ordinator provides good leadership and management for the subject having developed provision significantly in a short period. The work of the co-ordinator and good teaching means that achievement is now much better and at least satisfactory

with some good features. This is because teaching has been monitored well and planning procedures tightened up. As a result she has been able to effectively identify where the teaching of writing needs to develop so that pupils reach the same good standards as they do in speaking and listening and reading. Results in national tests for pupils aged seven have improved and a good basis has been established for older pupils to achieve even higher standards. In the recent past the achievement of pupils has been satisfactory.

Language and literacy across the curriculum

63. The development of English throughout the curriculum is satisfactory overall. Pupils are asked to write at length and read for information in subjects such as history and geography. However, opportunities are sometimes missed to use information and communication technology for pupils to draft and edit their work. This is an area that can be developed further both to raise standards of writing in English and to support learning in depth across the curriculum.

MATHEMATICS

Provision in mathematics is **satisfactory** overall.

Main strengths and weaknesses

- Standards of work in the infant classes are very good and these pupils are achieving very well overall.
- The underachievement of the oldest pupils is now being addressed effectively.
- The quality of teaching and learning is good throughout the school.
- Pupils who speak English as an additional language are not effectively supported in class.
- Pupils' knowledge of number facts is not good enough in the juniors. Teachers have not tracked pupils' progress rigorously enough in the junior classes to set precise targets and to ensure that standards improve quickly.

Commentary

64. In 2003 the test results for Year 2 pupils were well below average compared with the national average and compared with schools with pupils from a similar background. Very high standards were attained by seven year olds in the 2004 national tests. All pupils attained Level 2 or better with over a third attaining the higher Level 3. This represents very good improvement on the previous year's results. Standards seen during the inspection indicate that standards are above average and nearly all pupils are achieving well. However, the provision for pupils who speak English as an additional language provision is not good enough and consequently their achievement is not as good as that of other pupils.
65. In 2003, the test results for Year 6 pupils were above the national average but below average for schools with pupils of similar prior attainment. The 2004 results show that standards have dipped to below the national average for all schools. Standards are well below average when compared to schools with pupils of similar prior attainment. Pupils' achievement over time has been unsatisfactory. These results represent a decline in standards from the above average levels identified in the previous inspection. However, achievement is now satisfactory. This is because teaching and learning is now consistently good across the school and the standard of work seen

during the inspection for the current Year 6 pupils is average overall. Although the school has put in place specific provision for more able pupils, the number of Key Stage 2 pupils attaining the higher level 5 was average nationally and well below average compared with similar schools. However, even though pupils still lack confidence in handling numbers, their standards of work in data handling are good and above average. There is no significant difference in achievement between boys and girls.

66. Inspection evidence confirms that the quality of teaching and learning for infant pupils is good overall both now and over time. As a result, the level of achievement is good and pupils display very good attitudes to their work and behave well in lessons. Pupils are effectively encouraged to record their mathematics, particularly the mental calculation strategies. Consequently, pupils are learning the methods they need to be confident with before they move on to using more formal written methods in the junior classes. Mathematical vocabulary is developed well in lessons because teachers model the words and check that pupils understand what the words mean. However, they do not always display these new words for pupils to learn to read the words and have visual help in remembering them. This is particularly so for pupils who speak English as an additional language.
67. The quality of teaching and learning for junior pupils is now good. However, in the past it has not been satisfactory. Inspection evidence indicates that the progress of pupils has not been either assessed or monitored effectively. These judgements are supported by the good monitoring of lessons by the headteacher who has noted that the discussions at the end of lessons are not used well enough to assess pupils' achievements. In addition, there has been insufficient regular practice of number facts and mathematical skills in the mental warm up part of the lesson and sometimes there is insufficient challenge for the higher attaining pupils in this part of the lesson. Consequently junior pupils are not as confident as they should be in these areas.
68. Good assessment systems are now in place but there has been insufficient rigorous tracking of pupils' progress. There was a discrepancy between teacher assessments and test results in the recent past, which has led to an overoptimistic view of pupils' attainment.
69. The quality of leadership and management is satisfactory. The subject co-ordinator has just taken on the role. She has already begun to monitor teaching and learning in lessons. The analysis of last year's National Curriculum test results to identify specific strengths and weaknesses has not taken place. However, the new co-ordinator has identified weaknesses in pupils' knowledge of number facts and plans to address this area quickly; particularly by improving the effectiveness of the mental starter part of lessons. The use of information and communication technology to support teaching and learning is also an area identified by the school for development although some use was seen during the inspection.

Mathematics across the curriculum

70. Pupils use their numeracy skills satisfactorily in other subjects. For example, they have timed competitions in physical education. Satisfactory opportunities are provided for pupils to measure, calculate and handle data in science and create databases and spreadsheets in information and communication technology.

SCIENCE

Provision is **good**.

Main strengths and weaknesses

- Pupil achievement is good.
- The oldest junior pupils achieve very high standards in their investigational work.
- All pupils display very positive attitudes to learning.
- The quality of teaching is consistently good or better
- Laptops are used very effectively to support pupils' learning.
- Assessment information is not used effectively to set targets for pupils.

Commentary

71. The high standards attained at the time of the previous inspection have been maintained and improvement since then is satisfactory. The results in the 2004 national tests generally reflect these above average standards with just over two fifths of these eleven-year-olds attaining the higher Level 5. When compared with schools of similar prior attainment these results are average. Teachers' assessments for seven year olds in these national tests judge standards to be well above average compared to schools nationally and to those with similar circumstances.
72. These good standards have been maintained because all teachers possess good subject knowledge and all aspects of the National Curriculum programmes of study are fully covered. Specialist teaching is often provided for the most able pupils. The levels of pupil achievement across the school are good as a result. A strong emphasis is placed on investigative work and this in turn provides good levels of challenge for more able pupils where standards in this aspect of learning are well above average. This was very well exemplified in a lesson for Year 6 pupils. In this good lesson, these pupils worked very enthusiastically in pairs or small groups to plan and undertake an investigation of the solubility of common substances in water. All of these pupils were very highly motivated and in particular, the more able pupils, who relished the more complex challenge of testing sugar and salt.
73. The quality of teaching and learning is good. Lessons are always effectively planned and teachers make good use of visual aids to clearly demonstrate key teaching points. As a result, all pupils demonstrate very positive attitudes to learning in this subject. Teachers use questions effectively in lessons to check pupils' previous learning and challenge their thinking further. A strong feature of lessons is the very effective use of laptops by pupils to record the results of their investigations and present their results in graphic form. This was very effectively demonstrated in a lesson for a class of Year 2 and 3 pupils. In this lesson all pupils worked very enthusiastically in pairs to enter the data they had gathered in an investigation to test the level of friction generated by different surfaces.
74. Leadership and management of the subject are satisfactory overall with some good features. The newly appointed co-ordinator has a good vision of what needs to be done next. Good use is being made of computer software to monitor the overall achievements of pupils. Class based assessment is satisfactory but this information is not being used effectively to set individual targets for pupils. A well maintained wildlife area supports the teaching of science.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision is **very good**

Main strengths and weaknesses

- Achievement is good across the school.
- All pupils exhibit excellent attitudes towards learning when using the laptops.
- Teachers make very effective use of information and communication technology to support learning in other subjects.
- The new laptops are having a significant impact on the quality of learning for pupils.
- The subject is being well led and managed.

Commentary

75. Pupil achievement is now good with the result that standards are above average for seven and eleven year olds. The good standards judged at the previous inspection have been maintained. This is because the school has kept abreast of advances in technology and staff expertise is good. This good achievement across the infants and juniors is also because all teachers take every opportunity to utilise the new laptops and computers on the school network to teach skills and support learning in other subjects. Specific skills are taught well; as seen in a good lesson for a class of Year 4 and 5 pupils. In this lesson, new skills were demonstrated effectively to enable all pupils to be able to create a picture in the style of Mondrian using specific functions on the program's toolbar.
76. The quality of teaching and learning is consistently good across the school. All teachers display good levels of expertise and the use of information and communication technology to support learning in other subjects is a strong feature of teachers' planning. For example, the laptops were used very effectively in a Year 6 mathematics lesson to consolidate the pupils' data handling skills. These pupils displayed excellent attitudes to learning as they very carefully entered their own data into the program to produce a graph of results. This level of interest is also shown by younger pupils whilst entering the results of their science investigation into a similar program to obtain a printout of their graph at the end of the lesson.
77. Leadership and management of the subject are good. The co-ordinator provides effective guidance and support for colleagues. The monitoring of teaching and learning is good. The co-ordinator has compiled a comprehensive portfolio of pupils' work to provide a detailed overview of the standards being achieved by pupils throughout the school.

Information and communication technology across the curriculum

78. Teachers make good use of information and communication technology to support teaching and learning in other subjects. The newly purchased laptops are providing teachers with the effective medium to develop both pupils' information and communication technology skills and links between subjects. The laptops are having a significant impact on learning and enrichment of the curriculum. There are, however, missed opportunities to develop pupils' writing skills.

HUMANITIES

Religious education was looked at in depth whilst geography and history were sampled.

79. The provision for **geography** and **history** was sampled. It was not possible to see any lessons being taught in these subjects. Not enough evidence was available to enable secure judgements to be made on the standards of attainment reached by the pupils or the quality of the teaching.
80. Planning in geography is based on nationally recognised guidance and teachers use this to plan for pupils in mixed age classes who are also of different prior attainment. The co-ordinator recognises that more work needs to be done to ensure that work is always planned at an appropriate level in all classes. The subject portfolio indicated that, pupils' skills and knowledge and understanding, are developing well across a range of work. There are good cross-curricular links. For example, there is good use of the Internet and CD Rom Atlases for research and writing skills are developed well through activities like writing a letter to the Highways Engineer. Pupils have good opportunities for field trips to places like Bewl Water and the Isle of Wight to enhance their learning.
81. There were no lessons seen in history. The co-ordinator has a good vision for the development of the subject but has had very little opportunity for monitoring although she has led a staff meeting on moderating work in history. Planning is based on nationally recognised guidance and teachers use this to plan for pupils in mixed age classes who are also of different prior attainment. The co-ordinator has checked planning to ensure that pupils do not repeat topics but she recognises that more work is needed on checking for skills progression. Evidence from the history portfolio, indicates that there are good links to other subjects. For example, pupils have completed some empathetic writing as a sailor on a Tudor ship in Year 5 and linking with art, they have created a collage of the Great Fire of London in Year 2. The school enriches the curriculum by arranging events like a Roman day to enhance pupils' learning.

Religious education

Provision for religious education is now **satisfactory**.

Main strengths and weaknesses

- The standards that pupils attain at the ages of seven and eleven are below the expectations of the local agreed syllabus.
- Recent improvements are now resulting in satisfactory achievement.
- There is little planned enrichment of the curriculum.

Commentary

82. Only one lesson was seen during the inspection and so judgements are based on an analysis of pupils' work and on discussion with them. Pupil standards have declined since the previous inspection when they were judged to meet local expectations. Pupils discuss work in progress with understanding but have very little recall of what they have previously learnt. Pupils in Year 6 have little knowledge of Christianity. The evidence of work done by the oldest pupils last year is that it lacked challenge. Pupils from Year 3 know about Christmas but cannot talk about any other Christian festivals. They do not remember previous work on Judaism. Progress overtime has therefore been unsatisfactory.

83. The evidence from discussion with pupils and of analysing their work is that teaching and learning has been unsatisfactory. The necessary improvements have now been put in place and the achievement of pupils is now satisfactory. For instance, as seen in a lesson when pupils in Years 4 and 5 learned about worship in a Hindu temple and reflected on the meaning of worship. Analysis of pupils' books shows that work being done in school now meets the expectations of the local agreed syllabus.
84. Leadership and management are satisfactory overall. The new subject co-ordinator has worked hard to develop the subject and has rewritten the policy and the scheme of work. All teachers now have a firm foundation from which to work and pupil achievement is now satisfactory. Assessment procedures are unsatisfactory but the establishment of these is a priority in the subject action plan.
85. There have been few visits or visitors to enrich the curriculum but there are now firm plans for the oldest pupils to go to a mosque as part of their forthcoming work on Islam.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

86. Art and design was looked at in depth. However, there is insufficient evidence to make a judgement about overall provision in music, physical education and design and technology and therefore these subjects were sampled.
87. In **music**, no overall judgement can be made on provision because it was only possible to observe one lesson for a class of Year 4 and 5 during the inspection. However, pupil achievement is satisfactory based on this evidence and other opportunities to listen to pupils singing during the inspection. No overall judgement can be made on the quality of teaching and learning. However, in the good lesson observed the teacher's subject knowledge was secure and good opportunities were provided for pupils to appraise the music of a famous composer. These pupils displayed good attitudes to learning as they worked hard to create rhythms of their own and record these in graphic format. Leadership and management are satisfactory and the newly appointed co-ordinator is developing a clear plan of action for future improvements. Recorder clubs and peripatetic provision effectively support the teaching of music and the school regularly takes part in local music festivals.
88. There was very little opportunity to observe lessons in **design and technology** during the inspection and therefore no overall judgment on provision can be made. However, the scrutiny of a good portfolio of pupils' work and a review of pupils' achievements at the end of a lesson for Year 6 pupils confirms that rates of achievement are good. Skills are taught progressively and that teachers adequately cover the principles of design, making and evaluation in their plans. Digital cameras are often used to record the achievements of pupils. The subject is being led and managed well by the co-ordinator and the cookery club for junior pupils further extends the range of learning opportunities.
89. In **physical education**, it was only possible to observe one good games lesson for a class of Year 1 and 2 pupils and some short excerpts from gymnastics lessons. No overall judgement can therefore be made on provision but based on this evidence it can be seen that pupils are making satisfactory achievement in a range of physical skills. Average standards are being attained in swimming and most pupils are able to swim 25m by the time they are eleven. Leadership and management are satisfactory and the new co-ordinator is developing a clear plan of action for future improvements.

An extensive range of activities are organised for pupils outside of lessons and good links are being established with a local secondary school.

Art and design

Provision is **good**.

Main strengths and weaknesses

- Good standards of work are being achieved by all pupils.
- Teachers display good levels of subject expertise.
- The subject makes a good contribution to the enrichment of pupils' learning experiences.
- There are limited opportunities for pupils to study non-western art.

Commentary

90. Standards are above that expected for seven and eleven year olds. Inspection evidence confirms that pupils are achieving well in art and design. Self-portraits completed by pupils throughout the school confirm a range of different techniques are used to develop pupils' skills at a level matched to their ability. Teachers use the self-portraits of famous artists such as Van Gogh and Pablo Picasso as a stimulus for pupils' own work. Similar progression of skills is demonstrated in the pupils' observational drawing work. There is a good range of good quality three-dimensional work on display.
91. The quality of teaching is good across the school. In the two good lessons seen in the classes for Year 2/3 pupils and Year 6 pupils, the teachers had planned interesting activities to enable the pupils to learn. As a result all pupils responded well because the tasks engaged their interest. In Year 6, the work on William Morris linked well with the work that the pupils are doing in history. In both lessons there was insufficient pupil evaluation of their work although both teachers gave good feedback to pupils.
92. There are good links to the pupils' work in other subjects. Exciting and vibrant displays effectively celebrate the achievements of pupils. The very good range of work seen on display makes an important contribution to the school's positive climate for learning.
93. Leadership and management of the subject is satisfactory overall with the emergence of some clear strengths. The co-ordinator has just taken on the role and is currently updating the policy documentation and scheme of work to include artists from a wider range of cultures and better use of information and communication technology.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

94. Personal, social and health education makes a good contribution to pupils' learning experiences. Local guidance is followed and good organisation by the co-ordinator results in clear plans and resources for each class. The school nurse helps with sex education lessons for the oldest pupils who also learn about the benefits and dangers of drugs. The establishment of a school council helps to give pupils good insight into aspects of citizenship. In the one lesson seen, pupils respond very well as they discuss the need for rules. This makes a good contribution to their speaking and listening skills and is good provision for their social and moral development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
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	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
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).