

INSPECTION REPORT

Smannell and Enham C of E (Aided) Primary School

Andover

LEA area: Hampshire

Unique reference number: 116370

Headteacher: Kevin Lynch

Lead inspector: Michael Best

Dates of inspection: 18th to 21st April 2005

Inspection number: 267677

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary aided
Age range of pupils: 4 to 11 years
Gender of pupils: Mixed
Number on roll: 102

School address: Smannell
Andover
Hampshire
Postcode: SP11 6JJ

Telephone number: 01264 323201
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Appropriate authority: The governing body
Name of chair of Mrs Sarah Terndrup
governors:

Date of previous 15th March 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Smannell and Enham CE (Aided) Primary School is situated in the village of Smannell, near Andover. It draws its pupils from mainly owner-occupied homes in the area. The school roll has expanded by a third since the last inspection. In this intervening period an above average number of pupils have joined and left the school other than at the usual times. There has also been a high turnover of teaching staff during this time. When they enter the reception group, simple assessments show that many children's skills and experiences are broadly average.

There are 102 pupils (52 boys and 50 girls) on roll, all attending full time. The school is smaller than other primary schools in England. At present, there is one pupil eligible for free school meals, which is below the national average, but other data indicates a broader socio-economic picture.

Most pupils come from white British backgrounds and all speak English as their first language. About 17 per cent of pupils have special educational needs, which is similar to the national average. No pupil has a Statement outlining their specific needs, which is below average, and there are seven pupils at the higher level of the Special Educational Needs Code of Practice. Pupils' special educational needs include specific and moderate

learning, and behavioural difficulties. Currently there is one pupil who is looked after by the local authority.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10413	Michael Best	Lead inspector	Foundation Stage Science Information and communication technology Music
10965	Pat Edwards	Lay inspector	
3751	Trudy Cotton	Team inspector	English, Personal, Social and Health Education and Citizenship History Geography
35099	Steven Savory	Team inspector	Mathematics Art and design Design and technology Physical education

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Smannell and Enham CE Primary is a good and improving school. Overall, pupils achieve well as a result of good teaching and learning. Leadership and management are good and the school provides good value for money.

The school's main strengths and weaknesses are:

- the school cares well for its pupils, they work hard and are very keen to learn;
- standards in English, mathematics and science are above average by the end of Year 2, and above average in English at the end of Year 6;
- the good teaching of practical learning and basic skills in the Foundation Stage¹ and Years 1 to 4 enables pupils to make good progress in their learning;
- the school's partnership with parents and its extra-curricular provision are very good;
- the marking of pupils' work does not consistently identify the way forward for pupils;
- recently introduced self-evaluation procedures are helping to improve standards but subject leaders require more training in monitoring teaching and learning;
- standards of presentation of pupils' work are not high enough in Years 5 and 6.

Improvement since the last inspection is good. The school has successfully responded to the substantial increase in its pupil numbers and to a high turnover of staff. Shortcomings in teaching and learning have been recognised and effective action taken to address these. Standards have improved in the Foundation Stage and are rising ahead of the national trend at the end of Year 2. In information and communication technology, standards have improved significantly. Although self-evaluation is newly established, it is having a positive impact in driving up standards. The school has successfully developed its provision for pupils' extra-curricular activities. Issues relating to school transport have been effectively resolved.

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	C	D	A
Mathematics	D	C	E	D
Science	E	C	D	B

*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*

Achievement is good. Pupils achieve well in reception and Years 1 to 4, and satisfactorily overall in Years 5 and 6. Inspection findings indicate that:

- children in the reception class are on course to exceed the national standards in all the areas of learning by the time they start in Year 1;
- standards by the end of Year 2 are above average in reading, writing, mathematics, science and information and communication technology (ICT);

¹ The Foundation Stage refers, in this school, to those children in the reception year. It is based on six areas of learning - communication, language and literary development; mathematical development; personal, social and emotional development; knowledge and understanding of the world; creative development; and physical development.

- standards by the end of Year 6 are above average in English and ICT, and average in mathematics and science;
- pupils with special educational needs achieve well;
- the achievement of more able pupils is satisfactory overall.

Pupils' personal development is good. Pupils' attitudes and behaviour are **very good** overall. The provision for pupils' spiritual, moral, social and cultural development is **good**. Attendance and punctuality are **good**.

QUALITY OF EDUCATION

The school provides a good quality of education for its pupils. Teaching and learning are good overall. In Years 5 and 6 teaching and learning are effective in English writing and in creative subjects such as art and design, design technology and music, but work does not consistently challenge abler pupils in mathematics and science. Teaching and learning are good in the Foundation Stage and Years 1 to 4. Good emphasis on practical work and skills provides these younger pupils with firm foundations for their future learning. Basic literacy and numeracy skills are well taught but the texts do not always challenge the more capable readers. Assessment is satisfactory; new procedures to track pupils' progress are good but marking does not always inform pupils how they can improve, particularly in Years 5 and 6. **The curriculum is good.** The school provides a good range of worthwhile curricular opportunities for its pupils. Opportunities for pupils to participate in enrichment activities are very good. The provision for pupils with special educational needs is good. Learning resources, staffing levels and the accommodation are good. **The care, guidance and support provided for pupils are good** and contribute well to the school's strong and supportive Christian ethos. **The school's partnerships with parents are very good and links with the community, other schools and colleges are good.**

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The governance of the school is good. The headteacher's leadership is good and he is successfully working with staff and governors to raise standards. Governors have a good awareness of the school's strengths and shortcomings and act promptly to sustain and improve its provision. Other staff provide good leadership overall. The leadership of special educational needs is good and subject leaders are taking increased responsibility for raising standards. The school is effectively managed and daily routines are well established. The school meets all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Both pupils and parents have positive views about their school. Parents are well pleased that their children are happy and enjoy school. They feel that their children successfully develop confidence and responsibility. Pupils value the help and support they receive from staff and are particularly pleased with the wide range of extra-curricular activities available.

IMPROVEMENTS NEEDED

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

- ensure that all pupils, especially the more able, are consistently and effectively challenged, particularly in reading, mathematics and science;
- improve the quality and consistency of marking to better inform and monitor the targets set for individual pupils;
- improve the standard of presentation of pupils' written work;
- improve subject leaders' skills in monitoring, evaluating and developing standards, and the quality of teaching and learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **good** overall. Standards in English are above average at the end of Year 2 and Year 6. In mathematics and science, standards are above average at the end of Year 2 and average at the end of Year 6.

Main strengths and weaknesses

- Achievement is good in the Foundation Stage and Years 1 to 4 and satisfactory in Years 5 and 6.
- Standards in ICT have improved significantly since the last inspection.
- Specialist teaching is successfully promoting good achievement in music.
- Pupils make good progress in their development of basic literacy and numeracy skills.
- Pupils with special educational needs achieve well due to early identification and support.
- More able pupils are not consistently challenged to broaden their understanding.

Commentary

1. From a broadly average starting point, children in the Foundation Stage achieve well and most are likely to exceed the national standards (the early learning goals) in communication, language and literacy; personal, social and emotional education; mathematical development; knowledge and understanding of the world; creative development and physical development by the time they start in Year 1. Staff provide good opportunities for children to take part in exploratory activities and structured play. There is a good balance between the activities that adults lead and those that children choose. Staff successfully link these practical activities to the systematic development of children's skills in literacy and numeracy. Children achieve well because they are confident, well supported and successful in their learning.
2. National Curriculum test results for children at the end of Year 2² in 2004 show that, compared with all schools, standards were very high (that is, the top 5 per cent) in writing, and well above average in reading and mathematics. Compared with other Year 2 pupils in similar schools³, standards were well above average in each of these subjects. Teacher assessments in science are very high. Results have shown a good improvement in recent years and this is ahead of the national trend.

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

Standards in:	School results	National results
Reading	18.2 (17.6)	15.8 (15.7)
Writing	17.5 (16.6)	14.6 (14.6)
Mathematics	18.2 (17.5)	16.2 (16.3)

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

² The National Curriculum has been written on the basis that pupils are expected to reach Level 2 at the end of Year 2. If a pupil is attaining Level 3 then he or she is reaching standards above those expected for his or her age.

³ On the basis of free school meal entitlement.

3. Inspection findings indicate that at the end of Year 2, standards are well above average in speaking and listening and above average in writing, reading, mathematics and science. Pupils achieve well in Years 1 and 2. During Year 1, pupils successfully and steadily make the transition to more formal learning and recording and they acquire a solid grounding in literacy, numeracy and scientific inquiry skills by the end of Year 2. Although their reading is both accurate and fluent, some more able pupils do not read from a wide enough range of quality texts.
4. National Curriculum test results for pupils at the end of Year 6⁴ in 2004 show that, compared with all schools, standards were below average in English and science and well below average in mathematics. Compared with other Year 6 pupils in similar schools⁵, standards were well above average in English, above average in science and below average in mathematics. This year group included a high proportion of pupils with significant special educational needs and these results indicate that, compared with their performance when in Year 2, pupils made good progress by the end of Year 6. However, the school did not reach the targets it agreed with the local education authority in English and mathematics, particularly for those pupils expected to reach the higher levels.

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

Standards in:	School results	National results
English	26.1 (27.4)	26.9 (26.8)
Mathematics	24.0 (27.4)	27.0 (26.8)
Science	27.9 (28.6)	28.6 (28.6)

There were 14 pupils in the year group. Figures in brackets are for the previous year.

5. Inspection findings indicate that standards by the end of Year 6 are above average in English and average in mathematics and science. This is an improvement on last year's results. Achievement in Years 3 to 6 is good overall in English; it is good in speaking and listening and in writing where pupils are successfully shaping, editing and improving longer pieces of work. In reading, although pupils are successfully developing more advanced skills, a significant minority do not read voluntarily or for pleasure. In mathematics, pupils achieve well in Years 3 and 4 but satisfactorily in Years 5 and 6. This is primarily because extension work for the older, more able pupils does not sufficiently offer fresh challenges. It is a similar picture in science where pupils in Years 3 and 4 achieve well because staff challenge them to think about what they are doing from different perspectives. In Years 5 and 6, pupils demonstrate good subject knowledge but their skills in interpreting and explaining findings are not sufficiently strong to secure them higher levels in the statutory tests.
6. Smannell and Enham is a small primary school where numbers in each year group are very small. The proportion of pupils with special educational needs also varies from year to year. As a result, care needs to be taken when interpreting test and assessment results and comparisons between year groups have to be made with caution. This is why there are some differences between the results achieved in the 2004 tests and inspection findings. Improved analysis of test results and other assessment information is making an important contribution to maintaining and

⁴ The National Curriculum has been written on the basis that pupils are expected to reach Level 4 at the end of Year 6. If a pupil is attaining Level 5 then he or she is reaching standards above those expected for his or her age.

⁵ On the basis of prior attainment.

improving pupils' achievement. Recently introduced tracking procedures feature a more systematic and challenging approach to setting targets and driving up standards as pupils move through the school. Overall, there is a close correlation between teachers' assessments and test results. Test results over time suggest that girls do better than boys, but inspection findings do not indicate any significant differences. Overall, standards of achievement have improved since the last inspection.

7. In ICT standards are above average at the end of both Year 2 and Year 6. Pupils achieve well because teaching and learning of skills is systematic and the quality and range of the school's new resources. Standards are above average in geography, music and personal and social education and average in physical education at the end of Year 2 and Year 6. They are above average in history at the end of Year 2 in art and design and in design and technology at the end of Year 6. Standards are average in art and design and in design and technology at the end of Year 2. They are also average in history at the end of Year 6.
8. Throughout the school, pupils with special educational needs make good progress. Well led individual and small group work in literacy successfully meets pupils' differing learning needs. More able pupils make at least satisfactory and often good progress in reception and Years 1 to 4. In Years 5 and 6 they make better progress in some subjects than others. The school maintains a register of gifted and talented pupils and works effectively to support these pupils' development in sport and the arts.

Pupils' attitudes, values and other personal qualities

The personal development of pupils is **good**. Pupils' attitudes and behaviour are **very good** overall. The spiritual, moral, social and cultural development of pupils is **good** overall. Attendance and punctuality are **good**.

Main strengths and weaknesses

- Pupils work hard, behave responsibly and are very keen to learn.
- Pupils have positive views about their school.
- Relationships are very good and the pupils are happy.
- Almost all behaviour is very good, in lessons and around school.
- Staff monitor attendance and punctuality carefully.

Commentary

9. The school has successfully maintained the standards reported at the time of the last inspection. Pupils enjoy school. They are very positive about their work and opportunities for extra-curricular activities and willingly share their ideas and experiences. Many speak proudly of their school and enthusiastically discuss aspects of school life, such as the video-cam link to the birds' nesting box in the grounds.
10. Children in the reception class are excited about work and learning. They successfully develop confidence and concentrate well on their different activities.
11. Pupils in Years 1 to 6 are confident and adapt to new situations well. They respond well to praise, are keen to 'have a go' and are not unduly fazed when they make a mistake. Pupils appreciate the efforts made by staff to make learning fun and interesting, particularly the use of role-play to support lessons in literacy.

12. Behaviour in lessons, and around and about the school, is very good in reception and Years 1 to 4. It is good in Years 5 and 6, but occasionally a small minority of pupils do not maintain the otherwise high standards. Pupils are friendly, polite and well mannered. The school has recently made good improvements to its reward structure and has successfully introduced a range of appropriate sanctions, both of which were effectively used during the inspection. Weekly award assemblies, with pupils rewarded in each class for commendable behaviour and effort, successfully supports this process. Longer-term rewards, such as the weekly class awards and celebration assemblies and the half-termly awards for consistently having physical education kit in school on the correct day, are also effective in improving pupils' response to targets and recognising their sustained improvement.
13. Pupils have a very clear understanding of the school's rules and the high expectations of the staff. They report that bullying, racism and other forms of harassment are not issues in the school and say that they feel secure in the knowledge that if an incident arose, the headteacher and staff would deal with it promptly. Pupils play well together and are good at sharing turns and playground equipment. They have very good relationships with one another and the adults in the school. They are clearly aware of the importance of being kind and supportive of each other and are effectively encouraged to think about and care for one another by the good example the staff set.
14. Pupils' moral development and social development are very good. They clearly know the difference between right and wrong. Pupils know that their views are considered and valued and they successfully value the views and opinions of each other. Older pupils enjoy the opportunities to take responsibility, such as milk or equipment monitors in assembly and supporting the youngest children at play. They carry out these tasks willingly and conscientiously. Pupils have a strong sense of community and are looking forward to the imminent introduction of class and school councils to enable them to be more involved in the school's decision-making process.
15. Pupils have a good understanding of their own culture and good cross-curricular work strengthens this. An annual multi-cultural week enables pupils to have a good insight into cultures and traditions other than their own. Pupils' spiritual development is good. Pupils successfully consider the natural world. In a Year 2 science lesson, pupils were amazed and fascinated by the woodlouse's mammalian sac. In assemblies, staff and visitors effectively promote quiet reflection.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.9	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.

16. Attendance is good. Pupils enjoy coming to school and staff monitor attendance and punctuality well. Reminders regarding the importance of punctuality and attendance are regularly included in the school newsletter. Staff call registers promptly at the beginning of every session. Parents know the school's procedures regarding reporting absences and the vast majority notify the school of the reason for non-attendance on the first day. Pupils arrive punctually for school and lessons start promptly during the course of the day. The school has maintained the standards reported at the time of the last inspection.

Ethnic background of pupils

Exclusions in the last school year

<i>Categories used in the Annual School Census</i>	<i>No of pupils on roll</i>	<i>Number of fixed period exclusions</i>	<i>Number of permanent exclusions</i>
White – British	103	4	0

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

17. There were four fixed period inclusions, all involving the same pupil, during the last reporting year (2003/4). Inspection evidence indicates that the school followed correct procedures on each occasion. The school reports that once appropriate help and support was provided, the pupil successfully completed the second half of the school year without any further exclusion.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education for its pupils. The school's partnership with parents is **very good**. The quality of teaching and learning, the curriculum, care, guidance and support, and links with other schools and the community are all **good**.

Teaching and learning

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

Main strengths and weaknesses

- Teaching of basic skills is very thorough in the reception and Years 1 and 2 classes.
- Staff effectively encourage and engage pupils' interest and application to work.
- Teachers' planning does not consistently challenge pupils in Years 5 and 6.
- Support staff provide good help and guidance for pupils.
- Individual target setting for pupils is developing effectively but some pupils are not clear what they have to do to improve.

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	4	14	4	1	0	0

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

18. The overall quality of teaching and learning has improved since the last inspection. The good teaching of basic literacy and numeracy skills, and the emphasis on practical and investigative work, is successfully promoting good achievement in reception and Years 1 to 4. In Years 5 and 6 the good teaching in the creative areas of the curriculum, particularly music, effectively promotes pupils' confidence and self-esteem as learners.
19. In English, teachers successfully promote high standards in speaking and listening and provide pupils with access to a good range of writing styles. In reading, skills are well taught but teachers do not sufficiently promote pupils' wider reading. In

mathematics, teachers successfully develop pupils' use and understanding of different strategies for calculations but in Years 5 and 6 staff do not sufficiently extend and develop more able pupils' knowledge and understanding through investigative work. In science, practical work successfully develops pupils' experimental skills but teachers do not sufficiently extend more able pupils' thinking and deductive skills. ICT is effectively supporting pupils' learning across the curriculum. Overall, teachers make effective use of homework to consolidate and develop pupils' learning.

20. Teaching and learning in the Foundation Stage and Years 1 and 2 are good. Staff have a good understanding of how pupils learn. They plan well for the systematic development of pupils' skills, knowledge and understanding and pupils acquire these very well through a broad and stimulating range of practical activities. Staff have good expectations of what pupils can achieve and challenge them effectively. Questions are well used to encourage pupils to explain their ideas and the final part of lessons is effectively used to share advances in learning. Support staff and adult helpers are well briefed about key learning points and specific vocabulary and what they should look for in pupils' response and work.
21. Expectations of behaviour in the reception and Years 1 and 2 classes are very good and different groups of pupils are well involved and supported in all activities. Routines are well established and pupils well managed. By the end of Year 2, pupils successfully achieve the transition to more formal learning, by which time pupils confidently take risks and learn from their mistakes. In a very good lesson seen in physical education, pupils achieved well because they learnt to reflect, consider and improve their performance. Pupils apply themselves well and work productively. Occasionally, the pace of lessons slows but overall, teaching time is well used. Staff make good use of learning resources and the outside areas.
22. Teaching and learning are good overall in Years 3 to 6. Staff have a good command of the subjects they teach and get on well with their pupils. They use a good range of teaching methods to engage pupils' interest and concentration. For the most part, their management of pupils is good and pupils respond positively to their enthusiastic delivery and well-resourced lessons and work productively. Teachers' expectations of what pupils know and can do are good in Years 3 and 4 but less so in Years 5 and 6 because assessment information is not used sufficiently in planning.
23. In the best practice in Years 3 to 6, very good use of the interactive white board excites and empowers pupils' learning. Activities are well matched to individual needs and teachers effectively prepare them to sustain their independent and group learning. These were the hallmarks of very good lessons in English, music and science. However, there are times when lessons are not sufficiently challenging for all pupils because planning does not take enough account of their differing needs and some become restless. These were significant factors in the one unsatisfactory lesson observed.
24. The teaching and learning of pupils with special educational needs are good. Support staff work well with them, individually and in groups, and guide them effectively in whole class lessons. Pupils' individual learning plans feature clear goals. Suitable plans help pupils with emotional and behavioural difficulties improve their concentration and application.
25. Assessment is satisfactory. The school is implementing new and effective procedures using the information it gathers about pupils' attainment and achievement from

statutory and non-statutory tests in English, mathematics and science. In other subjects, staff make assessments at the end of topics. They use this information to set termly targets with individual pupils to inform the next steps in their learning. Most pupils are aware of their targets but less sure of what they need to do to improve.

26. In the Foundation Stage, staff are developing effective systems of sharing information about pupils' progress towards the early learning goals and using this to plan the next steps in learning. In the best practice in Years 1 to 6, staff effectively share and review class learning objectives with pupils and link these to their individual needs. Staff often discuss pupils' ongoing work as they monitor work in lessons but they do not always make the most effective use of this information to challenge the more able pupils. The marking of pupils' work does not consistently provide guidance to pupils as to how they can improve and in Years 5 and 6 marking is irregular in some subjects.

The curriculum

Curriculum provision is **good**. Enrichment opportunities are **very good**. Accommodation and resources are **good**.

Main strengths and weaknesses

- Enrichment opportunities are very good and enliven pupils' learning.
- Pupils' participation in extra-curricular sport and in the arts is very good.
- Provision for pupils with special educational needs is good.
- Planning for more able pupils is not always challenging enough.

Commentary

27. The school provides a good, well-balanced curriculum. Its strengths lie in the provision of a wide range of creative and sporting experiences, which enrich and motivate learning. The chance to study African and Indian art during a multi-cultural week effectively widens pupils' knowledge of other cultures and places in the world. Visits to places of historical interest and a field trip to Southampton very successfully enliven learning nearer to home. Pupils' participation in sport and in the arts is very good. Art and nature clubs are very well attended, as are the wide range of sporting experiences, including hockey, rugby, rounders and football. Pupils have the added opportunity to learn to play wind, stringed and keyboard instruments, and to learn to speak Spanish.
28. The school has successfully maintained and improved its curricular provision since the last inspection. The school meets all statutory requirements in respect of the curriculum and collective worship. The arrangements for pupils' personal, social and health education (PSHE) are good. Specialist input supports the school's work on drugs and sex education effectively. Improved expertise and resources are helping to drive up standards in information and communication technology (ICT).
29. The curriculum in the Foundation Stage has improved since the last inspection and is now good. A good balance of practical activities, including those led by adults and those they select for themselves, enable children to successfully explore and learn. Planning effectively draws in each of the six recommended areas of learning and staff focus well on developing small, coherent steps in children's learning. Staff use space in the classroom and the fenced outside area well for practical activities.
30. The school has successfully adopted and adapted nationally available curriculum plans and has developed an effective rolling programme for the mixed age classes.

Planning is good overall and provides an effective structure for pupils to develop skills and knowledge as they move through the school. However, there are some shortcomings in the challenge provided for more able pupils, where there is not enough difference between the work planned for them and those of average ability. This is particularly evident in mathematics and science in Years 5 and 6.

31. All groups are successfully included in the work and life of the school. There are effective arrangements for the transition of pupils from class to class and in preparing pupils for the next stage of their education. Provision for pupils with special educational needs is good and is tailored to meet the pupils' specific needs. Presently, there are no pupils who need extra help with learning English as an additional language. The school effectively supports pupils on its gifted and talented register.
32. The school is developing its curriculum in line with recent national initiatives to promote *Excellence and Enjoyment*⁶ in learning. The effective combination of basic skills with practical and investigative learning in the reception and Years 1 and 2 classes, is being successfully developed as pupils move through Years 3 and 4.
33. The school is well staffed and there is a satisfactory match of staff to the curriculum. The accommodation is good overall. The school grounds provide a rich environment for work and recreation. The hall is spacious and there is a good library. Although the current Year 2 classroom is cramped, plans are well advanced for its extension later this year. Overall, learning resources effectively meet pupils' needs.

Care, guidance and support

Pupils' health, safety and welfare are **good** and pupils receive **good** support and guidance during their time at school. The school seeks and acts upon pupils' views **well**.

Main strengths and weaknesses

- Staff successfully promote a caring and supportive Christian ethos.
- Child protection procedures are fully in place and well known by staff.
- The school has a good induction programme.
- There are good policies and procedures in place to guide the school's provision.
- The school regularly consults pupils through formal and informal discussions.

Commentary

34. The school has improved the overall quality of its provision since the last inspection. Pupils have a good and trusting relationship with all the adults working in the school. In reply to the questionnaire, parents say they are happy with the school's induction programme. This enables children to settle quickly and feel secure in their new surroundings. Recently revised and improved procedures to monitor and support pupils' personal and academic development and progress are good. Class teachers and support staff know their pupils very well, value them as individuals and make every effort to improve their self-esteem by acknowledging their achievements. The school has made an effective start in involving pupils in target setting in academic subjects. The support and guidance provided for pupils with special educational needs is good.

⁶ *Excellence and Enjoyment* (DfES, May 2003) sets out HM Government's vision for the future of primary education. In this, high standards are obtained through a rich, varied and exciting curriculum which develops children in a range of ways.

35. The school has an effective health and safety policy. Governors carry out regular risk assessments and all safety checks are up to date. Arrangements for first aid and informing parents of any accidents and the treatment given are effective. Child protection procedures are good. The headteacher, who is the member of staff with the responsibility for child protection issues, is due to undertake updated training during the current term. The school has good policies and procedures for managing behaviour (including bullying) and attendance. Procedures for dealing with incidents of racial harassment are effective. None were recorded in the last reporting period.
36. The school consults pupils and parents on a range of issues, for example the provision of extra-curricular activities available to pupils. The school also gathers pupils' views through class and individual discussions. Older pupils are helping to set up a School Council and have already identified some likely issues for consideration.

Partnership with parents, other schools and the community

The school's partnership with parents is **very good**. Links with other schools and the community are **good**.

Main strengths and weaknesses

- Parents are very happy with the information they receive from the school.
- Parents and other volunteers regularly assist the school.
- Pupils' annual progress reports are detailed and effectively provide information on how pupils can improve their work.
- The school has developed good links with the local church and nearby parishes.
- The school is well supported by the community.

Commentary

37. The school has improved the quality of its partnerships since the last inspection. Parents are proud of the school and feel comfortable about approaching staff with any questions or concerns. Teachers make themselves available to parents at any reasonable time and parents report that any concerns are promptly addressed. The information provided for parents in regular newsletters, at termly parent-teacher consultation meetings, in the autumn and spring summary reports and the detailed annual progress report is very good. There is very specific information included in the pupils' annual progress reports regarding what needs to be done to improve and ways in which their parents might help them at home.
38. Most parents and pupils are happy with the amount of homework given and feel it successfully supports learning in school. The home/school agreement effectively supports the school's policies on homework, behaviour and attendance. Staff appreciate the regular and reliable help given by parents and volunteers in classes, around the school, with clubs and through the 'Helping Hands Group' in the school grounds. The Friends of the School Group is well involved in school life and raises considerable funds to purchase equipment which successfully supports pupils' learning.
39. The school's partnership with the local community effectively contributes to pupils' learning through visits to places of worship, participation in music festivals and trips to local places of interest. The good partnership with other schools enriches pupils' learning through the provision of specialist teachers. There is, in particular, good

support for pupils with special educational needs and, through a planned programme of visits, for pupils moving on to the next stage of their education.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The school is **effectively** governed. The headteacher provides **good** leadership and the leadership of other staff is **good overall**. The school is **well** managed.

Main strengths and weaknesses

- Governors have a good understanding of the school's strengths and shortcomings.
- The headteacher has a clear vision for the development of the school.
- The staff work well together.
- The school is making effective use of performance data and self-evaluation to guide its improvement planning.
- Subject leaders' skills in monitoring teaching and learning are underdeveloped.

Commentary

40. The good standard of leadership and management reported at the time of the last inspection has been maintained. The current headteacher is successfully leading the school through a period of change and development. Much is recently in place and despite some temporary delays due to staff illness, the school is moving forward positively.
41. The headteacher works well with staff and governors to plan and achieve its goals and to establish firm foundations for the future. Staff share a common purpose; they are clear about their roles and responsibilities and fulfil these effectively. Communication within the school is good and this contributes successfully to the school's effectiveness. The school enjoys good links with its receiving secondary schools and neighbouring primary schools and these benefit its drive to improve performance.
42. The governing body has recently reviewed the school's mission statement, aims and values. These are appropriate to the age of its pupils and its Christian foundation and they are effectively demonstrated in its daily life and work. The school has well-established links with local churches. This is an inclusive school with a strong, supportive ethos. All pupils are encouraged to take a full and active part in a good range of activities.
43. Subject leaders are successfully developing their roles, aided by good quality in-service training and support. The overall impact of their leadership is good and is reflected in rising standards. The leadership and management of the Foundation Stage are good. The staff team works well together to plan and assess the provision across the areas of learning. The school's special educational needs provision is well led and managed by a very experienced and knowledgeable co-ordinator.
44. Over time, the school has gathered detailed information about pupils' performance but has not consistently made the most of its analysis to improve standards. Subject leaders are now working successfully with the headteacher to address this shortcoming. He has made a good start to monitoring teaching and learning, but subject leaders have identified that they require training in this area, particularly in the age groups with which they are less familiar. Arrangements for the performance management of teachers are back on track after many staff changes and now include

clear links to the school's improvement priorities. Arrangements for the continuing professional development of staff and the management of their workload are good.

45. The governing body is well led and fulfils its role effectively. Governors, many of whom have taken office since the last inspection, have a good understanding of the school's strengths, shortcomings and priorities. They bring wide experience and expertise to their work and are successfully undertaking training. The governing body ensures that the school meets all statutory requirements and that the school obtains *best value* in its purchases. Governors have a good regard for assessing the impact of spending decisions on raising standards. Their discussions and decisions are effectively informed through the formal reports they receive, their observations of pupils at work and informal discussions with staff, parents and pupils.
46. Links between self-evaluation and improvement planning are developing at a good pace and the school has successfully addressed the shortcomings in strategic planning identified in the previous inspection report. The school makes effective use of self-evaluation to identify areas for development. Priorities are relevant and the targets set achievable. The format of the school improvement plan is good. It provides clear information about timescales, responsibilities, action required and resources and includes provision for evaluation. The current plan (2004/5) is firmly focused on raising standards and the way in which the governing body's role is identified is a strength. However, success criteria are not always focused enough. Governors are effectively involved in planning, monitoring and evaluating the impact of the school's priorities for improvement. Encouraged by the headteacher, governors are effectively developing their role as the school's critical friend. Two good examples of this are the renewal of information technology equipment and the development of the Year 2 teaching area, both of which focus on raising and maintaining standards.
47. The school administrator and her colleague provide most effective and efficient support. Routines are well established and the school runs smoothly. The school has robust financial procedures systems in place and has responded positively to the recommendations in the latest audit report.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	376,935	Balance from previous year	47,867
Total expenditure	395,884	Balance carried forward to the next	28,918
Expenditure per pupil	3,881		

48. Although the above table indicates that the school's reserves are higher than the recommended level, the governing body has effective plans for their use in the current financial period. Funds have accrued in the budget from grants and other sources to pay the school's contribution to the forthcoming extension of the Year 2 classroom and to complete the installation of interactive whiteboards once the building work is completed.
49. The school's income and expenditure per pupil are above the national average. Funding for pupils with special educational needs is effectively applied. Overall, standards of achievement and the quality of teaching and learning are good and the

school has maintained the good features reported at the time of the last inspection. The school continues to provide good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Main strengths and weaknesses

- Children settle quickly, enjoy school, behave well and work hard.
- The good emphasis on structured play and exploration sustains children's good achievement across the areas of learning.
- Good teaching and learning build well on children's own ideas and thoughts.
- The accommodation and learning resources are well used for teaching and learning.
- Procedures to track children's progress are developing well.
- Early writing skills are well taught but there are not always enough opportunities for children to use and develop their skills.

Commentary

50. At the time of the inspection, there were 13 children in the reception group, all attending full-time. Children's attainment when they start school spans the full ability range and is broadly average. Their skills on entry in speaking, listening and personal, social and emotional development are stronger than in other areas of learning. Children achieve well because teaching and learning are good. Many are on course to exceed the early learning goals in all areas of learning by the time they start Year 1. A strength of the school's provision is that, in the mixed reception/Year 1 class, children move seamlessly on to the next steps in learning. The Foundation Stage is well led and managed. Staff work well together and are making good progress in developing effective and manageable assessment procedures. The provision has improved since the last inspection.
51. In the area of **personal, social and emotional development**, provision is good. Children are on course to exceed the national standards. Teaching and learning are good and children achieve well. In lessons, children behave well and work hard. They respond well to requests and instructions from adults and maintain their concentration effectively during lessons. Children enjoy making choices and decisions about their work. They co-operate well together in small groups and successfully develop skills in listening to others, taking turns and sharing resources as they go about their work. Children are familiar with class and school routines, and adapt well to different situations. They mix well with each other in their class and with older pupils in the playground. They are attentive in assemblies and respond well to lunchtime procedures. Children successfully take responsibility for their personal care.
52. Provision for **communication, language and literacy** is good. Good teaching and learning enable children to achieve well. They are on course to exceed the national standards. The strong focus staff give to developing children's speaking and listening skills plays a crucial role in their successful development. Good use of open-ended questions effectively engages children's attention and encourages them to develop confidence and cohesion in sharing and developing ideas. Staff make good use of opportunities both in group work and during practical activities to develop and extend children's vocabulary and children respond well, using the correct terminology. Through systematic and well-focused teaching, children are successfully developing

their knowledge of letter sounds and steadily building up a good recognition of printed words. Children understand that print conveys meaning and they join in enthusiastically with familiar stories from the class 'big book', such as *The Three Little Pigs*. They recall earlier events accurately and many correctly suggest what may happen next. Staff teach early writing skills systematically and children are keen to 'have a go' with different types of pencils and crayons to write their names and simple words. There are, however, some missed opportunities for children to spontaneously record, in their own way, the outcomes of their practical work in the outdoor area.

53. Provision for children's **mathematical development** is good. Children achieve well and are on course to exceed the national standards. Teaching is good, with strong and varied emphasis paid to developing children's learning through practical activities. Most children count confidently to 10 or beyond and many correctly add *one more* when, for example, checking building materials. Children are familiar with terms such as *more, less, above, below, beside* and *next to* because staff provide well planned and resourced activities with sand and water play. Children confidently apply their mathematical understanding as they discuss the different shapes and relative sizes of, for example, lengths of timber or pipe. Most children write numbers correctly and successfully recall number rhymes, games and stories. Many correctly recognise the hour and half hour on the clock face.
54. Provision for children's **knowledge and understanding of the world** is good. Teaching and learning are good. Children achieve well and are on course to exceed the national standards. Children have a good awareness of what is going on around them and they successfully share and develop their own ideas and thoughts in discussions. Staff make effective use of whole-class sessions to plan and talk about events during the day. Children successfully develop their understanding of the passing of time as they recall specific events. Children talk confidently about their homes, the different members of their families and the weather. They accurately describe different building materials, identifying their different properties. Children describe different routes around the school and make realistic plans and models of their classroom. Walks in the school grounds and visits successfully enhance their appreciation of the natural world and the environment. Children's information and communication technology skills are good. They control the mouse confidently and follow on-screen instructions carefully. They work independently and learn from their errors.
55. Provision for children's **physical development** is good and they are on course to exceed the national standards. Achievement is good, reflecting good teaching and learning based on a wide range of practical, purposeful activities. Children have good control of pencils, crayons and brushes and they handle scissors, glue sticks and other small equipment well. They successfully manipulate small objects, such as building bricks, and engage well in a sequence of different movements. Children have a good sense of space and move carefully in and around the setting. They have ready and easy access to a designated area to work with large wheeled vehicles and other equipment, and demonstrate good co-ordination as they negotiate their way around a circuit.
56. There is good provision for children's **creative development**. Children achieve well and are on course to exceed the national standards. Good teaching and learning successfully promotes children's enthusiastic participation in a range of activities. They work successfully with paint, collage and modelling materials, join in action songs and maintain a steady rhythm when singing along to *Bob the Builder*. They

effectively assume the roles of customers and counter hands in the builders' merchants when role playing and show good imaginative skills in their model making.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils' speaking and listening skills are well above average.
- Pupils have a good grasp of the basic skills in literacy.
- The content of writing is of good quality.
- Presentation and handwriting lacks care in Years 5 and 6.
- Work is not always planned to meet the needs of different ability groups.
- A number of older pupils do not read voluntarily or for pleasure.

Commentary

57. Results in the national tests in English in 2004 at the end of Year 2 were well above the national average in reading and very high (that is, in the top 5 per cent) in writing. These are well above the averages for similar schools in reading and writing. Although the school's results at the end of Year 6 were below the national average, they were well above those for similar schools, reflecting pupils' very good progress since Year 2.
58. Inspection findings indicate that by the end Years 2 and 6, standards are above average. They are well above average in speaking and listening and above average in writing and reading. Overall, achievement is good because pupils are keen to learn and teachers are making improved use of the information gained from test results to track and guide learning. The number of pupils in each year group is small and year-to-year comparisons need to be made with caution.
59. Pupils are confident and competent speakers, who are eager to ask and answer questions. In discussions, pupils talk to adults and to each other in a mature way. Teachers' skilful use of questioning in lessons encourages pupils to discuss their ideas and to put over their own points of view. There are no pupils learning English as an additional language who need extra support in lessons.
60. In Years 1 and 2, basic reading skills are taught well and pupils successfully develop accuracy and fluency with their reading. By Years 5 and 6, more capable readers read with deeper understanding and in an increasingly mature and expressive way. The school provides good support on a one-to-one basis for pupils with special educational needs who have difficulty with their reading and these pupils make good progress. Achievement is good overall, but it is not as high in reading as in speaking, listening and writing because:
 - closely following a structured reading scheme in Years 1 and 2 limits the range of books on offer and the quality of texts available to challenge more capable readers;
 - fewer pupils choose to read voluntarily and for enjoyment by Years 5 and 6; in discussion, a significant minority of pupils found '*reading only okay*' and said they would value more time to discuss a wider range of books in class.
61. Standards of spelling show good improvement since the previous inspection. Effective teaching successfully encourages pupils in Years 1 and 2 to 'have a go' with spelling and to write independently for a wide range of purposeful writing experiences. For example, pupils in Year 2 confidently research and write their own non-fiction books about mini-beasts. By Year 2, pupils organise their stories successfully and punctuate

their work well. Their very good speaking skills benefit the quality of their written work; sentences are well constructed and vocabulary used precisely.

62. In the Year 3 and Year 4 class the teacher's effective use of the interactive white board successfully motivates pupils' learning by providing images, sound and text and this, in turn, enhances the good quality of the pupils' own argumentative writing. In Years 5 and 6, by reading through, drafting and editing their work, pupils produce some high-quality writing, such as poems about Medusa. However, in Years 5 and 6, some pupils' handwriting is untidy and the presentation of work lacks care. This is an unresolved issue from the previous inspection.
63. Teaching and learning are good. Teachers have good subject expertise and manage their lessons well. In the most effective lessons, role-play successfully encourages all ability groups to contribute; for instance, a 'rapping granny' enhances learning in a poetry lesson. Teachers have very good relationships with their pupils and give good encouragement to all groups. Learning is relevant but fun and behaviour, apart from that of a small minority of pupils in Years 5 and 6, is good in lessons. Assessment is satisfactory. Marking is consistent, but does not always show pupils how to improve their learning. At present, the work planned for higher attaining and average attaining pupils is often of a similar level.
64. Leadership and management are good overall. The school is effectively tracking pupils' attainment and making improved use of test results to raise pupils' and teachers' expectations. Standards are improving because of a clearer analysis of the strengths and weaknesses identified in national and optional tests. As yet, however, the co-ordinator's role in monitoring teaching and learning is underdeveloped.

Language and literacy across the curriculum

65. Standards are good overall. There are many good opportunities for pupils to speak and to use role-play experiences to develop their knowledge and understanding in all subjects. Reading and writing skills are effectively developed through the use of interactive whiteboards and lap top computers. Pupils are proud of the new school library and make effective use of it as a learning resource. Writing across the curriculum is satisfactory overall but opportunities for extended, independent writing in history and science are underdeveloped.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Good emphasis on skills and practical activities enables pupils in Years 1 to 4 to achieve well.
- Extension activities for abler pupils do not sufficiently extend their investigative skills.
- Standards in the use and application of number are above average.
- Marking in Years 5 and 6 is irregular and does not indicate how pupils should improve.

Commentary

66. The 2004 National Curriculum test results at the end of Year 2 were well above both national and similar school averages, reflecting a continuing rise in standards. The results at the end of Year 6 were well below the national average and below those of

similar schools. Assessment data for this small group of pupils indicate that they made uneven progress in earlier years.

67. Inspection findings indicate that standards in Year 2 are above the national average. Pupils in Years 1 and 2 achieve well. This is an improvement since the last inspection. Their use and application of number are good because skills are thoroughly taught, particularly through practical activities. Year 2 pupils confidently manage mental calculations and accurately explain the different strategies they use. Year 1 pupils have a good, practical understanding of time and rise successfully to the challenge of questions involving *earlier* and *later*. Pupils are confident in answering questions, offering useful contributions to discussions and in tackling problems. They do not worry about making mistakes as they and their teachers see these as part of the learning process.
68. Standards at the end of Year 6 are similar to those found nationally. Pupils in Years 5 and 6 have a good grasp of basic skills in number, calculation and the manipulation of numbers. Their willingness to explore ideas and to solve problems such as devising rules to predict prime numbers reflects their good ability to work and learn independently. However, scrutiny of written work shows too much additional practice rather than the development of investigative work to challenge and extend pupils' thinking. Lesson planning does not make sufficient provision for pupils who learn at different rates, particularly to challenge more able pupils. As a result, overall achievement in Years 5 and 6 is satisfactory.
69. Pupils in Years 3 and 4 achieve well. They have successfully maintained the above average standards achieved in national tests at the end of Year 2. Teaching in these year groups is lively and learning good fun. Staff effectively stimulate pupils' interest and engagement through well-planned activities that successfully match pupils' differing needs, enabling them to make good progress, notably in work on place value, perimeter and standard units. Lessons are well managed, with all pupils actively engaged in challenging and rewarding activities.
70. Teaching and learning are good overall. In Years 1 to 4, teaching and learning are consistently good. Staff clearly explain learning objectives and the focus for each lesson to pupils. Teachers make plain their high expectations of behaviour, to which pupils respond very well. Marking is good, with constructive, evaluative comments enabling pupils to understand what they have done well and what they need to do next to improve. In Years 5 and 6, teaching and learning are satisfactory overall but the frequency and quality of marking are unsatisfactory.
71. Teaching assistants are effectively deployed throughout the school and provide good support and guidance for pupils. Their work is often imaginative and this makes pupils' learning both enjoyable and profitable because it is very practically based.
72. Leadership and management are satisfactory. The subject leader has carried out an effective analysis of pupils' national test results, highlighting areas for improvement and identifying those pupils requiring further support. Some lesson observations have been carried out. From this monitoring work the school has purchased additional learning resources to support the use and application of mathematics and problem solving. The school has introduced individual tracking sheets to monitor pupils' progress. Targets are set termly but are not always sufficiently focused. Although these developments in monitoring, evaluation and assessment are starting to improve the school's provision, they have yet to impact fully on standards at the end of Year 6.

Mathematics across the curriculum

73. Standards are good in Years 1 to 4 and average in Years 5 and 6. Pupils make effective use of graphs in science and successfully utilise number skills in design and technology and geography; however, untidy presentation by pupils in Years 5 and 6 leads to some inaccuracies. The use of programmable toys successfully fosters links with angles, turns and calculation in Years 1 and 2.

SCIENCE

Provision in science is **good overall**.

Main strengths and weaknesses

- Standards are rising due to the systematic development of pupils' investigative skills.
- Pupils have good subject knowledge but more able pupils in Years 5 and 6 are not sufficiently challenged in drawing and interpreting conclusions from their work.
- Marking is irregular in Years 5 and 6.
- Pupils use resources well for investigative and research work.

Commentary

74. In the teacher assessments at the end of Year 2 in 2004, all pupils reached the level expected of pupils of this age and a high proportion achieved the higher level. These results are very high (that is, the top 5 per cent) compared with all schools. In the tests at the end of Year 6, pupils' results were below the national average but above the average for similar schools.
75. Inspection evidence indicates that standards at the end of Year 2 are above average and pupils achieve well. Pupils in Years 1 and 2 are keen to share and explore ideas. At the time of the last inspection, more able pupils in Year 2 were not sufficiently challenged to reach the higher levels in their work in science. The school has successfully addressed this through raising teachers' expectations and, in particular, developing pupils' investigative and experimental skills.
76. A strength of the work seen during the inspection was the systematic development of pupils' ideas and understanding. In this, pupils were predicting, investigating and recording information about the preferred habitat of wood lice. This good lesson actively involved pupils in learning, identified meaningful opportunities for assessment and made effective use of resources, including computers and reference books.
77. Standards at the end of Year 6 are average. There was no science lesson timetabled for pupils in Years 5 and 6 during the inspection so inspectors held discussions with pupils and looked at their work. Pupils have good subject knowledge and link their ideas and understanding together logically. They have undertaken, and recorded, a comprehensive range of investigations during this school year. However, their overall achievement is satisfactory rather than good because:
- more able pupils do not systematically interpret their findings and draw their own conclusions from their investigative work;
 - pupils' standard of presentation of their work is not high enough; this was a shortcoming at the time of the last inspection and affects the accuracy of their tables and diagrams.

78. Pupils in Years 3 and 4 achieve well. Crisp learning objectives successfully shape pupils' investigative work, drawing well on their previous skills and knowledge. Teachers' very clear explanations and good use of questions effectively challenge pupils' thinking, and they respond very well. Pupils collaborate well with each other in sharing and trying out ideas and making predictions. They have good regard for the principle of a fair test and record their findings systematically, using ICT effectively to process and display data.
79. Teaching and learning are good overall. Teachers have good subject knowledge and organise their lessons effectively. Learning resources are of good quality and pupils use them well. Through well-planned and effectively managed investigative work, teachers successfully encourage pupils to be curious, to make suggestions and to reach conclusions. This good emphasis on practical work successfully motivates pupils and they work effectively individually or in small groups. Staff effectively support pupils with special educational needs to take a full part in activities. Overall, work in Years 1 to 4 effectively challenges more able pupils. There are no significant differences in the standards achieved by boys and girls. Assessment is good in Years 1 to 4 but in Years 5 and 6 the irregular marking reduces the impact of teaching and learning.
80. The impact of leadership and management on standards is good. Resources are carefully organised and readily accessible. The subject leader is successfully developing the school's focus on investigative work and is maintaining good links with neighbouring schools and advisory staff to support improvement. She has accurately identified her own training needs and those of her colleagues in order to raise standards further.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Pupils have good skills, knowledge and confidence.
- Pupils are making good progress with the newly installed computers.
- Pupils at the end of Year 6 achieve good standards in their multi-media presentations.
- Staff provide good support to help pupils develop and extend their skills.

Commentary

81. At the time of the last inspection, standards were below average and teaching unsatisfactory. Resources were improved at that time and these have recently been up-dated and improved, including the provision of wireless laptop computers which enable pupils to work at their desks or elsewhere.
82. Standards are above average overall at the end of Years 2 and 6 and pupils throughout the school achieve well. Pupils are well aware of the use and application of information and communication technology in daily life and work. Many pupils have the use of computers at home and some who attend Scouts and Guides have successfully completed ICT proficiency tests. However, there are others who have only limited access and the school makes effective provision for them. There are no significant differences in the standards achieved by boys and girls.

83. It was not possible to observe any specific ICT lessons during the inspection. A scrutiny of teachers' planning, discussions with pupils and observations of ICT in use in other subjects indicates that teaching and learning are good. Assessment is satisfactory overall; teachers make effective use of day-to-day assessment to move learning on, but the school has identified the need to further develop its systems to track attainment and progress over time.
84. Staff expertise is good and they give knowledgeable guidance and help to both individual and groups of pupils, including those with special educational needs and the more able. In Years 1 and 2 the teaching of skills is systematic. Instructions are clear and learning builds well on pupils' prior experiences. Timely reminders help pupils to think logically and successfully apply the skills they have already learned in different situations. Staff actively encourage pupils to celebrate their successes and learn from their mistakes.
85. In Years 3 to 6, teachers make good use of opportunities to develop and extend pupils' ICT skills in different ways. Pupils work with confidence and help each other to solve problems they encounter. They successfully compile high-quality multi-media presentations, importing files to add pictures to text and adding an array of sound effects. They successfully word process and use control technology effectively. In researching information, pupils make knowledgeable use of search engines to focus and refine their enquiries.
86. The subject is well led and managed. The recent investment in learning resources has been thoroughly researched and implemented. Staff have received good support and training with new equipment. The ratio of computers to pupils is good.

Information and communication technology across the curriculum

87. Standards in ICT across the curriculum are good. Pupils are successfully developing research skills and their use of data handling programs to process and display information. The school has successfully set up a camera in a nesting box in the school grounds with a monitor in the school library and pupils make good use of this facility to monitor and discuss progress. The good use of the interactive whiteboard by staff and pupils alike is successfully enhancing learning and achievement. Pupils effectively use control technology in their model making in design and technology. There are, however, some missed opportunities for pupils to edit research material and write at length.

HUMANITIES

Insufficient evidence was available to support overall judgements about provision in history and geography. Pupils talked to inspectors about their recent learning and sampled their written work. As this is a voluntary aided school, religious education is reported upon separately.

88. In **history**, standards are above average at the end of Year 2 and pupils achieve well. Year 2 pupils successfully learn about famous people, such as Florence Nightingale, and make well-informed comparisons between hospitals 'now' and 'then'. At the end of Year 6, standards are average and pupils' achievement is satisfactory. Discussion with pupils in Years 5 and 6 demonstrates that many have good subject knowledge, for example, about life in Ancient Greece. However, the quality and presentation of

pupils' written work does not reflect the extent of their learning in class. These judgements are similar to those made at the time of the last inspection. The quality of teaching and learning seen was good in Year 2 and satisfactory in Years 3 and 6. The impact of leadership and management is satisfactory. There is suitably planned coverage of the curriculum in mixed-age classes.

89. Standards in **geography** are above average at the end of Year 2 and Year 6 and pupils achieve well. This is an improvement since the last inspection. Pupils acquire a good understanding of places. They achieve well in their study of their local environment and begin to make comparisons with other places. Skills in using plans and maps develop well and discussions with pupils indicate their good knowledge of geographical features, such as islands, cliffs and rivers. Years 3 and 4 pupils use links with a school in France to widen their understanding of places outside Great Britain and to successfully develop their map reading skills. Teaching and learning in the one lesson seen were good. The pace of work was effective and teachers' expectations were high. The leadership and management of the subject are effective. Plans for the coverage of the curriculum in the mixed-age classes are successful.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, and design and technology

There was insufficient evidence to make overall judgements about provision in art and design and design and technology. No lessons were seen in these subjects. Inspectors sampled work and planning and held discussions with pupils.

90. Standards in **art and design** at the end of Year 2 are average and pupils' achievement is satisfactory. Pupils are familiar with a good range of materials and processes but have insufficient opportunities to explore their own ideas. Standards at the end of Year 6 are above average and indicate that pupils achieve well. Pupils are very enthusiastic and knowledgeable about art, artistic techniques and effects, and how to evaluate their work.
91. Standards have improved since the last inspection. Although art and design is not currently a focus for development, the impact of its leadership and management on standards is good overall. Assessment procedures are satisfactory. Learning resources are good and well used.
92. Standards in **design and technology** at the end of Year 2 are average and pupils' achievement is satisfactory. Pupils in Years 1 and 2 successfully engage in the design and planning process and have experience of working with a range of materials and techniques. However, inspection evidence indicates that adults sometimes too closely guide pupils' opportunities to make choices and explore their own ideas.
93. Standards by the end of Year 6 are above average and pupils achieve well. Pupils enthusiastically discussed their work from three major design projects, including film-making, complex musical instruments and books with a range of different moving parts. The quality of pupils' planning is good, although the presentation of their designs is only satisfactory. Pupils have successfully completed and evaluated the processes of planning, design and making. They have confidently clarified their ideas and made appropriate changes when needed. Their final products are of good quality.

94. Subject leadership and management have a good impact overall on the standards achieved by pupils. Overall, standards have risen since the last inspection. Assessment procedures are satisfactory. Resources are good and effectively used.

Music

Provision in music is good.

Main strengths and weaknesses

- Good specialist teaching successfully promotes high-quality learning and achievement.
- Standards in instrumental and class music lessons are above average.
- The subject is well resourced and these are used effectively in lessons.

Commentary

95. Standards are above average and pupils achieve well at the end of Year 2 and Year 6. This represents improvement since the last inspection. Pupils regularly compose and perform using a good range of tuned and untuned percussion instruments. They share and develop their ideas well, spurred on by their teacher's enthusiastic comments and advice. Pupils successfully reflect on their work, try out possible changes and rehearse their revised performances. Pupils take good responsibility for their learning and respond well to instructions and guidance. They listen attentively to recorded music representing a wide range of different periods and styles. The standard of singing is good and pupils follow an accompaniment effectively.
96. The school offers pupils the opportunity to learn wind, stringed and keyboard instruments in small groups with specialist teachers. They achieve well because of the high quality of the instruction and their own commitment to learning.
97. The quality of teaching and learning is good. Class lessons move at a good pace, are well organised and make good use of learning resources. Teachers use time well, particularly to give pupils opportunities to perform their completed work to each other. In instrumental lessons the teachers' technical and performance skills provide a very good model for pupils to follow and this makes a significant contribution to their success.
98. The impact of leadership and management on standards in music is good. The school has focused its investment in specialist teaching effectively and this has improved the provision since the last inspection. Class and instrumental music lessons are taught by visiting specialist teachers. The school makes good use of a commercial scheme which provides good guidance and resources for specialist and non-specialists alike.

Physical Education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- The school provides pupils with a good range of experiences.
- Very good teaching and learning in Year 1 focuses well on helping pupils to consider and improve their performance.
- Assessment arrangements focus effectively on skill development.

99. Standards are average at the end of Year 2 and Year 6 and pupils achieve satisfactorily overall. By the end of Year 6, almost all meet the national requirements of swimming 25 metres unaided. The school has maintained the standards reported at the time of the last inspection.
100. Pupils successfully undertake their own risk assessments and respect the need for safe behaviour. Pupils and teachers wore appropriate clothing in the lessons observed. In the best lessons, pupils successfully consider their work and reflect on how to improve their own performance. In these, pupils achieve well because teaching focuses well on their particular needs. However, in other lessons there are insufficient opportunities for pupils to observe and suggest improvements to each others' work.
101. Teaching and learning are satisfactory overall. Teachers make good use of resources and equipment. They have proper regard for health and safety and provide timely reminders of the rules. In all lessons seen, the warm up extended pupils' fitness.
102. Leadership and management of this subject are satisfactory. Pupils experience a good programme of gymnastics, dance and games every term. The school's skills-based focus for assessment provides effective tracking of pupils' progress. However, the monitoring of standards, teaching and learning is not a school priority at present.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Inspectors sampled the school's provision for personal, social and health education and citizenship through attending assemblies and holding discussions with pupils and staff.

Commentary

103. The programme for personal, social and health education (PSHE) is good. Standards are above average and pupils achieve well. In the reception class children settle in happily and successfully learn to work and play together. Regular opportunities for *Circle Time*⁷ enable pupils to frankly discuss personal and wider social issues. Pupils in Years 3 and 4 have discussed the impact of crime on small shops in their local community. Older pupils in Years 5 and 6 confidently interpret messages from non-verbal clues of body language in their discussions about conflict.
104. Pupils are successfully developing their understanding of their rights and responsibilities. This is effectively helping them to develop a sense of citizenship and successfully promotes their social and cultural development. Pupils successfully learn how to make informed decisions and this supports the school's work on drugs and sex education effectively. The school promotes a 'Green Team' and is an environmentally friendly school. There is no school council as yet, but pupils in Years 5 and 6 are working with the headteacher to establish a framework for its development in the next academic year.

⁷ During *Circle Time* pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from others.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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