

INSPECTION REPORT

**ST JOHN'S CHURCH OF ENGLAND
VOLUNTARY AIDED PRIMARY SCHOOL**

Ipswich

LEA area: Suffolk

Unique reference number: 124781

Headteacher: Mrs H Picton

Lead inspector: Mrs M Gough

Dates of inspection: 18th – 21st April 2005

Inspection number: 267817

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 –11
Gender of pupils:	Mixed
Number on roll:	211
School address:	Victory Road Ipswich Suffolk
Postcode:	IP4 4LE
Telephone number:	01473 727554
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Appropriate authority:	The Governing Body
Name of chair of governors:	Reverend K White
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated on the outskirts of the town of Ipswich, and caters for pupils between the ages of four and eleven. There are two hundred and eleven pupils on roll. The school has voluntary aided status, and most pupils live within the parish of the church. The vast majority of pupils are of white ethnicity and none is at an early stage of learning English. Twenty nine pupils have special educational needs. This represents about 15 per cent of pupils and is below average. Four pupils have Statements of Special Educational Needs. The school received an achievement award in 2003, and is part of the primary leadership strategy. In the past year, six pupils joined the school other than at the usual point of transfer and no pupil left the school. Levels of mobility are lower than average. The attainment of children when they join the school is broadly average but varies year on year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22361	Mrs M Gough	Lead inspector	Science, history, geography, art and design, design and technology, music and physical education.
15181	Mrs M Hackney	Lay inspector	
16493	Mr N Sherman	Team inspector	English and information and communication technology.
17543	Mr R Coupe	Team inspector	Foundation Stage, mathematics, personal, social and health education and special educational needs.

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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	9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	18
OTHER SPECIFIED FEATURES	
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	20
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school that is making rapid progress following a difficult period. Standards are well above average in English, mathematics and science by the time pupils leave school at the age of eleven, and pupils of all ages and abilities achieve well. Teaching and learning are good throughout the school. The leadership and management of the school are good, and the new headteacher has very rapidly led the school forwards since her appointment just less than one year ago. The school gives good value for money.

The school's main strengths and weaknesses are:

- The new headteacher is providing a very good steer to the school's work and enjoys the full support of the staff and governing body.
- Standards are well above average in English, mathematics and science by the time pupils leave school at the age of eleven.
- Pupils achieve well, and their learning is enhanced by their very positive attitudes and very good behaviour.
- Teaching is good throughout the school.
- The school works closely with parents and there are very high levels of parental satisfaction.
- The curriculum for Foundation Stage children is good, but the curriculum for Key Stage 1 and Key Stage 2 pupils does not make best use of the available teaching time.
- Reports to parents of pupils' progress do not provide enough information.
- The monitoring role of the co-ordinators and the governing body is in the early stages of development.
- The presentation of pupils' work is not of a sufficiently high standard.

Overall, the improvement since the last inspection has been **satisfactory**. Prior to the appointment of the current headteacher, the rate of improvement was erratic, and some issues arising from the last report had not been addressed. Since the appointment of the current headteacher, the rate of improvement has been very good, and the pace of change has been rapid.

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	B	B	C
Mathematics	A	A	A	C
Science	A	A	A	C

*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.*

The pupils' achievement is **good** throughout the school. Attainment is well above the national average at the end of Key Stage 2 in the core subjects.

The table shows that on the basis of the 2004 end of Key Stage 2 test results, the pupils' attainment is above the national average in English, and well above the national average in mathematics and science. Based on their prior attainment, the pupils' performance is average. The inspection findings paint a very similar picture and show that by the end of Year 6, pupils' attainment in English, mathematics and science is well above national expectations.

On the basis of the end of the 2004 end of Key Stage 1 test results, the pupils' attainment is well above the national average in reading and in line with the national average in writing and mathematics. In comparison with similar schools, the pupils' attainment is average in reading, but well below average in writing and mathematics. The performance of this group of pupils was adversely affected by staffing turbulence. The teacher assessments for science show that the pupils' attainment is below the national average and well below average in comparison with similar schools. The inspection findings paint a much more positive picture, and show that the attainment of the current group of Year 2 pupils is above national expectations in reading, writing, mathematics and science.

In information and communication technology, pupils' attainment is in line with national expectations at the end of Year 2 and above national expectations at the end of Year 6. In physical education, standards are above national expectations at the end of both key stages. In personal, social and health education, standards are well above the expected level at the end of both key stages. Pupils throughout the school make good progress and achieve well, although at times the highest attaining pupils could be stretched even further.

The attainment of the current reception group when they started school was average. The children achieve well overall, and by the time they start in Year 1, their attainment is above the level expected for their age in mathematical development, knowledge and understanding of the world and creative development, at the expected level in physical development and well above the expected level in personal, social and emotional development and communication, language and literacy.

The pupils' personal, spiritual, moral, social and cultural development is **good** overall. Their social and moral development is very good, their spiritual development is good and their cultural development is satisfactory. Pupils have very positive attitudes to learning and their behaviour is very good. Attendance is well above the national average and is very good.

QUALITY OF EDUCATION

The school provides a **good** quality of education for its pupils. Teaching and learning are **good** throughout the school. Assessment is satisfactory. The curriculum for children in the Foundation Stage is good. The curriculum for Key Stage 1 and Key Stage 2 pupils is satisfactory, but the timetabling of lessons is not sufficiently imaginative, and does not make best use of the available time. The school provides a good range of enrichment activities. Accommodation and resources are good. Levels of care, guidance and support are good overall, and the school is very effective in the way in which it seeks and acts upon the pupils' views. Links with parents are very good, and links with other schools and the community are good.

LEADERSHIP AND MANAGEMENT

The school is **well** led and managed. The leadership and management of the new headteacher are good overall, and she has provided a very good lead in recent whole-school developments. The role of the governing body is satisfactory, and governors are very

supportive and willing to be involved in school life. Governors ensure that the school fulfils its statutory responsibilities. However, their monitoring role is under-developed. The leadership and management of key staff are satisfactory. Co-ordinators have made a good start in developing their roles, and provide good support to colleagues. They have not yet had the opportunity to fully develop their monitoring roles.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the standard of education the school provides. They are very supportive of the school, and are keen to be involved in its life and work.

Pupils of all ages thoroughly enjoy coming to school and agree that it is a happy place to be. They say that their views are acted upon, and because of this they feel they have an important role to play in the running of the school.

IMPROVEMENTS NEEDED

As identified in the current School Improvement Plan, the most important things the school should do to improve are:

- improve the quality of the presentation of pupils' work;
- provide a more imaginative curriculum for Key Stage 1 and Key Stage 2 pupils;
- improve the quality of pupils' end of year progress reports.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The pupils' achievement is **good** throughout the school. Attainment is **well above** the national average at the end of Key Stage 2 in the core subjects.

Main strengths and weaknesses

- Standards are well above the national average in English, mathematics and science by the time pupils leave school at the age of eleven.
- Standards in physical education are above the nationally expected level in both Key Stage 1 and Key Stage 2, reflecting the strong emphasis the school places on this subject.
- Pupils of all abilities, including those with special educational needs, achieve well.
- Standards in personal, social and health education are well above the expected level across the school and are evidenced in the very positive ethos and working atmosphere.
- Pupils' basic skills of numeracy and literacy are well developed and support their learning across the curriculum well.

Commentary

Foundation Stage

1. The children's attainment when they join school varies from year to year. The attainment of the current reception group is average. By the end of the reception year, the children's attainment in personal, social and emotional development and communication, language and literacy is well above the level expected for their age. In these areas of learning the children make very good progress and achieve very well. In mathematical development, knowledge and understanding of the world and creative development the children achieve well, and their attainment is above the age expected level at the end of the reception year. In physical development, the children's achievement is satisfactory, and their attainment is at the level expected for their age by the time they transfer to Year 1.
2. Although all children, including those with special educational needs, achieve well overall, the attainment of the youngest children is sometimes not at the same high level as that of the older children. This is because the school operates a staggered entry into the reception class, and the youngest children have only one term on a full-time basis in the reception class before their transfer to Year 1.

Key Stage 1

Standards in national tests at the end of Year 2 – average points score in 2004

Standards in:	School results	National results
Reading	17.0 (17.8)	15.8 (15.7)
Writing	14.5 (15.6)	14.6 (14.6)
Mathematics	16.3 (18.2)	16.2 (16.3)

There were 31 pupils in the year group. Figures in brackets are for the previous year.

3. Over the past few years the Key Stage 1 test results have been very variable. This is mainly because the children's attainment on entry varies from year to year. However, the pupils' performance in 2004 was adversely affected by the disruption to their learning caused by a succession of different teachers throughout the year.
4. On the basis of the 2004 end of Key Stage 1 test results, the pupils' attainment in reading is well above the national average, and their attainment in writing and mathematics is in line with the national average. The teacher assessments for science show that pupils' attainment is below the national average. In comparison with similar schools, the pupils' performance in reading is average, but their performance in writing, mathematics and science is well below average. The inspection findings paint a much more positive picture for the current Year 2 group. Their attainment is above national expectations in reading, writing, mathematics and science. This group of children have made good progress since they joined Key Stage 1, when their attainment was average, and their achievement is good.
5. In information and communication technology, pupils' attainment is in line with national expectations at the end of Key Stage 1. Pupils' achievement is good. In physical education, pupils achieve well and attain standards that are above national expectations at the end of Key Stage 1. In personal, social and health education, pupils' attainment is well above the level expected for their age, and their achievement in this aspect of their learning is good. Throughout Key Stage 1, pupils make good use of literacy and numeracy skills to support their learning across the curriculum. Their use of information and communication technology is satisfactory. Pupils with special educational needs receive good support, enabling them to make similar progress to their classmates, and to achieve their individual targets.

Key Stage 2

Standards in national tests at the end of Year 6 – average points score in 2003

Standards in:	School results	National results
English	28.2 (28.2)	26.9 (26.8)
Mathematics	28.8 (28.5)	27.0 (26.8)
Science	30.0 (31.1)	28.6 (28.6)

There were 30 pupils in the year group. Figures in brackets are for the previous year.

6. On the basis of the end of Key Stage 2 national test results, the pupils' attainment has been relatively steady over recent years. Standards in English have been consistently above the national average, and standards in mathematics and science have been consistently well above the national average. The inspection findings confirm the test results, and show that the attainment for the current group of Year 6 pupils is well above national expectations in English, mathematics and science. The slight difference between the English test results and the inspection findings is partly because of differences in the natural ability of the cohorts, and partly because the school has recently focused on boosting the performance of the highest attaining pupils.
7. In information and communication technology and physical education, pupils' attainment is above national expectations. Pupils achieve well in these subjects. In personal, social and health education, pupils' attainment is well above the level expected for their age, and their achievement is good. Key Stage 2 pupils are competent in their use of basic literacy and numeracy skills which they use to good effect in their work across the curriculum. Their use of information and communication

technology skills to support their work in other subjects is satisfactory. Pupils with special educational needs are well supported in class and make good progress. Pupils with Statements of Special Educational Needs benefit from good levels of individual support, enabling them to make good and sometimes very good progress towards their individual targets.

Pupils' attitudes, values and other personal qualities

Attitudes and behaviour are **very good** throughout the school. Attendance is **very good**. Pupils' spiritual, moral, social and cultural education is **good** overall. Their social and moral development is very good, their spiritual development is good, and their cultural development is satisfactory.

Main strengths and weaknesses

- Pupils thoroughly enjoy their learning, and take a full and active part in all activities.
- The school is an orderly and happy environment where pupils behave very well.
- Pupils do not take enough pride in the presentation of their written work.
- The very good relationships and well established routines support pupils well in their learning.
- Attendance is well above the national average and pupils are generally punctual.
- The pupils' social and moral development is very good, and pupils have a very clear understanding of their responsibilities within the community of the school.

Commentary

8. In all classes pupils are very interested and very keen to learn. They are enthusiastic about the school and are eager to take part in all the activities provided for them. Pupils are very friendly and polite, reflecting the very positive ethos of the school and the very good role models provided for them by the staff. Pupils have very warm and trusting relationships with their teachers, which support their learning well and help them to become confident members of the school community. During lessons, the majority of pupils try hard and concentrate well on their work. However, they do not always take enough care with the presentation of their written work. Pupils of all ages listen attentively to their teachers and to one another, and share resources co-operatively and sensibly. Pupils work very well together in groups and with partners, and provide valuable support for one another when completing tasks during lessons.
9. Behaviour throughout the school has improved well since the last inspection and is now very good. Parents value the school's discipline policy and recognise that the new headteacher has high expectations to which the pupils readily respond. Pupils are highly motivated by the newly introduced reward system, and have a very clear understanding of the system of sanctions which is fairly and consistently applied in all classes. Pupils move around the school quietly and with a sense of purpose. In the dining room and during assemblies behaviour is very good and pupils care for one another in the playground and play well together. Pupils know that bullying or harassment of any kind is not tolerated, and they are confident that the staff will deal promptly and effectively with any issues of unacceptable behaviour. There have been no racial incidents and pupils treat one another with high levels of respect. During the last year there was one fixed term exclusion.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	165	1	
Mixed – any other mixed background	6		
Black or Black British – Caribbean	2		
No ethnic group recorded	38		

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

10. Pupils' personal, social and moral development is very good. Parents are very satisfied that the school positively encourages pupils to be independent and mature. Pupils show respect for the feelings of others and have a clear understanding of the difference between right and wrong. They are keen to take on a range of responsibilities for special tasks and to contribute to the life of the school. Pupils speak proudly of their role as monitors, 'buddies' for younger pupils and representatives on the School Council. The pupils' spiritual development is good, and they have good opportunities to reflect on aspects of their own lives, and are thoughtful during quiet periods of reflection. Pupils' cultural development is satisfactory but, although they are fully conversant with British traditions and customs, there are only limited opportunities for them to learn about the cultures of others.
11. Attendance is very good and is well above the national average. The school has very good procedures to monitor attendance. Most pupils arrive punctually in the morning and are very keen to come to school.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	3.5	School data:	0.0
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education for pupils of all ages. Teaching and learning are **good** and assessment is **satisfactory**. The curriculum is **good** for Foundation Stage children, and **satisfactory** for pupils in Key Stage 1 and Key Stage 2. The school provides a **good** range of enrichment activities. Accommodation and resources are **good**. Levels of care, welfare, health and safety are **good** overall and teachers know the pupils very well. The school **very effectively** seeks the views of pupils. Links with parents are **very good** and links with other schools and the community are **good**.

Teaching and learning

Teaching and learning are **good** throughout the school. Assessment is **satisfactory** overall.

Main strengths and weaknesses

- Teachers use praise and encouragement very well to motivate pupils in their learning and to boost their self-esteem.
- Teachers provide good opportunities for pupils to use literacy and numeracy skills in their work across the curriculum.
- The sharing of learning objectives at the start of lessons ensures that pupils know what is expected of them.
- Support staff are used well to work with pupils who have special educational needs and lower attaining pupils.
- In the main, work is well matched to the needs of individual pupils, but there are times when the exceptionally high attaining pupils are not fully stretched to capacity.
- In Year 4 and Year 2 very good use is made of information and communication technology by teachers to bring pupils' learning to life.
- Not enough attention is given to the presentation of pupils' written work which is sometimes poor.
- Whole-school systems for tracking and monitoring pupils' performance and progress are in the early stages of development.

Commentary

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1(3)	7 (22)	14 (44)	10 (31)			

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.

12. Teaching and learning are good. Although the quality of teaching is broadly the same as it was at the time of the last inspection, it is difficult to evaluate improvement as almost all of the teaching staff have been appointed since the last inspection. The monitoring records of the headteacher and senior management team show a good improvement in teaching since the start of the academic year. Agreed practices, such as the sharing of learning objectives at the start of lessons, are consistently implemented, and there has been very good improvement in the quality of teachers' short-term planning.
13. Teaching in the Foundation Stage is good overall. The classteacher provides a good balance of exciting activities that the children explore themselves, and more formal activities which prepare the children well for their imminent transfer into Key Stage 1. At times, the children's learning is over-directed by adults and, as a result, the children do not always have enough opportunities to pursue their own lines of enquiry. The teaching of personal, social and emotional development and communication, language and literacy is very good enabling the children to achieve very well in these areas.
14. Throughout the school, relationships are very good and, as a result, pupils are not worried about tackling new learning, or about making mistakes. Teachers use praise and encouragement very well to motivate pupils and to build up their confidence. Pupils are very well managed and organised and know exactly what is expected of them. Learning objectives are shared at the start of lessons and, where the best practice occurs, are revisited at the end of the lesson so that pupils can evaluate whether they have achieved what they set out to do. Pupils are provided with good opportunities to use and apply their literacy and numeracy skills across the curriculum

and satisfactory opportunities to use information and communication technology skills to support their learning.

15. Teachers go to a great deal of trouble to make lessons exciting for the pupils, and use resources well to enliven learning, and to reiterate important teaching points. In Year 2 and Year 4 especially, very good use is made by teachers of information and communication technology to bring pupils' learning to life. In most classes question and answer sessions are used productively to establish the pupils' previous learning, and to present new information. Occasionally these sessions are too long and pupils start to lose interest.
16. Teachers match work closely to the needs of different groups of pupils, and teaching assistants provide good levels of support for pupils with special educational needs, enabling them to take a full part in all activities. There are, however, occasions when the small number of very highest attainers in each year group could be stretched even further.
17. In many ways, teachers have high expectations of pupils in their learning. The exception is the presentation of pupils' work, which is not of a high enough standard. In part this is because pupils themselves do not take enough pride in their work, and also because teachers do not set sufficiently clear parameters. The marking of pupils' work has improved well, although it is not always consistent in all classes. Where the best practice occurs, teachers make helpful comments which enable the pupils to see how they can improve their work.
18. Assessment is satisfactory overall. In the Foundation Stage the teacher has a very good knowledge of each of the children, but has not yet devised an efficient method of collating and processing the information she collects on a daily basis. In Key Stage 1 and Key Stage 2, whole-school recording systems are in the early stages of development, and are not yet enabling staff to track and monitor the long-term progress and attainment of pupils across each subject area. However, staff make regular assessments of pupils' progress at the end of units of work which they are beginning to use when planning the next stage of pupils' learning. In the core subjects of English, mathematics and science, regular assessments enable staff to ensure that the pupils are making the expected progress, but not enough use is made of performance data to analyse the strengths and weaknesses in pupils' learning.

The curriculum

The curriculum is **satisfactory** for Key Stage 1 and Key Stage 2 pupils and **good** for Foundation Stage children. The school provides a **good** range of enrichment activities. Accommodation and resources are **good**.

Main strengths and weaknesses

- The organisation of the curriculum in Key Stage 1 and Key Stage 2 does not make best use of the available time.
- In the Foundation Stage there is a good balance of exciting activities.
- Provision for pupils with special educational needs is good.
- The range of extra-curricular activities for physical education and music is very good.
- The provision for personal, social and health education is good.

Commentary

19. There has been satisfactory improvement in terms of curriculum development since the last inspection. However, there is more to be done in Key Stage 1 and Key Stage 2 to make the best use of the time that is available. Although statutory requirements are met, currently not enough use is made of the long morning sessions, which in the main are devoted to literacy and numeracy. Because these sessions are often over-long, there is not enough time left for the remaining subjects. The curriculum for Foundation Stage children is good and covers all of the areas of learning. However, at times activities are too directed leaving insufficient time for the children to make their own choices.
20. The provision for personal, social and health education is good overall, although a formal programme of work has only recently been introduced throughout the school. There is good coverage of issues relating to sex, drugs and health education, and good use is made of outside agencies to enhance the learning opportunities.
21. The provision for pupils with special educational needs is good. They are encouraged to play a full and active part in all aspects of school life. Those with Statements benefit from taking part in a range of separate daily activities that are carefully planned to encourage and develop their concentration and collaboration. Individual education plans provide a good basis for the work of pupils with special educational needs.
22. The school provides a good range of additional learning activities that effectively enrich and extend the pupils' learning. The range of sports and music activities are very good and are very well supported by pupils. Pupils have the opportunity to take part in the school choir and orchestra and a number of recorder and instrumental activities. Performances within the community and further afield significantly enhance their personal and social development. Sports activities, including football, provide very good opportunities for the pupils to take part in competitive matches, and the school has recently received a Chartermark in recognition of the high standard of provision for football. A number of field trips and visits to places of educational interest provide pupils with first-hand experiences and enhance learning in the classroom.
23. Accommodation is good. The hall, the information and communication technology suite, the outdoor provision for Foundation Stage children, and the swimming pool are good facilities which are used regularly. Access to the library is somewhat limited due to the position of the information and communication technology suite, and restricts opportunities for pupils' independent learning and research. However, pupils have regular access at dinner times and on other occasions. The grounds and outside play areas are extensive. Careful planting and recreational improvements provide a very pleasant outdoor environment that pupils enjoy and respect. The quality and range of resources are good as is the access to them, and the ratio of staff to pupils is very good.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is **good**. Pupils receive **good** advice and guidance based on informal monitoring. There are **very good** opportunities for pupils to contribute to the life and work of the school.

Main strengths and weaknesses

- The school is a happy and safe environment where pupils are valued and well cared for.

- Health and safety at school is assured through good and well monitored procedures.
- Good induction procedures help children to quickly settle into school routines.
- Very good relationships between staff and pupils ensure that pupils feel confident about approaching adults with problems or concerns.
- Pupils with special educational needs receive good support.
- Pupils' personal development is monitored well informally but there are currently no formal mechanisms for tracking pupils' progress and attainment in this area.

Commentary

24. Since the last inspection the school has maintained its good procedures to monitor pupils' care and welfare. All staff are committed to ensuring that pupils learn in a safe and secure environment. Teachers and support assistants know pupils very well and provide good support and guidance. Parents are very pleased with the supportive learning environment the school provides and the care their children receive from staff. Governors and staff work closely together to monitor all issues of health and safety and these are well recorded and dealt with promptly. Formal risk assessments are completed regularly. Child Protection procedures are satisfactory. The headteacher is currently organising additional training on issues of Child Protection to include all the staff and lunchtime supervisors. Pupils have very trusting relationships with their teachers and support assistants, which make a strong contribution to their progress and achievements.
25. Teachers effectively assess the pupils' personal achievements on an informal basis. However, there are no formal mechanisms for tracking pupils' personal development as they move through the school. Pupils with special educational needs receive good support. During lessons teaching assistants provide good quality support, which enables pupils of different abilities to be included in all learning activities. Induction arrangements are good in the reception class and the school works closely with parents to ensure that children settle quickly and make good progress. Pupils joining the school at different times are welcomed and receive a good level of care and support.
26. Very good arrangements are made to involve pupils and to provide them with a strong voice in the life of the school. Through the programme of personal, social and health education pupils are involved well in discussions and are encouraged to share their views and ideas. Pupils value the well organised School Council with representatives from each class meeting regularly and reporting back to their peers. Pupils are very confident that the school listens closely to what they have to say and values their views. Pupils are proud that their suggestions have resulted in ongoing improvements to the playground and the provision of additional activities and resources.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- The school welcomes parents and is committed to involving them in their children's learning.
- Parents' views are sought and valued in the development of the school's work.
- Regular communication, including curriculum information, keeps parents well informed.
- Reports do not provide parents with sufficient clear information about progress.

- Good community links support the curriculum and contribute well to pupils' personal development.
- Links with other schools provide good additional opportunities for joint activities.

Commentary

27. Since the last inspection the school has continued to develop its partnership with parents. Parents are very supportive and the vast majority find the school approachable and welcoming. Parents hold the school in high regard and they are very satisfied with their children's progress. Most parents value the fact that their views are sought on such issues as homework and are pleased that their ideas are reflected in the newly drawn up homework policy. A number of parents would like more informal access to teachers at the start and end of the school day. The school has recently successfully organised a 'work sharing' session when pupils had an opportunity to share their work with their parents. A group of parents helps regularly in class and with extra-curricular activities. A large number of parents attend the weekly celebration assemblies to support their children's achievements. Regular fund-raising activities organised by the Parent-Teacher Association provide the school with considerable extra funding for a wide range of additional learning resources.
28. Parents are satisfied with the helpful information they receive from the school and feel that this has improved. Communication is good and includes regular newsletters, curriculum information and guidelines to help parents to support their children at home. Parents of newcomers to the school receive an informative handbook which they find useful and this is currently being updated and improved. The inspection findings support the views of parents that the annual progress reports do not provide sufficient information about the pupils' progress and targets for improvement. The regular consultation evenings are well attended. Parents of pupils with special educational needs receive a good amount of helpful information about individual education plans and are involved well in assessment and review meetings.
29. The school's links with the community are good and make a good contribution to fostering pupils' progress and personal development. The very strong links with the church enrich the curriculum and support pupils' spiritual and moral development. Pupils benefit from meeting regular visitors from the local community who talk to them about special topics and share their expertise and experience. Pupils in the choir and orchestra go out into the community to perform for senior citizens at the local care home and hospital and this involvement with members of the local community has a positive effect on their confidence and self-esteem, and helps them to understand the notion of citizenship.
30. The school has a good partnership with other schools in the area which provides pupils with good opportunities for joint activities. Pupils take part in a joint Arts Festival each year with other schools and sing with other pupils in the Festival of Voices. Pupils who are gifted and talented have recently joined with pupils from other schools to take part in a 'mathematics circus', and other pupils have been involved in a 'Book Mastermind' with other primary and secondary schools. The school benefits from the support of the main receiving secondary school which provides coaching for some sports activities. The school has good links with the local teacher training institution and welcomes students on placement.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good** overall, and the newly appointed headteacher is providing clear, strong and sensitive leadership. The leadership and management by key staff and governors are **satisfactory**.

Main strengths and weaknesses

- The newly appointed headteacher has made a very good start in moving the school forward and the pace of improvement has been brisk yet well measured.
- The recently introduced systems for monitoring the life and work of the school are starting to bring about improvement in key areas.
- The governing body is very supportive and is keen to become more fully involved in monitoring the quality of education the school provides.
- Co-ordinators have made a good start in developing their roles, and have clear ideas for the further development of their areas of responsibility.
- The school's finances are well managed and controlled.

Commentary

31. There has been good improvement in the leadership and management of the school since the last inspection. Since her appointment at the start of the current academic year, the headteacher has provided the school with clear and effective leadership. She has made a swift and accurate evaluation of what needs to be done to take the school forward, and has set a clear agenda for improvement which is fully supported by the staff and governing body. She has been very effective in the way in which she has prioritised areas for development, and has been highly successful in creating a strong team spirit amongst staff. Staff, governors and parents point to the early notable improvements in key aspects of school life which provide a firm foundation for the school's continued improvement.
32. The senior management team is newly formed but is already starting to play a key role in the decision making process, and to share some of the leadership and management duties of the headteacher. Co-ordinators are in place for all subjects and for key aspects of the school's work such as special educational needs. Co-ordinators are working hard to develop their roles, and have made a good start in identifying areas for development. However, there is still some work to be done in terms of monitoring standards through the effective use of performance data, and in continuing to develop assessment systems that will enable the staff to accurately track pupils' progress as they move through the school.
33. Over recent months the school has focused on monitoring the quality of teaching and learning in the core subjects, and the headteacher and senior management team have taken responsibility for much of this work. The monitoring has been rigorous and has brought about improvements in teaching and learning and has ensured greater consistency in the approach of staff to areas such as behaviour management, lesson planning, and the use of teaching assistants. The findings of the monitoring have been fed into the school development plan and have been shared with staff so that there is a collective understanding of what still needs to be done. The appointment of a part-time member of staff to overview the provision for more able pupils reflects the school's awareness that the very highest attaining pupils in each year group could at times be stretched further. The headteacher has ensured that arrangements for performance management and the national workforce agreement are now secure.

34. Overall, the governance of the school is satisfactory. Governors are very supportive and are keen to develop their role further. The new headteacher provides them with good levels of timely information so that they have a good knowledge of what is going on in the school. Governors regularly visit the school and are well known to staff and pupils, but their monitoring of the school's work is largely informal. The governing body is aware of the need to be more rigorous in the way in which it holds the school to account for the quality of education provided, and the need to develop its role as 'critical friend' to the headteacher. The governing body ensures that the school fulfils its statutory responsibilities.
35. The school's finances are well managed and monitored. Expenditure is closely linked to income and reflects the priorities of the school development plan. The school has a strong commitment towards inclusion and the school's aims in this area are well met. Pupils with special educational needs are well supported, especially those who have Statements. Governors supplement the budget allocation for pupils with special educational needs so that their needs can be fully met.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	545 261	Balance from previous year	38 360
Total expenditure	552 011	Balance carried forward to the next	31 610
Expenditure per pupil	2 654		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **good**.

Main strengths and weaknesses

- There is a very good ethos for learning based on very good relationships between staff and children.
- Teaching is good and has some very good features, but at times there is too much adult direction.
- Activities are well planned, provide excitement and interest and are supported through the use of good resources.
- The promotion of the children's personal, social and emotional development is very good.
- Assessment procedures are too complicated.

Commentary

36. The school has one reception class. The staggered entry system means there are three intakes each year, with the last intake receiving only one full-term's education in the reception class before transferring to Year 1. The attainment of the current group of children is average. However, the children's attainment on entry varies quite significantly from year to year. Children of all abilities achieve well, although the last group to join the class clearly does not have the same wide range of experiences as those who have been in school for a full year.
37. By the end of the year, children's attainment is above the expected level in mathematical development, creative development and knowledge and understanding of the world. Their attainment in physical development is at the expected level and their attainment in personal, social and emotional development, and communication, language and literacy is well above the expected level.
38. The quality of teaching and learning is good overall, and is very good in personal, social and emotional development and communication, language and literacy. Planning is good and the carefully prepared activities, supported by good resources, offer a variety of interest and excitement that encourage children's participation and willingness to learn. There is generally a good balance between activities that are led by an adult and those that the children choose themselves. However, at times some of the activities are too formal for this age group and are over-directed. As a result, the children's creativity and imagination are sometimes constrained. Relationships between adults and children are very good, and contribute significantly to the overall positive learning environment.
39. Assessment procedures are comprehensive, but cumbersome and are, therefore, not easily managed. However, the teacher has a very good knowledge and understanding of the progress children make. Relationships with parents are very good and they receive good information about how well their children settle and how well they achieve. Accommodation is good. The classroom is bright and cheerful and is enriched by examples of children's work. The well-used outdoor play area is an asset, although more links could be made between indoor and outdoor play. The Foundation Stage is

well led and managed and the school has made good progress in improving standards and provision since the last inspection.

40. By the end of the reception year, the children's attainment in **personal, social and emotional development** is well above the expected level. The children's achievement is very good, and they benefit from very good teaching. Adults pick up well on incidental opportunities that arise during the day, and which illustrate important points relating to the children's personal and social development. Children have a very positive approach to learning and display very high levels of interest, perseverance and concentration. They complete tasks willingly and enjoy success. Children demonstrate very good social skills when working and playing with others, by taking turns, sharing and supporting one another. Relationships are very good. The children learn to react sensitively to the feelings and misfortunes of others. Children listen and respond well to their teacher's instructions. They respond very well to the high expectations of behaviour, and demonstrate a good ability to make independent, sensible choices. The children have a mature and very clear understanding of the difference between right and wrong, and understand how their actions impact upon the well-being of others.
41. The children's attainment in **communication, language and literacy** is well above the expected level by the end of the reception year, and they achieve very well. Teaching is very good, and basic skills of reading and writing are very well taught. Children's speaking and listening skills are very well developed. Many children speak with high levels of confidence, often linking extended sentences in clear explanations in a variety of situations. Children of all abilities enjoy 'reading' books and listening to stories and poems that are read by an adult. Several children are very good independent readers. The standard of children's writing is very good. Most children are confident when using emergent writing, and higher attainers confidently and independently write short sentences. The teacher is particularly effective in the way in which she provides opportunities for the children to practise and use their speaking, listening, reading and writing skills in other areas of learning.
42. The children's attainment in terms of their **mathematical development** is above the age expected level, and most attain the Early Learning Goals by the end of the reception year. Children of all abilities achieve well. Teaching is good, although at times the children are over directed in their group activities and too much focus is placed on formal recording activities. Nearly all children count to ten and several identify the errors 'Teddy' makes when counting to twenty. Children recognise and write numbers. High attainers make good use of a number line to identify numbers above and below ten. Adults are effective in promoting the children's mathematical language across the curriculum, such as in the garden shop when the children use money from the till, write bills and price packets of seeds.
43. By the end of reception year, the children's attainment in their **knowledge and understanding of the world** is above the expected level. Children achieve well and benefit from good teaching that promotes good observational skills, and encourages the children to have lively, enquiring minds. Children show high levels of interest in the world around them. They examine and compare seeds when planting them and respond with high levels of excitement and awe when they see the first seeds sprouting. The children use construction kits effectively to build wheeled models with lifting apparatus, and talk animatedly about their work. They demonstrate good mouse control on the computer and confidently select story tapes for use on the audio machine. Good use is made of a range of incidental learning opportunities such as when the children explore the effect of rain by measuring puddles, observing reflections and creating ripples on water. Children draw maps of their route to school

and identify what they see on the way. They also have a good understanding of family chronology, relationships and knowledge of how things change over time. The school meets statutory requirements in respect of teaching religious education.

44. By the end of the reception year, the children's attainment in **physical development** is at the expected level. All children achieve satisfactorily in terms of their gross skills, and make good progress in developing fine motor skills such as cutting, and controlling pens and brushes. Outdoor games are appropriately planned, enabling children to run, jump, balance and turn with good speed, direction and control. However, activities are sometimes too formal and too controlled, and the children do not have enough opportunities to move freely in the outdoor area, exploring their environment.
45. At the end of the Foundation Stage, children's attainment in their **creative development** is above the expected level. Teaching is good, and the children achieve well. They significantly improve their skills and widen their experience as they take part in a wide range of art and craft activities. They observe the result of mixing paints and explore shades of colour. They enjoy making models of puppets and create effective collages using a variety of materials, such as paint, chalk, pastels, feathers, buttons paper and fabrics. Children are confident musicians. They clap a beat very well, sing tunelessly, confidently and enthusiastically and identify and use a wide range of instruments. Creative play is sometimes highly imaginative as children devise situations, plan their progress and carry out their ideas in role-play.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils are provided with rich and varied opportunities to develop their speaking and listening skills.
- Standards in reading are high throughout the school.
- Teachers use literature well as a basis for discussion and for encouraging writing.
- Pupils have very positive attitudes to work but do not always take enough pride in the presentation of their written work.
- Although pupils' achievement is good overall, the small number of highest attaining pupils in each year group could be stretched even further.
- Good use is made of teaching assistants in most classes to support lower attaining pupils.
- In some classes, marking is not always clear enough to help pupils to improve their work further.
- The use of assessment information to guide pupils' subsequent learning is improving.

Commentary

46. The 2004 end of Year 2 national test results indicate that pupils' attainment in reading is well above the national average, and that their attainment in writing is average. In comparison with similar schools, the pupils' attainment is average in reading and well below average in writing. Standards in Key Stage 1 on the basis of the test results vary from year to year, partly because of changes in staffing over recent years, and partly because the attainment of the children when they start school varies from year to year.

The 2004 end of Year 6 national test results indicate that pupils' attainment in English is above the national average as it has been for the past few years. Based on their prior attainment, the pupils' performance is average.

47. The inspection findings indicate a stronger overall picture of attainment which reflects the efforts by the school to improve aspects of the overall provision, and the more stable staffing situation in Key Stage 1. Pupils' attainment is above national expectations at the end of Key Stage 1 and well above national expectations at the end of Key Stage 2. Achievement throughout the school is good overall. Pupils with special educational needs benefit from good levels of support, enabling them to make good progress towards their targets. Higher attainers are well challenged in the main, but the small number of exceptionally high attaining pupils in each year group could be stretched still further.
48. Throughout the school, teachers provide a range of good opportunities that effectively promote pupils' speaking and listening skills. Pupils of all ages are confident and keen speakers who use a wide range of vocabulary to express their ideas clearly. Standards in reading are a strength and are well above average for pupils of all ages. Pupils have very positive attitudes to reading, and read with interest and high levels of enjoyment. They are often well supported at home. Pupils' attainment in writing is above national expectations at the end of Key Stage 1. Pupils sustain their ideas well and use punctuation to good effect. Pupils make good progress as they move through Key Stage 2 and by the age of eleven, the writing of most pupils is of very good quality, and reflects the pupils' understanding of genre, and the need to consider the audience. A weakness throughout the school is the presentation of pupils' written work. Pupils do not take enough pride in the way in which they set their work out, and are hampered in Key Stage 2 by small sized exercise books.
49. Teaching and learning are good across the school. Teachers are very effective in the way in which they motivate pupils in their learning and, as a result, pupils have very high levels of enthusiasm and interest. Good and often imaginative use is made of a range of literature as a basis for promoting speaking, reading and writing as well as extending the pupils' knowledge and understanding of the works and styles of particular authors. Where teaching is at its best, lessons move at a good pace and contain a good variety of activities. Teaching assistants play a good part in ensuring that pupils with special educational needs take a full and active role in lessons, and provide good support for lower attaining pupils. The quality of marking has improved, but is still not consistent through the school and does not always show pupils the next steps in their learning.
50. The subject is well led and satisfactorily managed. The headteacher and co-ordinator have begun a programme of monitoring that has led to some good improvements which are already starting to have a positive impact on the standards pupils attain and the progress they make. Although assessment is satisfactory overall, there is more work to be done in terms of closely analysing test data to highlight whole-school areas of strength and weakness, and in terms of setting individual targets for pupils. The use of information and communication technology by pupils to support their learning is satisfactory, but there are only limited opportunities for them to access computers throughout the day to draft and edit their written work. Improvement since the last inspection has been good overall, and there has been rapid improvement since the appointment of the current headteacher.

Language and literacy across the curriculum

51. Good use is made of other subjects to promote the pupils' literacy skills. In history and geography, pupils are provided with good opportunities to write up accounts of visits they have undertaken, and in science there are good opportunities for pupils to write in a variety of styles, including reports and accounts. Pupils are encouraged to carry out research tasks and there are many good opportunities throughout the day for them to use and develop their speaking and listening skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Throughout the school, pupils have a very secure grasp of number and have good mental arithmetic skills.
- Pupils have very positive attitudes to mathematics and enjoy their lessons.
- The co-ordinator is providing a good steer for the school's work and has identified the next stages for development.
- The commercial workbooks sometimes place a ceiling on the attainment of the very highest attaining pupils.
- Not enough use is made of the analysis of performance data to identify whole-school strengths and weaknesses.
- The presentation of pupils' work is not of a high enough standard.

Commentary

52. The 2004 end of Year 2 national test results show that pupils' attainment is in line with the national average, but well below average when compared to similar schools. The 2004 end of Year 6 test results show that standards are well above the national average. The pupils' performance based on their prior attainment is average. Although the results at Key Stage 2 have generally remained high over the last few years, at Key stage 1 they have been inconsistent, in some years because of staff changes and in some years because of differences in the natural ability of the groups of pupils.
53. The inspection findings paint a more positive picture than the 2004 test results in Key Stage 1, reflecting a more stable staffing situation, and indicate that pupils' attainment at the end of the key stage is above national expectations. The pupils' attainment at the end of Key Stage 2 is well above national expectations and closely mirrors the most recent test results. Pupils achieve well throughout the school. Pupils with special educational needs receive good levels of support, and higher attainers in the main are well challenged, with the exception of the small number of exceptionally high attaining pupils who could at times be stretched even further.
54. Number work is a particular strength and pupils of all ages have good mental arithmetic skills. They enjoy solving number problems and show good levels of creativity in their approach to calculation. The pupils' knowledge of space, shape and measure is also well developed. Although pupils have opportunities to construct graphs and to interpret data, this aspect of learning is less secure for some pupils in both key stages. Whilst the use of the commercial scheme ensures good levels of continuity in the pupils' learning, at times, the limits of the exercises place a ceiling on the learning of the very highest attaining pupils.

55. Teaching and learning are good. Teachers are well prepared, and lessons are well paced and contain a good variety of interesting activities. Teachers create a very positive climate for learning and, as a result, pupils are confident about giving answers to questions, and are not afraid of tackling new learning. Support staff are well briefed and make a valuable contribution to the learning of the lower attaining pupils or those with special educational needs. Pupils enjoy mathematics. They are keen to learn and respond very well to their teachers by concentrating, working hard, and collaborating. However, they do not always take enough care with the presentation of their written work.
56. Leadership and management are satisfactory overall. The relatively new subject leader has made an impressive start to her role, and has played a significant part in raising the subject profile and addressing identified areas for development. This is particularly evident through the standardisation of methods of computation as well as a whole-school approach to the curriculum and teaching of mathematics. However, she is very much aware of the need to further extend assessment procedures to include the tracking of individual pupils' progress from year to year, and to make more use of performance data to identify whole-school strengths and weaknesses. Improvement since the last inspection has been good.

Mathematics across the curriculum

57. Good use is made of mathematics across the curriculum, especially in subjects such as science, where the pupils make and record measurements, and construct different types of charts and graphs.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils have very positive attitudes to science and are highly motivated, but do not take enough pride in the presentation of their written work.
- The co-ordinator sets a very good lead for the rest of the staff through her own very good classroom practice.
- Good support for pupils with special educational needs enables them to achieve well.
- Pupils have good opportunities to use literacy and numeracy skills to support their work in science, but do not make enough use of information and communication technology.
- The school grounds are well used as a learning resource.
- Not enough use is made of assessment information to highlight areas for whole-school development.

Commentary

58. The 2004 end of Year 2 teacher assessments show that pupils' attainment in science is below the national average. The inspection findings indicate that standards are above national expectations at the end of Year 2. This is a much more positive picture than that painted by the 2004 teacher assessments. The 2004 group of Year 2 pupils had a succession of teachers throughout the year, and this adversely affected their learning. In addition, the teacher assessments were a little harsh as the teacher had

no reliable assessment evidence on which to draw when she took the class over in the last term of the year.

59. On the basis of the 2004 end of Year 6 national test results, pupils' attainment is well above the national average. This picture has been consistent for the last three years. The pupils' performance based on their prior attainment is average. The inspection findings confirm the test results and show that the pupils' attainment is well above the national average at the end of Year 6.
60. Throughout the school, pupils achieve well. Good support for pupils with special educational needs enables them to make good progress and to take a full and active part in all activities. Most pupils are well challenged by the tasks that are provided for them, although the small group of very able pupils in each year group could sometimes be stretched even further. The pupils' achievement is enhanced by good teaching, and by their own very positive attitudes and their keenness to learn.
61. Teaching and learning are good throughout the school. Teachers make a real effort to ensure that their lessons are interesting, and where teaching is at its best, very good use is made of information and communication technology to bring the pupils' learning to life. Good emphasis is placed on the pupils learning through first-hand experience, and, as a result, pupils' practical skills are well developed. There is a good balance in lessons between the imparting of knowledge by teachers, and opportunities for the pupils to pursue their own ideas and lines of enquiry. Teachers provide good opportunities for pupils to write their own accounts and reports, and for them to use numeracy skills to make repeated measurements, and to draw charts and graphs. However, there are not enough opportunities for pupils to use information and communication technology as a tool for learning. A weakness throughout the school is the presentation of pupils' written work, which is often untidy. Worksheets are often not properly glued into books, and loose sheets become lost and tattered.
62. The subject is satisfactorily led and managed. The co-ordinator sets a very good lead for colleagues through the high standard of her own classroom practice, and has made a good start in developing her monitoring role. She has outlined the steps that need to be taken to move the subject forwards, but does not yet have a sufficiently good grasp of monitoring standards and progress through the analysis of performance data and other assessment information. The school grounds are used well as a resource to enhance the pupils' learning, and many Year 2 pupils benefit from attending an extra-curricular science club which is led by the co-ordinator. Overall improvement since the last inspection has been satisfactory, in that standards are broadly the same as they were. However, there has been much recent improvement in terms of developing the role of the co-ordinator, and in focusing on ways of stretching the most able pupils in the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Good progress has been made in improving the provision for information and communication technology since the previous inspection.
- Pupils are taught well when in the computer suite and teachers demonstrate skills and techniques clearly.

- Pupils have a good understanding of the part that information and communication technology plays in their daily lives.
- Resources are good and are used well to support pupils' learning.

Commentary

63. Pupils' attainment is in line with national expectations at the end of Key Stage 1 and above national expectations at the end of Key Stage 2. Pupils of all ages and abilities achieve well from their different starting points. Those with special educational needs receive a good level of support enabling them to achieve as well as their classmates. The school has made good progress since the previous inspection and the overall provision has improved well.
64. Key Stage 1 pupils have a satisfactory understanding of how to use a range of different software to assist them in their learning. When working in the computer suite, they competently load programs and use the menu and tool bars well. Their mouse control is generally good, and higher attainers make good use of 'short-cut' keys. Currently, Key Stage 1 pupils have too few opportunities to access the Internet or to use computers for research. In Key Stage 2, pupils are confident in using a wide range of software including word-processing packages and drawing programs. They are confident when using multi-media software and show good levels of competence when incorporating text, graphics and short audio clips into their presentations. Pupils talk enthusiastically about the ways in which information and communication technology is used in many aspects of their daily lives, and explain well how many everyday objects require micro-processors that have been programmed to perform a sequence of actions. Pupils have some opportunities to use sensing equipment to support their work in science, but the pupils' knowledge of control technology is a relatively weaker area of their learning overall.
65. Teaching and learning are good. Teachers set a good example for pupils through the way in which they use information and communication technology, such as overhead projectors, to enhance lessons. Good use is made of the computer suite for the direct teaching of skills, and there is a good balance between teacher direction, and opportunities for the pupils to explore new programs and practise newly acquired skills. Tasks are interesting and, as a result, pupils show high levels of enthusiasm for learning. Teachers very effectively manage and organise their classes, and good support for lower attaining pupils and those with special educational needs enables them to take a full part in all activities.
66. The subject is well led and satisfactorily managed. The co-ordinator has played a key part in raising the understanding, knowledge and confidence of staff, and the subject has a higher status in the school than it did at the time of the last inspection. Although assessment is satisfactory, there is still more to be done so that the school is more accurately able to track and monitor the pupils' attainment and progress as they move through the school.

Information and communication technology across the curriculum

67. Teachers provide satisfactory opportunities for pupils to use information and communication technology to support their learning in other subjects. Pupils have opportunities to use spreadsheets in mathematics as well as developing their understanding of the properties of shape and angles through using the computer mathematical language of Logo.

HUMANITIES

68. **Religious education** is to be inspected by an independent inspector appointed by the Diocese. Neither **geography** nor **history** were a main focus of the inspection. No lessons were seen in either of these subjects and so no judgements can be made about the overall provision, standards, achievement, teaching or learning. The curriculum is satisfactory, although only a limited amount of time is given to each subject because of the relatively large amount of time that is devoted to literacy and numeracy. A good range of visits and visiting speakers enhances the statutory curriculum, and good use is made of the school grounds and the local area as a learning resource. The leadership and management of geography and history are satisfactory, although the monitoring role of the co-ordinators is in the early stages of development. Assessment is an ongoing area of whole-school development, but is satisfactory overall.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69. The inspection focused on **physical education**. **Art and design**, **design and technology** and **music** were not inspected in depth. No lessons were seen in these subjects and so it is not possible to make secure judgements about the overall provision, standards, achievement, teaching and learning. The school provides a satisfactory curriculum which covers the National Curriculum Programmes of Study, but because of the large amount of time that is given to literacy and numeracy, relatively little time is given to other subjects. The statutory curriculum is effectively enhanced by a good variety of extra-curricular activities. In music, the very good range of additional activities that is provided is a real strength, and pupils have the opportunity to take instrumental lessons, and to belong to the orchestra, choir and recorder groups. Co-ordinators are in place for all subjects but most are new to their role, and are still on a sharp learning curve in terms of monitoring their areas. However, their leadership and management are satisfactory, and they provide good levels of support for colleagues. Each co-ordinator has drawn up an action plan to show how their subjects will be developed in the future. Assessment systems are satisfactory, but the school does not yet have a whole-school system for tracking the attainment and progress of individual pupils as they move through the school.

Physical education

The provision for physical education is **good**.

Main strengths and weaknesses

- Good emphasis is placed on teacher and pupil demonstration, but in some classes there are not enough opportunities for pupils to evaluate their own work and that of others.
- Pupils have very positive attitudes and show a very good sense of fair play.
- The school provides a very good range of enrichment activities which very effectively complement the statutory curriculum.
- The co-ordinator sets a very clear example to colleagues through her own excellent classroom practice.
- The starter swimming pool is a good resource that effectively enhances pupils' learning.
- The subject has a high status within the school.

Commentary

70. During the inspection, lessons were seen in games throughout the school, and in gymnastics in Key Stage 1. The school's records provide evidence of the standards pupils attain in swimming, although no lessons were observed during the week of the inspection.
71. At the end of Key Stage 1, standards in gymnastics and games are above national expectations. Pupils show good levels of poise and control as they perform gymnastic sequences, and their movements are well controlled and fluid. In games, they throw and catch with good levels of accuracy and their hand to eye co-ordination is good. Pupils of all abilities achieve well and make good progress within individual lessons as they take on board their teachers' suggestions for improvement.
72. At the end of Key Stage 2, pupils' attainment in games is above national expectations. Pupils have good control of balls in tennis sessions, and show good levels of co-ordination and precision as they volley balls to one another. The very good specialist teaching of skills helps them to make significant progress over a short period of time. Standards of swimming are above national expectations, with most pupils being able to swim well in excess of the expected twenty five metres by the end of Year 6. Pupils benefit from starter sessions in the school's own pool in Key Stage 1 and the early part of Key Stage 2, which are supplemented by sessions in a full size pool in Year 5 and Year 6. Pupils of all abilities make good progress and their achievement is good.
73. Teaching and learning are good overall and some of the teaching seen during the inspection was of a particularly high standard. Teachers use demonstration well to show the pupils exactly what is expected of them and to show them how to perform new skills or techniques. In most lessons teachers provide good opportunities for the pupils to perform their work for the rest of the class, but do not always encourage pupils to critically appraise their work and that of their classmates. Lessons move at a good pace, and provide good levels of challenge for pupils of all abilities. Good support for pupils with special educational needs enables them to take a full part in all activities. Throughout the school, teachers use praise and encouragement very well to motivate the pupils and to help them to overcome their difficulties.
74. The subject is well led and managed by the newly appointed co-ordinator. She provides a very good role model for staff through her own excellent classroom practice, and has been influential in raising colleagues' expectations of what the pupils can and should achieve. The school provides a very good range of enrichment activities, including residential visits for Year 6 pupils, and has Charter Mark status for football. The starter swimming pool is a good resource, and the school benefits from extensive grounds and a good size hall. The subject has a high status in the school, and there has been good improvement in the overall quality of provision since the time of the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP.

The provision for personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- The school makes good use of outside speakers to support pupils' learning.

- Very good relationships between pupils and teachers allow for open discussion and sharing of feelings and concerns.
- Very good use is made of incidental opportunities to support pupils' personal and social development.
- The formal programme for personal, social and health education has only recently been introduced and is yet to have its full impact.
- There are currently no formal systems for tracking and monitoring the pupils' progress and attainment.

Commentary

75. The pupils' attainment is well above the expected level for their age at the end of both key stages. Pupils achieve well in this area of learning as they move through the school. The newly implemented formal programme for personal, social and health education is very well extended and supported by a wide range of incidental learning opportunities that occur both within and outside the school day.
76. The subject is taught in all classes on a weekly basis. The programmes of study cover a wide range of topics, including sex and drugs education, which are well matched to the age and maturity of pupils. The very good relationships between pupils and teachers have generated a strong feeling of trust and, as a result, pupils feel confident about sharing their views and opinions in an open and honest way. Pupils willingly contribute to discussions, and listen very keenly to the views of others. Many good examples of their understanding of values and relationships are seen throughout the school in their very good attitudes they have towards others and in their personal behaviour. Pupils have a good understanding of the notion of citizenship, and of how they can contribute to the community of the school.
77. Teaching and learning are good overall. Lessons are well planned to ensure that pupils of all abilities and levels of maturity can take a full and active role. Teachers strive to ensure that, wherever possible, pupils' learning is based on their own experiences. However, when this is not possible or practical, for example in a Year 3 lesson about smoking, teachers provide clear and sensitive explanations commensurate with pupils' ages. Outside agencies, such as St John Ambulance officers provide supplementary expert input, and significantly enhance the pupils' knowledge and understanding. Pupils have very good attitudes to learning and show high levels of interest and co-operation.
78. Leadership and management are satisfactory overall. The recently appointed co-ordinator is providing clear direction for the continued development of the subject. She is successfully promoting a whole-school approach to its delivery. Whilst the school has made good progress in this aspect of the school's work since the last inspection, many of the improvements are relatively new and their impact has not yet been fully realised. The co-ordinator has recognised the need to implement assessment procedures so that the pupils' progress can be more rigorously monitored as the pupils move through the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
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	4
Enrichment of the curriculum, including out-of-school activities	3
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	2
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	4
The leadership of the headteacher	3
The leadership of other key staff	4
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).