

# INSPECTION REPORT

## **SITLINGTON NETHERTON JUNIOR AND INFANT SCHOOL**

Wakefield

LEA area: Wakefield

Unique reference number: 108158

Headteacher: Mrs C E Bradley

Lead inspector: Mrs R S Rodger

Dates of inspection: 3 – 5 May 2005

Inspection number: 267673

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:	3 -11
Gender of pupils:	Mixed
Number on roll:	224
School address:	Netherton Lane Netherton Wakefield West Yorkshire
Postcode:	WF4 4HQ
Telephone number:	01924 302885
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Appropriate authority:	Governing body
Name of chair of governors:	Mr J Newsome
Date of previous inspection:	22 February 1999

## CHARACTERISTICS OF THE SCHOOL

Sitlington Netherton Primary School is situated in the village of Netherton on the outskirts of Wakefield. There are 224 pupils on roll including 39 children who attend the nursery part-time in the morning or afternoon. The area around the school is mixed and comprises predominantly private housing with some local authority and privately rented accommodation. A below average proportion of pupils have a free school meal. There is very little pupil mobility. Twenty one pupils have special educational needs, which is broadly average. Seven pupils have a Statement of Special Educational Need, which is above average. Pupils' special educational needs include: moderate learning difficulties; social, emotional and behaviour difficulties; physical disability and speech and communication difficulties. The pupils are mainly white British with a very few of Asian heritage and no pupils with English as an additional language. Attainment on entry to the nursery is average. The school has several distinctions: it has achieved the Gold Artsmark; Investors in People and Pupil Awards; the Basic Skills Quality Mark; Inclusion Now and a Healthy Schools Award.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10347	Mrs R S Rodger	Lead inspector	Foundation Stage, mathematics, information and communication technology, physical education, special educational needs
12536	Mrs S Bullerwell	Lay inspector	
27777	Mr R Greenall	Team inspector	English, history, geography
22027	Dr G Pearce	Team inspector	Science, art and design, design and technology, music, religious education.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **very effective** school. All pupils, including those with special educational needs and higher attaining pupils achieve equally. Leadership and management are very good. Teaching and learning are very good. The value for money provided by the school is very good.

The school's main strengths and weaknesses are:

- Leadership and management by the headteacher are excellent.
- Standards in English, mathematics, science and art and design are well above average by Year 6.
- Achievement is very good.
- Teaching overall is very good: it is sometimes excellent in the upper Foundation Stage and in Year 6.
- Provision for pupils with special educational needs is very good.
- The pupils' personal development, attitudes and interest in learning are excellent.
- The care, welfare and support for pupils are excellent.
- Partnership with parents is excellent.
- The provision for outdoor learning in the Foundation Stage is unsatisfactory.

Improvement since the last inspection has been very good in all aspects of the school's work: leadership and management; standards and achievement and the quality of teaching and learning. Progress on the areas for improvement has been very good. Standards in information and communication technology (ICT) and design and technology are now above nationally expected levels by Year 6. Assessment has improved considerably and provision for the more able pupils is very good. Subject leaders' work hard and all have a good understanding of their roles and responsibilities.

### 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	B	B	A	A*
science	C	A	A	A

*Key: A\* - 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 6.*

**Achievement is very good.** Standards are rising steadily, especially in English by Year 6 which are now well above average. Standards in the current Year 6 are well above average in mathematics, science and well above nationally expected levels in art and design. They are above nationally expected levels in design and technology, ICT and music and in line with nationally expected levels in physical education and religious education. There is insufficient evidence on which to make a secure judgement on standards in, geography and history. A high priority has been given to improving teaching and learning in the past few years which is very well reflected in the overall very good achievement and improved standards by the time pupils leave the school. Standards are improving too in Years 1 and 2. They are above average in reading, writing, mathematics and music and in line with national expectations in science, ICT, religious education

and physical education. Achievement is satisfactory overall in Years 1 and 2. Attainment on entry to the lower Foundation unit is broadly typical of children the same age elsewhere. By the time the children leave the upper Foundation unit, they are likely to exceed the early learning goals in personal, social and emotional development, communication, language and literacy and mathematical development. As provision in the remaining areas of learning was sampled, it is not possible to make an overall judgement on standards. However, based on the work seen the pupils look likely to exceed the early learning goals in knowledge and understanding of the world. **Pupils' personal qualities are excellent.** Attitudes to learning are excellent and behaviour is very good. Pupils' **spiritual, moral, social and cultural development are excellent.** Attendance is very good and well above average. Pupils arrive promptly.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **very good**: opportunities for enrichment of the curriculum are excellent. Teaching and learning are **very good** and sometimes excellent. In the best lessons, high expectations and high levels of challenge mean that pupils achieve very well and reach high standards. Assessment is very good: it is detailed and thorough and involves the pupils in assessing their progress very well. Pupils are aware of their targets. The very broad and innovative curriculum is excellently enhanced by additional learning opportunities. Except for a limited outdoor learning area for the Foundation Stage, the school's accommodation and resources are very good. Provision for pupils with special educational needs is very good. Partnership with parents is excellent because of the very effective steps taken to help them to understand what their children do in school and the day-to-day support they give in school. Very effective links are made with the community and other schools. The care, welfare and safety of pupils are excellent.

## **LEADERSHIP AND MANAGEMENT**

The **leadership and management** of the school are **very good overall**. The leadership of the headteacher is outstanding. Her dynamic leadership and clear vision of high achievement for all inspire strong teamwork across the school, with an emphasis on enjoyment through creative and practical learning opportunities. Management by the headteacher is excellent, especially the rigorous systems in place for the professional development of staff as part of performance management. She is well supported by hardworking and talented senior staff. Leadership of English, mathematics, science, the Foundation Stage and special educational needs are strong features of the senior management of the school. The deputy headteacher is overseeing the school's progress effectively during the part-time secondment of the headteacher to another school. Governors know the school well and use their skills well to provide very good support in all aspects of the school's work. They are aware there are a few statutory omissions in the school prospectus and the annual report to parents that were dealt with during the inspection. Otherwise, all statutory requirements are met.

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

Parents are unanimous in their praise for all aspects of the school's work and the support for their children. They value the accessibility of staff and the ease with which they can arrange to discuss any concerns they may have. Pupils love their school: the sheer enjoyment of learning brims over as they describe what they like, the range of responsibilities they are given and the trust they have for all who work in the school.

## **IMPROVEMENTS NEEDED**

This is a very successful school that performs very well in all aspects of its work. The area for improvement has been identified already by the school and plans are in place to improve the outdoor provision for the Foundation Stage.

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

- create a more stimulating and spacious outdoor area for the Foundation Stage children.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement in Years 3 to 6 is very good: it is good in the Foundation Stage and satisfactory in Years 1 and 2. Pupil of all abilities, ethnicity or gender achieve equally well. By the time pupils leave the school, standards of attainment are well above average in English, mathematics and science. They are above average by Year 2 in reading, writing and mathematics and average in science. When children start school in the nursery, standards are generally typical. By the end of the Foundation Stage, the children will have exceeded the national learning goals.

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

- By Year 6 standards and achievement are well above average in English, mathematics, science and art and design as a result of very good and excellent teaching in Years 3 to 6.
- Children in the Foundation Stage achieve well and are likely to exceed the early learning goals for personal, social and emotional development, communication, language and literacy and mathematical development by the time they start in Year 1.

#### **Commentary**

1. The table below shows that the results of the 2004 national tests were well above average by Year 6 in English, mathematics and science, in comparison with all schools nationally. The results based on those pupils' prior attainment in Year 2 were also well above average in English and science and in the top five per cent of similar schools nationally in mathematics. A high proportion of pupils achieved the higher Level 5 in the national tests. Overall, the trend in the school's average points' score is above the national upward trend and the value added between Year 2 and Year 6 is well above average. Improvement since the last inspection has been very good.

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

Standards in:	School results	National results
English	28.6 (30.3)	26.9 ( 26.8)
mathematics	29.5 (28.1)	27.0 ( 26.8 )
science	30.5 (31.2)	28.6 (28.6)

*There were 34 pupils in the year group. Figures in brackets are for the previous year*

2. The results of the Year 2 tests in 2004 were less favourable compared to those in Years 3 to 6 and generally reflect the differences in the quality of teaching and learning in Years 1 and 2. The standards attained were well above average in reading, average in writing and well below average in mathematics and science. The results compared to similar schools were well below average in reading, writing and mathematics. They were in the bottom five per cent of similar schools in the teacher assessment of science. However, current standards in lessons show a good improvement, especially in reading, writing and mathematics which are now above average. Current standards are satisfactory in science.



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

Standards in:	School results	National results
reading	17.0 (15.4)	15.8 (15.7)
writing	14.4 (14.8)	14.6 (14.6)
mathematics	15.2 (16.6)	16.2 (16.3)

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

- Standards are improving by Year 2 in reading, writing and mathematics. The work seen in lessons is above average which is a good improvement on the previous year. Achievement is satisfactory. Some of the innovative teaching and learning practices used with older pupils are less well embedded in Years 1 and 2, especially in engaging the pupils in learning and encouraging them to think and explain what they understand. In mathematics, for example, more able Year 2 pupils showed good understanding of counting in twos and fives, but were less secure in 'chunking' numbers to work out  $18 \times 2$  because they were not given sufficient opportunity to explain how they would do this.
- Standards by Year 6 are high in speaking and listening, and reading and well above average in writing, as a result of high expectations, creative and challenging work. The teaching of Year 6 pupils is consistently excellent which has a great impact on their learning. The high priority given to improving teaching and learning in the past year throughout the school is showing well in improved standards because most teaching includes the following: shared learning outcomes (success criteria); well matched work to meet the needs of all pupils; and high quality marking. Standards are also well above average in art and design throughout the school. They are above average by Year 6 in design and technology, ICT and music.
- Pupils with special educational needs are well supported by teaching support assistants. This is such a good strength that almost all pupils reach the expected levels by the end of Year 6. More able pupils excel by the time they leave school in all subjects because of the high demands that are made of them.
- Children in the upper and lower Foundation Stage unit achieve well and exceed the early learning goals in personal, social and emotional development, communication, language and literacy and mathematical development. They also exceed the early learning goals for the ICT element of knowledge and understanding of the world. A high priority is given to encouraging children to explain their understanding and to contribute orally in group sessions. As a result, they are confident and speak clearly and articulately by the time they start in Year 1.

## Pupils' attitudes, values and other personal qualities

The attitudes of pupils throughout the school are excellent. Pupils' personal development is excellent. Attendance and pupils' punctuality are very good.

## Main strengths and weaknesses

- Pupils take an excellent level of responsibility for learning as a result of their very positive attitudes and enjoyment.
- Relationships are excellent and as a result behaviour is very good.
- Pupils' spiritual, moral, social and cultural development are excellently fostered.

## Commentary

7. Pupils display excellent attitudes to school and the wide range of activities available to them. This is a very good improvement since the last inspection. In the opinion of parents, their children thoroughly enjoy school. Pupils remarked that learning is fun and very enjoyable. They are very satisfied with what the school offers them and are proud to be members of the school community. Pupils are very enthusiastic about doing things outside the classroom and taking responsibility for organising events and taking leading roles in assemblies, looking after other pupils and caring for the school. Members of the school council showed very good levels of initiative in leading a campaign for healthier foods to be provided.
8. Relationships at all levels are excellent. Pupils show great care and attentiveness to those pupils with physical disabilities and ensure they are fully included in all activities. For example, in a Year 5 physical education lesson outside, there was great delight expressed as a pupil successfully achieved a goal. Humour is used very successfully to hold pupils' attention and to generate a high level of respect between pupils and teachers. There is an excellent increase in the levels of confidence and self esteem developed in the Foundation Stage and all the way through school. Pupils are praised continually. As a result, incidences of misbehaviour are rare as pupils want to please and are very keen to succeed. One pupil has been excluded in the past year on two occasions. He was well supported on return to school and all procedures were correctly followed.
9. Behaviour in lessons and in other activities around the school is very good. Pupils clearly understand the difference between right and wrong and the reasons for rules. Pupils treat all the things they work with and the property of others with great care and respect. They take delight in the outstanding artwork that they have produced which is immaculately displayed around the school.
10. The personal development of pupils is excellent. Pupils willingly take responsibility for jobs around the school and see this as their contribution to the harmonious life of the school. Pupils show respect for those younger and for pupils with special educational needs. They willingly give help when necessary and with great sensitivity. Pupils work very well to support each other, discussing problems and making suggestions to each other about improving their work. Pupils have a very good awareness of the impact of their actions on others and recognise that, although others might hold different beliefs to them, they should be tolerant. The overall attendance last year was very good in relation to the national average for primary schools, with unauthorised absence above average. Punctuality is very good.

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

Authorised absence	
School data	3.4
National data	5.1

Unauthorised absence	
School data	0.6
National data	0.4

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

### **Ethnic background of pupils**

Categories used in the Annual School Census
White – British

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

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
222	2	

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Teaching and learning are very good overall. Much of the teaching in Year 6 and in the upper Foundation Stage is excellent. The curriculum is very good with several features of excellence; the high priority given to the arts and many opportunities to link several subjects are significant strengths. Pupils go on several residential visits and throughout the school there is a range of stimulating out of school activities. Care for pupils is excellent, as are links with parents. The school's involvement in the local community and links with other schools is very good.

### Teaching and learning

Teaching and learning are very good and consistently excellent in Year 6. Assessment is very good overall.

### Main strengths and weaknesses

- Excellent demonstrations and instructions are well supported by the use of whiteboard technology.
- A high level of challenge, use of humour and imaginative teaching in Year 6.
- Pupils take very good responsibility for learning.
- Very good improvement in assessment since the previous inspection.

### Commentary

#### **Summary of teaching observed during the inspection in 43 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (7 %)	22 (51 %)	11 (26%)	6 (14%)	1 (2%)	0	0

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

- The table shows that teaching is very good or better in almost two thirds of lessons which is a very good improvement since the last inspection. The unsatisfactory lesson was untypical of the work of the teacher concerned and was due to over ambitious expectations. Features of the very good teaching are consistent in several classes and include high levels of challenge that enable pupils to achieve very well in lessons. For example, in Year 6, pupils solved mathematical problems using algebraic equations skilfully as a result of straightforward demonstrations and the clarity in pupils' explanations of the methods they used. All the English teaching in Years 3 to 6 is very good or better because of the highly effective use of the interactive whiteboard to demonstrate the editing process, the high level of participation by pupils in totally interactive whole class sessions and the brisk pace in lessons. There is a very good level of challenge for the more able pupils throughout the school.
- Teaching in the Foundation Stage is very good overall and ranges from satisfactory to excellent. A strong feature is the relationship between the adults and children and the palpable enjoyment shown by the children as they clamour to contribute in whole class sessions in the upper Foundation Stage class. Features of excellent teaching in a dance session in the hall were the very high expectations and challenge.

13. Teaching in Years 1 and 2 is good overall. Introductory sessions involve pupils well and expectations are explained clearly, usually at the start of a lesson. Tasks are well matched to the full range of abilities and teaching support assistants are well briefed and have a good impact on the learning of less able pupils who achieve well as a result. Organisation and management of lessons and the marking of pupils' work are very good. Targets for literacy and numeracy are made available for pupils to check their progress against. At times, there is too little involvement of pupils in the lesson and less use of the innovative teaching strategies used in Years 3 to 6.
14. A combination of excellent subject knowledge and imaginative explanations ensures that older pupils learn very effectively and achieve well above average standards. For example, the role play to demonstrate the difference between monitoring control and time control in a Year 6 ICT lesson captured the involvement of the pupils brilliantly as they eagerly volunteered, explained and related the differences to their own experiences. The teachers' competent use of interactive whiteboards enhances pupils' understanding very effectively in Years 3 to 6. There are plans to increase the number of whiteboards so all classes have access to one. Pupils are adventurous and creative in written work and in solving mathematical problems.
15. Throughout the school, pupils take excellent responsibility and learn very well. Paired or small groups tasks are used to encourage pupils to discuss what they are learning and to prepare answers to challenging questions. Relationships between staff and pupils are excellent at all times. As a result, pupils concentrate, are very productive and keen to succeed. Lessons are very well planned and a range of appropriate activities are provided to meet the needs of all pupils, especially those with special educational needs who are very well supported by teaching support assistants and generally take a full part in lessons.
16. The very good improvements to the quality of teaching and learning have partly arisen from the high priority given to this aspect of the school's work by the senior leadership team. The school improvement plan has improving teaching and learning as a key priority. Rigorous monitoring and detailed feedback to teachers linked to the excellent implementation of performance management arrangements has meant that teachers have had clear guidance on what to do to improve their teaching.
17. Pupils' work is assessed very thoroughly and constructively: improvement since the last inspection, when it was an area for improvement, is very good. A comprehensive tracking system is used to identify more and less able pupils needing additional support. Assessment for learning has been a key priority throughout the year. This is well reflected in the assessment opportunities identified in short term planning. Targets are shared with pupils in most classes and progress towards them is regularly checked. The quality of marking is a very strong feature. Pupils are left in no doubt about their strengths and areas for development, frequently responding to feedback by adding their own comments.
18. Assessment in the Foundation Stage is comprehensive and systematically tracks the progress of individual children towards the early learning goals in each area of learning. There are effective links between the record of observational assessments for the younger pupils and the assessment profile required for completion by the end of the Foundation Stage. The records for children with special educational needs are exemplary. Small learning steps are clearly identified on the planning sheets and provide a very helpful guide for classroom support assistants.

## **The curriculum**

The school bases its teaching on a very good curriculum that is broad and innovative, that meets all requirements and provides for the needs of all pupils. An excellent range of additional learning

opportunities extends pupils' achievements and enjoyment. Except for a limited outdoor area for the Foundation Stage, the school's accommodation and resources support learning very well.

### **Main strengths and weaknesses**

- Imaginative planning of the curriculum enables all pupils to achieve their best in learning the basic skills whilst also developing strong creative and performance skills.
- An excellent programme of additional learning opportunities gives all pupils the chance to stretch their minds, muscles and talents.
- The curriculum provides equally well for pupils who find learning difficult and for those who have special gifts or talents.
- Very good provision for personal, social and health education (PSHE) helps pupils to make perceptive choices and decisions about life.
- Very good arrangements ensure that pupils progress smoothly to each next stage of their education and maintain good momentum in their learning.
- The school's accommodation and resources support learning very well, although the outdoor area for children in the Foundation Stage is unsatisfactory.

### **Commentary**

19. The curriculum is very good overall and far better than when the school was previously inspected. Areas that were then seen as weak, such as design and technology, ICT, and provision for the more able pupils, are now strengths. Vigorous and well-directed action has raised quality in almost every area of provision. Curriculum development is very good because it is committed to enabling pupils to find and fulfil their different capabilities in exciting ways. Innovative planning often links subjects imaginatively to create powerful learning experiences. Such inter-linking is seen in many lessons because it has become part of the way in which teachers and pupils work. A small initiative illustrates this very well. Pupils in Year 6 reinforced their learning of some difficult points in science by writing a series of witty lyrics. They set the words to the tunes of several traditional songs and chants. These developed into an accomplished musical performance which gave each pupil a key role, and which both captivated and educated an assembly audience of younger pupils. As the Gold Artsmark award indicates, creative work in the arts has high status across the school and leads to impressive achievements, such as the large and beautiful banners that hang in the hall and the impressive artwork that catches the eye everywhere and sets the standard for all to achieve.

20. Whilst English and mathematics remain the absolute bedrock of the curriculum, the school has adopted and enriched the national strategies. As a result, pupils have many varied and enjoyable opportunities to practise and extend their basic skills to support their wider learning. This gives pupils a stronger awareness of the practical importance and life-enhancing possibilities of the basic skills. The challenge is ambitious, but made realistic for each pupil, and meeting it is fun. This mix of excellence with enjoyment shows that the school is ahead of important national initiatives.

21. Similar qualities of commitment and educational vision shape the excellent range of opportunities for pupils to make positive discoveries about themselves and the world through visits, out-of-school activities and work with many visitors. All pupils and subjects benefit from day or residential visits to places such as Eden Camp, Clarke Hall, Whitby and the Robinwood Centre. Inspectors saw at first-hand the powerful impact of these experiences, and the outstanding use that teachers make of them to promote high achievement. Pupils actively support many excellent opportunities, at lunchtimes and after school, to enhance their interests and skills in ICT, sports and the creative and performing arts. Strong contributions from visiting instrumentalists, coaches and other sources of additional expertise help pupils to achieve higher levels of skill and personal satisfaction in activities that may well shape and enrich their lives.

22. The school is fully inclusive, both in values and in provision, and both the personal and the academic needs of its pupils are at the heart of its mission. Carefully planned strategies and resources effectively support very different capabilities. All staff show consistently and by example that every individual and effort is valued. They ensure that everyone has equal access to the opportunities provided. As the awards of Investors in Pupils and the Healthy Schools Standard clearly recognise, the school provides very well for pupils' personal, social and health education. This is done through a well planned programme of lessons across the school, and also through the school council and many associated opportunities for pupils to take initiatives and responsibilities that contribute to the good order and success of the school. Much curricular provision reflects the school's commitment to develop enquiring minds, independent skills, aspiration, and a mature and informed outlook on the world and their place in it. This can be seen in the very good arrangements that enable pupils to progress smoothly to each stage of their education. Positive steps are taken to ensure Foundation Stage children make a smooth transition to Y1, for example, by starting formal homework later in the year and continuing to have access to learning through play. Strong links with the high school help pupils to prepare for the transition to Year 7 and take it in their stride.
23. A very cohesive and dedicated team of teachers and support staff very effectively meets the demands of the curriculum and pupils' needs. They carry a very good range of experience and expertise. Resources for learning are very good, and the quantity, range, quality and use of books are a strength. The accommodation is very good, and much improved by the ICT suite and the new Foundation Stage unit. The consistently high quality of the displays throughout the school creates an inspiring environment for learning. An immediate priority, however, as the school fully recognises, is the development of a good, outdoor learning area for children in the nursery and reception classes.

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

Provision for the care, welfare, health and safety of pupils is excellent. The support and guidance available to pupils, based on the monitoring of their achievements and personal development, is also excellent. The involvement of pupils through seeking, valuing and acting on their views is excellent.

### **Main strengths and weaknesses**

- Relationships between pupils and staff are excellent and contribute to pupils' very good achievement.
- The school is a safe and caring community and pupils are very happy.
- The Healthy School award is well deserved.
- Pupils are very confident to express opinions and ask questions, knowing their contributions are respected.

### **Commentary**

24. The hallmark of the school is the high level of enjoyment pupils show for their learning due to the excellent relationships promoted by staff. From the excited Year 1 pupils learning about Baptism at the local church to the lunchtime drama group rehearsing 'Oliver', the value placed on individuals, pupils and adults, allows everyone to contribute to the quality of the school.
25. Pupils know members of staff look after them very well and help them to make the most of their time in school. All teachers, support assistants and lunchtime supervisors have completed child protection training in the past year and are up-to-date with procedures and clear about their responsibilities. All staff have a current certificate in first aid and have done extra training to meet the specific medical and behavioural needs of pupils. Formal risk

assessments are completed thoroughly. The local authority premises committee monitors health and safety each half term. Pupils and parents are made aware of Internet safety.

26. The school has recently achieved the Healthy School Award and Investors in Pupils status which recognise the importance the school gives to promoting safe and healthy lifestyles to pupils. A task force of parents, pupils, staff and governors has been established. All pupils learnt about road safety in readiness for the 'walking bus' and 'park and stride' initiatives which were introduced as a healthy option that could also reduce road congestion near school. Pupils completed a healthy eating diary and the school introduced healthy eating days. Two Year 6 pupils run the 'Healthy Snack Shop' to encourage sensible eating. Many school clubs give pupils the opportunity to improve their level of fitness.
27. The school is excellent at involving pupils in its work through giving them regular opportunities to contribute their views and take responsibility. Pupils respond to regular questionnaires, discuss issues at school council level and contribute individual views during circle time. The elected school council has a beneficial influence on school life, giving pupils experience of responsibility and decision-making. As one pupil said '*I am more responsible now and I enjoy helping younger ones at lunchtime*'. The school councillors are very proud of their involvement in raising money for the new play equipment they chose in consultation with all pupils. Older pupils are involved in setting and reviewing their learning targets.
28. Pupils know they can talk to an adult at any time if they have a problem because of the very trusting relationships throughout the school. Pupils receive very good advice and guidance, especially in PHSCE lessons. Children in the Foundation Stage are very well supported by the very good induction programme of home visits and staggered entry to the lower Foundation Stage. Pupils are treated as individuals and, as a result, they leave the school with high levels of confidence and excellent levels of self-esteem.

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

Pupils benefit from the excellent links with parents. Links with other schools and the local community are very good.

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

- Parents think highly of the school and make a very good contribution to its work.
- Very good information from the school and training for parents enables them to support their children's learning.
- The school is seen as a very integral part of the community.
- Links with feeder schools are very good.

#### **Commentary**

29. Parents are very happy with the aims and values the school promotes and the way in which the school meets the needs of their children. The school's systems for welcoming new pupils, including home visits, are very good and pupils settle in quickly. Parents are pleased to be able to support the school through the Parent and Teacher Association (PTA) social and fundraising events, which promote positive relationships between school and the local community. This year the money raised has bought interactive whiteboards for two classes, additional books for the reading scheme and new football strips. Parents and the community enjoy sharing in pupils' achievements at sporting events and school productions. Many parents come into school to help in lessons or during educational visits.
30. The school has a strong commitment to working with parents for the benefit of children. Questionnaires are used to involve parents in the school's development. Providing parents with a very good range of information and many opportunities to learn about, and be involved, in school life, ensures an excellent partnership. Parents learn about aspects of the curriculum and the school values their contribution. For example, over 60 parents attended

an ICT event and worked with staff and pupils to learn how it is used in school. Two mathematics evenings helped parents understand the methods used to teach numeracy.

31. The school prospectus is informative and includes the school's National Curriculum test results but not the national results or details of the criteria used for admission to the school. The governors' annual report for parents omits some required information. The chair of governors was made aware of these omissions and they have been corrected.
32. The school maintains its strong links with the local community, which make a valuable contribution to pupils' personal development. Village groups make very good use of school premises for children and adults. Local businesses and community groups worked with school to fund the improvements to the Foundation Stage Unit. The annual Village Fete is organised through the school and supports joint fundraising for the school and community groups. The school draws on local expertise to enhance pupils' learning, such as an Indian gentleman who talked with pupils about his culture and the regular visits from the vicar.
33. Links with other schools are very good. Pupils are provided with an impressive range of formal and informal links with the main school attended by the pupils. Sports coaching by member of staff from the feeder secondary school takes place and there curricular liaison opportunities via the science and mathematics bridging projects for Year 6 pupils. Key information about the welfare of pupils that relate to social, emotional and behavioural issues is also exchanged.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are very good overall. The headteacher provides outstanding leadership and is very well supported by a committed team of staff. Management by the headteacher is excellent. Governance of the school is very good.

### **Main strengths and weaknesses**

- The vigorous leadership and high expectations of the headteacher
- The very good impact of subject leaders on raising achievement.
- The rigorous appraisal and professional development of staff.
- The very effective contributions made by governors to the day-to day work of the school.

### **Commentary**

34. The headteacher is totally committed to ensuring that pupils' achieve as well as they are capable and enjoy what the school has to offer both in terms of the statutory curriculum and through innovative and exciting enrichment activities. She leads by example, motivates the staff very well and sets herself and others exacting standards to achieve the best in every aspect of the school's work. Leadership of English is outstanding. A testimony to her excellent leadership and management is the efficient way in which the school has functioned during the headteacher's temporary, part-time secondment to support a neighbouring school. In a caretaking role, the deputy headteacher has managed to maintain the status quo well. Pupils are provided with a first class education whatever their needs and all achieve very well.
35. Subject leaders are well informed and work with dedication and commitment to improve teaching and learning in their subjects. Leadership mathematics, science, the Foundation Stage, art and design and special educational needs is very good and is making a significant contribution to the progress pupils make in those aspects and subjects. Subject action plans detail current and future priorities; the quality of pupils' work is regularly monitored; and planning is checked to ensure consistency in practice. The headteacher's leadership of English provides an excellent model of leadership for less experienced staff. The quality of



teaching and learning are systematically checked, written feedback is provided for staff and targets for improvement are given and form the basis of future observations to judge improvements. Leadership in all other subjects is good.

36. The special educational needs co-ordinator is perceptive, forward looking and uses her initiative well to guide and support teaching and non-teaching staff. Several training sessions have been held for staff to keep them abreast of developments in special educational needs. The systems for the identification and support of pupils with learning and physical difficulties are thorough. Progress is tracked via the school-wide tracking systems and parents are involved at all stages of the process to provide individual education plans for their children. Despite a very small allocation of time to carry out her role, all the correct procedures are in place and pupils are very well supported and make better than expected progress throughout the school. An external recognition has been achieved by the school in acknowledgement of its inclusive practices.
37. The Foundation Stage leader has recently been awarded Advanced Skills Teacher status in recognition of her excellent teaching. A new classroom and alterations to the interior space are developing a well resourced Foundation Stage unit comprising the nursery and reception class in an integrated unit. Team teaching is developing well under the leadership of the reception class teacher whose high quality teaching is an excellent role model for others. A high priority is given to transition from home to school and from the unit to Year 1.
38. Arrangements for the performance management of staff are excellent. Everyone, from the headteacher to team leaders, has put into place a rigorous and worthwhile set of procedures to monitor and appraise the professional development of staff according to well met timescales. The school operates an annual cycle of review for all teaching staff. The school improvement plan is an excellent instrument to guide improvement with clear lines of responsibility, time scales, success criteria, and monitoring and evaluation roles. The high priority given to improving teaching and learning and assessment for learning is a strength and the impact of actions taken is very evident throughout the school.
39. Governance of the school is very good. The full governing body meets twice termly and always include a curriculum agenda item in their meetings. Consequently, they have a clear understanding of, for example, the school's performance data. Roles and responsibilities are clearly defined and the named governor for training ensures that colleagues are fully informed of relevant courses. Bespoke courses have been held in school for the governors in recent months. The governors are fully involved in many aspects of the school's work: they visit the school regularly; have carried out formal observations in lessons and fed back their findings to the governing body; and have sought and secured various sponsorships for the school. They provide a very good link with the community that is capitalised on well by the headteacher. The links with the church and liaison with the vicar to support religious education and to lead assemblies is very good. The headteacher keeps the governors well informed through the half-termly reports she writes and the informal discussions held when they visit the school. The governors are very supportive and have a clear understanding of what the school does well and the areas in which there needs to be improvement. Governors keep a close eye on the budget which has been very tight in recent years. They work hard to achieve best value in the spending decisions that are taken. The underspend in the current budget is to be used to improve the outdoor area in the Foundation Stage.

**Financial information for the year April 2004 to March 2005**

Income and expenditure (£)	
Total income	528467
Total expenditure	461257
Expenditure per pupil	2059

Balances (£)	
Balance from previous year	-8398
Balance carried forward to the next	67209

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

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

40. The children in the Foundation Stage are taught in upper and lower Foundation Stage areas with free flow between the two classes and outside for part of each day. Currently there are 39 children in the nursery (lower Foundation Stage) who attend part time in the morning or afternoon and 26 children in the reception class (upper Foundation Stage) attending full-time. The children enter the nursery at three points during the year after they are three years old. A designated Foundation Stage unit opened in September 2004. A high priority is being given to developing continuity between the nursery, the reception class and Year 1. The co-ordinator is an Advanced Skills Teacher and is currently working to develop provision in the Foundation Stage. There are plans in place to develop the small, under resourced outdoor area.

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

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

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

- Children are confident learners
- Independence and initiative are effectively fostered

#### **Commentary**

41. When children start in the lower Foundation Stage, they are provided with activities that help to develop their confidence very well, for example, sitting around in a small circle, the children alternately cuddled a soft toy as they were encouraged to speak about what they liked to do with their friends. By the time they transfer into the reception class, children are confident in the way they select where they want to play, in answering questions and volunteering answers in group sessions.

42. Independence is well fostered, especially in the long period of free choice activities. The value and purpose of free choice play activities is developing so that adults involved in extending learning are clear about the ways in which they can do this for those children who lack confidence in relating to others or have just started in the nursery. Older children showed very good initiative and independence as they took responsibility for organising making a playground for baby bear and taking on roles in the 'baby clinic'. They take turns without being reminded to do so and collaborate very well. The children are likely to exceed the early learning goals in this area of learning by the time they start in Year 1. The quality of teaching and learning is very good.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- A very good range of talking activities is planned and available during free choice sessions
- Encouragement to make marks and write across the curriculum is given a high priority.

## Commentary

43. Whole group sessions for the older children are interspersed with time for the children to talk in pairs, for example, while reading the story 'Peace at Last', the teacher stopped and asked the children to discuss what daddy bear was thinking about. The responses showed the familiarity of the children with this expectation as they spoke clearly, in full sentences and enjoyed their ideas being included in the lesson. Younger children enjoy listening to sounds and copying them as they play together independently.
44. By the time they leave the Foundation Stage unit, the children are exceeding the early learning goals in this area of learning. Children are encouraged to self register at the start of a session and as a result soon learn to recognise their name and the letters it contains. Older children learn to read sentences and order captions from favourite stories. Some of the reading activities are challenging and demonstrate high expectations, for example, to use the contents page to find out about sunflowers. Older children are encouraged to write following very good modelling by adults. As a result, they learn about writing instructions, making captions and putting labels on diagrams. Higher attaining children in the reception class write a sentence using capital letters and punctuation correctly and form letters accurately and of the same size. Younger children play musical games to help them recognise the initial sounds of objects. The quality of teaching and learning overall is very good.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**

### Main strengths and weaknesses

- There is high expectations and challenge in planned sessions for older children.

## Commentary

45. The children are likely to exceed the early learning goals in this area of learning by the time they start in Year 1. At this time of the year, the planning guidance from the National Numeracy Strategy is used for the older children. Brisk instructions and lots of physical activity assist children to count with confidence to 50 in ones and tens using flashing fingers. At other times, they demonstrate counting in twos and begin to understand odd and even numbers and record different ways to make 5, such as 4+1 and 2+3. A good range of innovative resources are used to help children understand the concept of the passage of time. Younger children enjoy singing number rhymes and playing counting games outside. Teaching of the older children is very good.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

46. This area of learning has been sampled. Computers are always available in the unit as well as in the additional planned sessions in the suite for the older children. Good demonstrations and clear instructions helped the children label and suggest the names of different parts of the body. Good use of the interactive whiteboard to display images is a helpful resource used very well. In the ICT strand of this area of learning the children are exceeding the early learning goal. The children are remarkably controlled and skilled in the use of a mouse by using it to drag images across the screen. Further awareness of ICT was effectively demonstrated by the children as they observed their fingers through a digital microscope with the support of a parent. Teaching is good overall. Visits to local places of interest, including a farm, are used effectively to develop oral and early literacy skills as well as to promote an understanding of the wider world and people who work. However, the small

outdoor area restricts the range of outdoor activities that can be provided, especially to develop observational and investigational skills in this area of learning.

## **PHYSICAL DEVELOPMENT**

47. As only one observation of this area of learning took place it is not possible to give an overall judgement on the quality of provision. In the dance session seen, the quality of teaching and learning was excellent. The children used their imagination very well to respond to the up and down movements of the mouse as it ran up and down the clock. The behaviour and engagement of the children in the lesson was outstanding. Not a moment was wasted as the children volunteered examples of different ways to curl up and to move with confidence and a good awareness of space. The outdoor area is used continually but its smallness limits free movement. However, there is a well used climbing frame and ball skills can be taught. There are many activities that enable children to construct and demonstrate good control as they cut, glue and make marks.

## **CREATIVE DEVELOPMENT**

48. This area of learning was sampled and judgements are based on a scrutiny of the displays and an overview of the provision indoor and outdoors. Role play is given a high priority and is well supported by staff who extend learning and support the younger children as they learn to develop their imaginative skills in the baby clinic and home corner. Clay is available and children learn how to manipulate it with support.

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

### **ENGLISH**

Provision in English is **very good**.

#### **Main strengths and weaknesses.**

- Pupils achieve very well and standards are well above average by the end of Year 6, particularly in reading.
- Outstanding leadership and management drive ever improving provision and higher standards.
- Teaching is very good overall, consistently so in Years 3 to 6, but lessons for younger pupils tend to restrict their active involvement in learning.
- Pupils' excellent attitudes to learning and their unfailing work ethic strongly support achievement.
- Excellent book resources and their use across the school support reading development very well.

#### **Commentary**

49. Taken overall, standards are above average at the end of Year 2, and well above average at the end of Year 6, when they are very high in reading and high in speaking and listening. This represents very good achievement overall in relation to pupils' different capabilities. Achievement is not entirely consistent. It is better in reading than in writing because pupils have better opportunities to practise and develop their reading skills. It is also better in Years 3 to 6 than in Years 1 and 2 in a way that mirrors the quality of teaching. Standards at the end of Year 6 are significantly higher than when the school was last inspected. This very good improvement reflects strongly improved provision.
50. The drive for improvement comes primarily from the headteacher, who currently co-ordinates work in English. Her dynamic leadership and clear vision of high achievement for all inspire strong teamwork across the school, with an emphasis on enjoyment through creative and practical learning activity. Her management is outstanding. She monitors and evaluates every aspect of work in English, from test results and teaching down to pupils' homework diaries and reading records. The frequency and rigour of this activity give her a very full, clear and up-to-date picture of the performance of the subject. This in turn is very effective in informing developments, keeping everyone aware of issues, and spreading good practice throughout the school.
51. In speaking and listening, pupils achieve well, and standards are high by the time they leave. Although the use of assessment and targets is relatively limited in this area, teachers in Years 3 to 6 ensure that pupils' progress in spoken English and in thinking skills keeps pace with the rising demands of the school's very good English curriculum. Pupils' excellent attitudes to learning can be seen in their eager, relevant and thoughtful responses to questions, and in their readiness to explain their ideas fully. Whether discussing texts in small groups or with the full class, they express their thoughts lucidly, and work together sensibly to negotiate agreements and raise each other's understanding. When teachers engage, direct and challenge these skills, as they often do in the junior classes, the quality of learning rises strongly. In Years 1 and 2, pupils were not seen in such active roles, and as a result they had fewer opportunities to share and extend their thinking, to reason things out and to learn together.

52. In reading, achievement is very good throughout the school. Standards are above average in Year 2 and very high in Year 6. In the infant classes, teachers, support staff and parents work very well together. They use excellent resources, routines and approaches to ensure that pupils develop strong attitudes and secure basic skills, and move on at good rate of learning towards a habit of reading frequently and with rising enjoyment and success. In every classroom, a spacious and very well-stocked 'reading corner' develops and satisfies a thirst for reading. This, together with two very good libraries, makes a very strong contribution to pupils' learning about books and how to use them for pleasure and for learning. At the same time, the high quality of support, targets and special strategies for pupils who find literacy skills difficult is a strength of the subject. It explains why almost all such pupils reach the expected level at the end of Year 6. By this age, other pupils use information books skilfully to support their learning generally, and 'read between the lines' to sharpen their response to a fiction text. The more able pupils sense different levels of meaning and point to particular phrases that complement their response.
53. In writing, effective provisions for promoting basic technical skills lead to above average standards in handwriting, punctuation and, to a lesser degree, spelling across the school. Older pupils learn to set exacting standards for themselves in the accuracy and presentation of their work. In Year 6 these standards are often exemplary. Achievement in writing is good overall, but very good in the junior classes. In Years 1 and 2, boys progress more slowly than girls, and the more able pupils are not always stretched to do as well as they can. Both groups do well in Years 3 to 6 but attainment at the higher level does not equal that found in reading. Pupils have more opportunities to read than to write in different ways for different purposes and at length. Nevertheless, the quality of the writing opportunities provided in English in the junior classes is high. Tasks are always interesting and often excitingly creative, and they challenge different groups very well, including some pupils who are gifted writers. Pupils respond very well, and many write with increasing authorial skill and imaginative effect. The work of many Year 6 pupils, both on display and in their 'writers' workshop' folders, is strikingly creative in its handling of language and ideas. This applies equally whether the subject is a balanced factual argument, a description of contrasted landscapes, or a 'blood and thunder' account of Macbeth's last battle.
54. The quality of teaching is very good overall. It is good in Years 1 and 2, very good in Years 3, 4 and 5, and outstanding in Year 6. Learning and achievement have the same profile. The main strengths of the very good lessons are:
- Teachers ensure that speaking, listening, reading and writing support each other in the learning process, and are extended in doing so.
  - Teachers use lively interactive methods that involve pupils, and their first-hand experiences, directly and actively in their own learning.
  - Teachers plan strong and often imaginative links with other subjects to give language learning an interesting context. For example, pupils in Year 3 wrote letters of formal complaint in role as Roman soldiers suffering from poor food, cold weather and constant fear of the Celts.
  - Pupils are stimulated by the brisk pace of lessons, a variety of interesting resources and the visually compelling use of interactive whiteboards.
  - Teachers use very good assessment information very thoughtfully to match tasks and expectations to different needs and talents, and to mark pupils' work in a way that both measures and guides their progress.
  - Teaching in Years 1 and 2 is very clear, focused, structured and systematic, but the role of the pupil as learner is not quite so active, interesting or precisely demanding.

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

55. English and the rest of the curriculum support each other very well. Strong links with learning in other subjects are a common feature of English lessons, and subjects such as science, history and religious education create many opportunities for pupils to extend their

talking and reading skills to support their learning. Creativity is a strong element in learning across the school, and language activity is often involved in richly imaginative and ambitious projects. For example, to reinforce their learning in science, pupils in Year 6 expressed difficult ideas, such as the movements of the earth and moon, by writing verses which they set and sang to the tunes of traditional songs.

## **MATHEMATICS**

Provision in mathematics is **very good**

### **Main strengths and weaknesses**

- Pupils achieve very well and standards are well above average by the end of Year 6.
- Teaching is very good overall.
- Pupils have excellent attitudes to learning.
- Leadership is very good.
- Information and communication technology is used very well by teachers in Years 3 to 6 to support learning new skills.

### **Commentary**

56. Standards are above average at the end of Year 2, and well above average at the end of Year 6. This shows very good achievement based on the average standards when the children start in the nursery. Achievement in Years 1 and 2 is improving and results in higher standards than in previous years. Year 2 pupils have a secure command of counting in twos, fours and tens, and more able pupils count confidently in fives. Year 1 pupils begin to understand the symbols for plus and equals and use them to record calculations. More able Year 2 pupils add three digit numbers accurately and begin to understand that multiplication is repeated addition. By Year 6, pupils have a very good grasp of simple algebraic equations and use their knowledge accurately to solve problems.
57. The quality of teaching and learning is very good throughout the school. Planning is very detailed, includes well matched activities to suite all abilities and is systematically reviewed to identify next steps for the pupils based on their prior learning in a lesson. Oral and mental sessions are brisk and include all pupils. Key vocabulary is shared and reinforced throughout lessons. Behaviour is exemplary and pupils are challenged due to the high expectations of all staff. Questioning is probing and explanatory. Teaching support assistants help pupils very well, especially those with special educational needs. Very good use is made of the short time at the start of the day to revise number operations in Year 2. In other classes, pupils are encouraged to explain how they work out calculations to the whole class using the interactive whiteboards to demonstrate.
58. Pupils almost burst with enthusiasm in the whole class oral and mental sessions. They participate good humouredly as they play mathematical games. The good humoured banter used by the Year 5 and 6 teachers and the excellent behaviour in lessons means that not a moment is wasted. Pupils work with high levels of concentration and perseverance and blossom under high levels of praise and encouragement.
59. The recently appointed subject leader is working very well to bring about improvements and introducing whiteboard technology software to support learning. Leading by example and training for staff are beginning to develop teaching skills very effectively. Planning is regularly checked to ensure continuity and progression. Training sessions have been provided for parents so they know how to support their children at home by using the school's methods of calculation. The fall in results in Year 2 last year is being tackled well and actions are leading to improvements in standards that are now above average.

60. Excellent use of whiteboard technology in Years 3 to 6 makes a significant contribution to pupils' learning. Bright and bold demonstrations assist pupils' understanding of new ideas. For example, Year 6 pupils learned to revise their understanding of algebraic equations.

### **Mathematics across the curriculum**

61. Good opportunities are provided for pupils to record the results of scientific investigations as tables for younger pupils and as graphs for older ones. For example, Year 3 pupils made a table to record their findings of the stretchiest fabrics. Younger pupils learn positional language in physical education and develop further their understanding of shape in art and design, for example as they painted in the style of Kandinsky and explored different ways of representing his work and discussed the shapes in his paintings.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Well above average standards are attained by Year 6 and achievement is very good.
- Leadership and management of the subject are very good.
- Teachers have very good subject knowledge and plan lessons very well.
- Creative and imaginative teaching means that pupils are enthusiastic and responsive learners.
- The use of ICT is identified as an area for development.

### **Commentary**

62. Standards are in line with the national average in Year 2 and well above average in Year 6. Pupils' make very good progress throughout Years 3 to 6. This is because of the very good teaching which pupils receive and the very good subject expertise of the subject leader. A particular strength of the subject is the wide range of investigative work that takes place throughout the school. Investigative work is particularly good in Years 3 to 6. Standards in science have improved since the last inspection.
63. Subject leadership and management are very good. Regular monitoring of planning and work takes place and evaluative feedback is shared with staff to further improve their practice. This is having a good impact in Years 3 to 6. The co-ordinator has very good subject knowledge and attends courses and conferences on a regular basis to keep up-to-date. Awareness of the very good progress that has been made since the last inspection and areas to develop is very good.
64. Teachers are confident in teaching science and the curriculum is broad, balanced and exciting. The use of visits and visitors makes a good contribution to the subject. Teaching and learning are very good and have improved since the last inspection. Pupils are very enthusiastic and enjoy learning as a result of very well planned and organised activities. They use very good social skills when discussing in groups or when carrying out their investigations. Pupils of all abilities have excellent attitudes to learning and this has a positive impact on the high standards they achieve. Teaching is imaginative and engages the interest of all pupils including those with special educational needs. Teachers make very good links to other areas of the curriculum. Teachers' subject knowledge throughout the school is very good and has improved due to the increased opportunities for professional development as well as whole school initiatives such as the exciting and innovative science week when pupils and parents learned together about Earth and Space in a Star Dome that was brought into school.
65. Very good opportunities are provided to develop investigative skills. For example, in Year 2, pupils effectively discussed the similarities and differences between two plants using



accurate vocabulary to describe the parts of the plant. In Year 3, pupils planned an investigation and demonstrated good understanding of fair testing as they found out which pair of tights stretched the furthest. They were able to discuss and decide what to change, what to keep the same and what to measure. Very good links were made with other subjects as they made careful measurements and decided how to record their results and draw conclusions.

66. Assessment is good. Pupils present their work well and teachers make helpful comments to explain to pupils what they have done well and where they could improve. Teachers make good use of the basic skills of literacy and numeracy and pupils record their work in a variety of ways, including charts, tables, matching items and recording in their own words.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards have improved since the last inspection and are now above national expectations by Year 6.
- The use of whiteboard technology in Years 3 to 6 has an excellent impact on learning, especially in English and mathematics.
- The subject is used well to support learning in some subjects.

### **Commentary**

67. Standards of attainment are above national expectations by Year 6 and achievement is good. This is a good improvement since the last inspection when standards were an area for improvement. Standards are in line with national expectations by Year 2. Pupils use the mouse with confidence and use various programs to extend their learning in other subjects. Year 6 pupils know how to use a search engine and skilfully abstract key information and store this accurately in their folders. They have prepared simple PowerPoint presentations. Pupils have learned how to program a series of instructions to control an object and because of excellent explanations and demonstration are aware that various objects in their environment are equipped with sensors to monitor their operations. Achievement is good throughout the school.

68. Since the last inspection, the computer suite has been relocated and houses sufficient machines for there to be one between two pupils. Provision in Years 3 to 6 is very good; each classroom has an interactive whiteboard. This is having a tremendous impact on learning in those classes. Year 5 pupils, for example, observed a demonstration of the editing process and developed their role and skills as critical readers. Pupils in Years 1 and 2 have access to an interactive whiteboard only in the suite at the moment although there are plans to equip their classes and the Foundation Stage with this facility.

69. Two lessons were observed in the suite. Teaching and learning were excellent, as Year 6 pupils mastered the technology of control as they compared time and monitored control in relation to an electric fan. Through the use of a simple dramatic reconstruction involving pupils dressed as lizards catching flies, pupils understood and compared timed controlled gadgets with monitoring control before embarking on creating a sequence of instructions to control events.

70. Leadership of the subject is good. The subject leader is very well supported by the headteacher and a recently appointed teacher who volunteered to take responsibility for implementing whiteboard technology across the school. Parents have been trained in the ways ICT is used in school and a bespoke course for staff in the use of the whiteboard hardware and software was valued by staff. Staff make comprehensive use of ICT for their

planning, preparation and assessment. A comprehensive action plan has been compiled by the subject leader; this plots progress towards the achievement of the NAACE Mark in July 2006.

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

71. The subject is used very well to extend learning in many subjects. A check of pupils' ICT folders stored electronically shows good use of software to support art and design throughout the school, for example, a paint program was used to design a gingerbread house in Year 1 and high quality drawings of burning houses in Year 2. Older pupils show good skills in their ability to change the appearance of text by size, colour and font and to use of a variety of headlines. Year 5 pupils are skilled in using graphical modeling to create, combine and manipulate objects. The use of Internet search engines to gather information on different mountain ranges in a Year 6 geography lesson was tackled at a higher than typical level of competence. Currently, there is a lack of software to support the use of ICT in science.

### **HUMANITIES**

72. In **history** and **geography**, work was sampled. Too few lessons were seen to support a firm overall judgement on provision in either subject. The evidence gained by talking with pupils and sampling their work indicates that attainment at the end of Year 2 is at the level expected for this age, and above the expected level in Year 6. A sequence of well-planned units of study maintains good interest and progress in knowledge, understanding and skills as pupils move through the school. A strong feature of work in both subjects is the consistent use of strong links with other subjects, notably English, ICT, science, art and design and design and technology to extend and strengthen learning. A very good programme of visits enables pupils to learn through field-work and other forms of practical experience and investigation. The same teacher coordinates work in both subjects and manages them well. She monitors assessment information and various aspects of work to gain a clear picture of skill levels and of how well the revised policies are carried out across the school. This gives her a sound basis for planning further developments in realistic ways.

73. In **geography**, pupils in Year 2 show a sound understanding of the physical and human features that shape life on the island of Struay. They 'read' a basic map of the island well enough to pick out and explain harbours, roads, farms and settlements in relation to transport, work and population. A very good lesson in the ICT suite enabled pupils in Year 6 to use the Internet to find information about mountainous regions in different parts of the world. The investigation was highly organised and productive. Pupils worked with great interest, energy and skill to make best use of the opportunity and meet the teacher's high expectations. By the end of the lesson, the different working partnerships were able to report very useful findings and to learn from each other's efforts.

74. In **history**, recorded work in Year 2 is patchy but pupils recall with interest and understanding the reasons for and effects of the Great Fire of London. In Year 1, pupils are beginning to use personal and pictorial evidence to see differences between past and present. The quality of their learning in a lesson was limited because the teaching did not connect the stages of the lesson clearly or involve pupils well enough in the planned activities. Pupils in Year 4 achieved very good new learning in a lesson on the cultural and political differences between Greece and Sparta. Very well-designed collaborative activities enabled pupils to contribute very perceptively to a final discussion of a range of demanding distinctions. In Year 6, pupils' recorded work on World War II shows a good ability to handle a range of historical evidence in order to investigate past events and ways of life in different ways. Very good planning and resources had created opportunities for pupils to investigate evidence of the experience of being bombed or evacuated during the Blitz. Again, imaginative use of links with other subjects is a strength of the teaching and learning.

## RELIGIOUS EDUCATION

Provision for religious education is **good**.

### Main strengths and weaknesses

- The locally agreed syllabus is taught in a lively and interesting way well suited to the needs of all pupils
- Good subject leadership by a knowledgeable, dedicated and enthusiastic teacher

### Commentary

75. Standards are generally satisfactory throughout the school and pupils achieved well in the lessons seen. A scrutiny of work shows that pupils have had the opportunity to study a range of Bible stories. Pupils have written their own account of the Good Samaritan story. Some pupils demonstrated great attention to detail and a good understanding. The study of the Five Pillars of Islam provided evidence of pupils' ability to think deeply. Pupils' understanding, empathy and respect for other people's beliefs are a strength of the very good teaching and learning that takes place. Confidence in teaching the subject has improved since the last inspection. Pupils' work is thoughtfully marked with helpful comments that celebrate what they have done well and suggests how to make improvements. In Year 1, the pupils prepared to role-play a Christian baptism ceremony. This took place in the local church and was attended by parents and grandparents. It provided a very valuable first-hand experience for pupils to learn about Christian ceremonies, traditions, family values and responsibilities. The parents were very proud of this annual tradition and how their children benefit personally from it. Resources for the subject have been improved since the last inspection and there are now appropriate artefacts to aid teaching and learning.

76. The subject leader leads well by the example of her own very good teaching which was admirably demonstrated in the cross-curricular morning spent preparing, carrying out and celebrating a baptism ceremony at the local church. As a member of a local working party for the subject, she has written half termly schemes of work that are used in school. A breadth of religions are taught throughout the school and help to contribute to the pupils' greater understanding of the cultural as well as the religious customs of Hinduism, Judaism and Islam as well as Christianity. This helps pupils to develop their understanding and learning from religions as well as learning about religions.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. In **design and technology**, work was sampled. Too few lessons were seen to support a firm overall judgement on provision. The evidence gained by talking with pupils and sampling their work indicates that attainment at the end of Year 2 meets national expectations, and is above national expectations in Year 6. Provision for the subject has improved greatly since the last inspection and there are good resources for the units of work taught. All pupils, including those with special educational needs, make good progress and show very positive attitudes to the subject. The subject leader monitors planning and has developed a portfolio of work to assist assessment as well as mapping what is taught year-by-year to provide an overview of the progression in skills. Year 2 pupils skilfully designed and made glove puppets and a pick-up truck. Year 6 pupils worked collaboratively to design and make shelters. Very good use was made of digital images to provide evidence of the finished product. Very Good use was made of ICT in a unit of work to assist with the design of shoes for a celebrity. Pupils made these shoes in 'mod roc' and decorated them. Displays of work are very well presented along with evaluations of the products made.

## Music

78. This subject has been sampled as only two lessons were seen during the inspection. Teaching and learning in the lessons were very good overall and standards were above nationally expected levels. Year 1 pupils understood how to vary pitch as they explored and experimented with sounds linked to Jack and the Beanstalk. The use of a commercial scheme and its planning ensures that pupils are provided with very good opportunities to listen, compose, perform and appraise. Older pupils are able to learn a woodwind instrument to a very good level. Detailed records of individual pupils' progress shows how rapid achievement has been for several pupils. Pupils are provided with musical enrichment through the lunchtime choir and rehearsals for an end of year performance of *Oliver*. Teachers' knowledge, skills and confidence to teach music have improved as a result of in-service training and through making very effective use of a published scheme that provides continuity and progression. Resources have been audited and additional instruments have been purchased. There has been a good improvement in music since the last inspection. The subject is well led and managed by an enthusiastic, talented and dedicated teacher who provides very good encouragement to pupils to sing harmoniously and with gusto in the choir and in whole school performances.

## Art and design

Provision for art and design is **very good**.

### Main strengths and weaknesses

- Teachers' expectations are very high for all pupils, including those with special educational needs, and standards are well above national expectations as a result.
- Leadership and management are very good.
- Pupils work with enthusiasm and concentrate for substantial periods of time on challenging tasks.

## Commentary

79. The majority of pupils achieve above standards by Year 2 and well above by Year 6. Achievement is very good. This is due to teachers' very good subject knowledge, high expectations, very good questioning skills and the inspiration and encouragement that they give to all pupils. High quality work is displayed prominently around the school. A strong feature is the very good quality of painting and observational drawings. Year 2 pupils demonstrated very good understanding of the work of Kandinsky and were arranging geometrical shapes and colours to produce their own work in the style of this artist. The high standards have been maintained since the previous inspection.

80. The leadership of the subject is developing well. An action plan identified areas for further development and currently this is on target. A whole school focus on art and design via an arts week and the opportunity to work with professional artists has led to the completion of some outstanding work. As a result, the school was recently awarded the Gold Artsmark award for its excellence in art and design.

81. As with all other learning throughout the school, the pupils have excellent attitudes to their work. They persevere and do not finish until they are satisfied that what they have produced is their best effort. Several outstanding collaborative works are displayed around the school, for example, the Millennium Collage that involved every child in portraying the four seasons of the year and the textile banners that are displayed in the school hall. Pupils demonstrate very positive attitudes in lessons and are proud of their achievements. Very good use is made of sketchbooks throughout the school. Constructive and helpful comments in these help them to improve their work. The subject is used very effectively in other subjects. For

example, in history pupils painted high quality watercolour paintings of Clarke Hall as part of their study of the Tudors.

## **PHYSICAL EDUCATION**

Provision for physical education is **good**

### **Main strengths and weaknesses**

- Contribution of out of school activities to learning is very good.
- The quality of teaching and learning is good.
- Attitudes and behaviour are very good
- Leadership and management of the subject are good.

### **Commentary**

82. A wide range of out of school sports activities are provided for pupils throughout the school. Pupils leave the school as very competent swimmers, with only one or two pupils unable to swim 25 metres; this is a good achievement. In previous years, the school has won at local swimming galas, despite being such a small school.

83. Teaching is good. Adults act as good role models through their appropriate attire and use their talents well to demonstrate new skills, for example, as a result of persistent demonstration, Year 6 pupils developed reasonable levels of hand-eye co-ordination as they persevered during a practice session. Coaching is a strong feature of the teaching in Years 3 to 6. The involvement of pupils with Statements of Special Educational Need is very good. They work in small groups with their peers and value the excellent support and encouragement given to, for example, throw an object into a nearby bucket accurately.

84. Pupils collaborate very well. They take good responsibility for learning as they organise themselves into teams and practise new skills with gusto and good sense of personal satisfaction. Attitudes and behaviour are exemplary. The use of humour helps to forge excellent relationships, especially in Year 6.

85. Leadership and management of the subject are good. The subject leader has successfully devolved some of the responsibility for competitive team games to the school council. They have organised inter-team football matches. Partnership with the local high school has provided a lot of professional development for staff over the past few years and increased their confidence in the subject. Assessment is linked to the recommendations in the national scheme of work and enables a monitoring overview of performance to be kept.

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

Provision in personal, social, health education and citizenship is **very good**.

### **Main strengths and weaknesses.**

- Pupils achieve very well in this key area of the school's work.
- Pupils have many good opportunities outside lessons to handle social responsibility and prepare for their future lives as citizens.

### **Commentary**

86. The school places this area of the curriculum at the heart of its work and provides for it in different ways. As key aspects of this provision are constantly seen in the daily life of the school, a firm overall judgement can be made even though no lessons were observed. A broad, well-planned and up-to-date scheme ensures that weekly lessons across the school

cover the many strands of study in a balanced and coherent way. Work in subjects such as science and physical education, together with environmental studies and the contributions of many expert visitors, develops pupils' learning about safety, pollution, health, drugs awareness and sex and relationships. The award of the Healthy School Standard marks the success of this work. Assemblies reinforce learning on key themes. A very wide range of projects, charitable activities, visits, rewards, displays and multi-cultural themes and contacts widens pupils' awareness of the world and its diversity.

87. Enacting and giving life to this learning are the school's caring ethos, its strong sense of community and the excellent examples set by staff. The whole school lives the idea of mutual respect and support. The school council teaches aspects of democracy and how to represent or be represented by others. A wide variety of well-defined and valued roles involve pupils in contributing to the good order and purpose of the school by taking particular responsibilities. All such roles reflect the typically effective way in which the school helps its pupils to mature in personal and social awareness, values and skills.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>1</b>
Attendance	2
Attitudes	1
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	1
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	2
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	1
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	1

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