

# INSPECTION REPORT

## **St Leonard's Church of England First School**

Dunston – Stafford

LEA area: Staffordshire

Unique reference number: 124248

Headteacher: Mr. R Gay

Lead inspector: Mr M.J.Johnstone

Dates of inspection: November 1st to November 3<sup>rd</sup> 2004

Inspection number: 267848

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: First School  
School category: Voluntary Controlled  
Age range of pupils: 5 to 9  
Gender of pupils: Mixed  
Number on roll: 62

School address: School Lane  
Dunston  
Stafford  
Postcode: ST18 9AG

Telephone number: 01785 712488

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Appropriate authority: The governing body

Name of chair of governors: Mr. H. Stemp

Date of previous inspection: 14<sup>th</sup> June 1999

## CHARACTERISTICS OF THE SCHOOL

The school is situated in the rural area of Dunston to the south of Stafford. It is much smaller than other primary schools with 62 pupils on roll (25 boys and 37 girls) from Reception to Year 4. There are three classes; Reception, a mixed Y1/2 and a mixed Y3/4 class. Fifteen children were in the Reception class at the time of the inspection. Almost all of the pupils are of white British heritage and there are none that speak English as an additional language. The pupils come from a mixture of private, rented accommodation and isolated farms. The attainment on entry to the Reception class is broadly average with the full range of ability represented. The percentage of pupils known to be eligible for free school meals is below average. The percentage of pupils identified as having special educational needs (13%) is about average and one pupil has a statement of special need. The main areas of need relate to moderate learning difficulties. The school received a Dyslexia Friendly Schools Award and an ECO School Permanent Status Award in 2004.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21114	Malcolm Johnstone	Lead inspector	Special educational needs; English; Information and communication technology; Art and design; Personal, social, health education and citizenship; Geography; History.
32682	Ruth Wood	Lay inspector	
21450	Daniel Kilborn	Team inspector	Foundation Stage; Mathematics; Science; Design and technology; Music; Physical education; Religious education.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is an effective school in which standards, achievement and teaching are all good. The school is led and managed well and the governors provide effective challenge and support. The school has the confidence of parents and promotes equality issues actively. There is a strong family atmosphere, highly effective parental links and good community links. There is a broad and stimulating curriculum. Compared with schools of a similar size, good value for money is provided.

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

- The headteacher has a high profile in the school and provides good leadership
- Teaching is good in all year groups and is supported very well by teaching assistants
- By the end of Years 2 and 4, standards are above the national average in English and mathematics and well above average in science
- By the end of Year 2, not enough pupils reach the higher National Curriculum levels in writing
- The behaviour and attitudes of most pupils are good, although there is a very small minority of boys whose behaviour and attitudes are occasionally unsatisfactory
- There is a very good curriculum with particularly effective provision for environmental studies, personal, social, health education and citizenship

Overall, the school has made good improvement since the previous inspection. Standards are now better and teaching is more effective. School development planning is more focused and curriculum guidelines for teachers are clearer, including objectives for the different ages and having assessment opportunities to help plan subsequent work. There is now a good programme for monitoring and evaluating the quality of teaching and the curriculum.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	All schools			Similar schools
	2001	2002	2003	2003
Reading	A	A	B	C
Writing	B	A	B	D
Mathematics	A	A	B	C

*\* Because year group numbers are very small any interpretation of results must be treated with great caution.*

**Achievement is mostly good throughout the school.** Children in the Foundation Stage make good progress and are likely to reach the goals that are expected by the end of the Reception year. By the end of Year 2, standards are above the national average in reading, writing and mathematics and well above average in science. In writing, while overall standards are above the national average, too few pupils reach the higher levels. By the end of Year 4 when pupils leave the school, they have made good progress and standards are above average in English and mathematics and well above average in science. Throughout the school, standards are similar to the national average in information and communication technology (ICT) and meet the requirements of the local agreed syllabus in religious education. Some good work was seen in art and design and music. The work seen in environmental studies was excellent. In all year groups, pupils with special educational needs (SEN) related

to academic difficulties achieve well, although the complex behavioural needs of a very small minority of boys limit their achievements, despite the hard work of their support assistants.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** Attitudes and behaviour are good for the large majority of pupils and relationships are strong. Attendance and punctuality are good.

## **QUALITY OF EDUCATION**

**The quality of education is good overall.** Teaching and learning are good across the school and ensure that most pupils achieve well. Teaching assistants provide very good support for all pupils, including the above and below average groups and pupils with SEN. Teachers plan and structure lessons well in order to meet the needs of the different abilities and ages in the mixed age classes. Reading and mathematics are taught well but, while there is some good teaching of writing, more could be expected of the above average pupils by the end of Year 2. Teachers are particularly skilled at bringing together subjects such as science, geography and history into very well taught environmental studies topics. Assessment in the core subjects is good. Teachers do not provide enough opportunities for pupils to write independently in subjects such as history, geography and religious education.

The school provides a very good curriculum. There are very good opportunities for enrichment and very good extra-curricular activities are provided. The overall quality of care, guidance and support is good. The partnership with parents is very well developed and links with the community and other schools are good. The accommodation is satisfactory overall, although there are some problems in the Reception class related to its use for dining and whole school assemblies.

## **LEADERSHIP AND MANAGEMENT**

**Leadership, management and governance are good** and have ensured that standards have improved since the previous inspection. The headteacher has developed a caring ethos where there is concern for every pupil. He has built a good team who work effectively together. Governors fulfil all their statutory duties and act effectively as critical and supportive friends to the school. The management of the school is good and the much improved monitoring systems have had a beneficial effect on the quality of teaching. The school runs smoothly on a day-to-day basis. Financial planning and management are good and linked effectively to the budget and school improvement planning.

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

Parents are very satisfied with the school. They feel that their children make good progress and are well cared for. Pupils say that they enjoy school and have to work hard.

## **IMPROVEMENTS NEEDED**

The school should now:

- In writing, focus more closely on the above average pupils in order to push them a stage further. Provide more opportunities for pupils to write independently in other subjects
- Establish more effective and consistently used strategies to deal with the inappropriate behaviour of the very small minority of boys who cause occasional disruption to learning





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

### **STANDARDS ACHIEVED BY PUPILS**

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

Overall standards and achievement are good throughout the school.

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

- Standards in English and mathematics have remained above national averages over the past three years. Standards have been very high in science
- Most pupils achieve well given the generally average attainment on entry
- In writing, not enough pupils reach the higher National Curriculum levels
- The inappropriate behaviour of a very small minority of boys limits their overall achievements

#### **Commentary**

1 Children in the Reception class achieve well and make good progress due to good teaching. By the end of the Reception year, almost all the pupils are likely to attain the goals expected in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, and creative and physical development. This gives them a good start to work on the National Curriculum

2 There are inevitable fluctuations in national test results due to the very small groups of pupils taking the tests at the end of Year 2. However, over the past three years, the school has done well to maintain standards that are above the national average in reading, writing and mathematics. Standards have been comparable with results in similar schools except in writing where fewer pupils reach the higher levels. Inspection evidence together with the provisional results from the 2004 tests reflect this trend. Standards for pupils who are currently at the school are above average in reading, writing and mathematics and in reading and mathematics all pupils achieve well. In writing, whilst most pupils achieve well, the above average pupils could achieve more. Science is taught consistently well and standards are well above average. The complex behavioural needs of a very small minority of boys limit their achievements to a satisfactory level. Overall, there is no significant difference in the standards attained by boys and girls

3 In Years 3 and 4, all pupils achieve well and standards are above those expected at the end of Year 4 in all aspects of English and mathematics. Standards remain very high in science. This is due to the consistently good teaching of these subjects.

4 All teachers concentrate well on developing the early skills of reading and, as a consequence, pupils develop successful strategies to help them read unfamiliar words. By the end of Years 2 and 4, most pupils read with good accuracy and fluency. Pupils across the school have good number skills and develop a good knowledge and understanding across all aspects of mathematics. In science, pupils are able to apply their scientific knowledge well in investigative work. Standards in spelling and grammar are good and opportunities are provided for pupils to write in a good range of styles. More should, however, be expected of the above average pupils when writing independently in English and across other subjects, particularly in Year 2. In all year groups, standards in speaking are good. Listening skills are satisfactory overall.

5 In all year groups, pupils with special educational needs (SEN) related to academic difficulties achieve well. Good individual education plans plot clear achievable steps for teachers and teaching assistants to follow. Pupils are integrated well into all activities and encouraged to contribute to whole class discussions.

6 A recent influx of new computer equipment, including interactive white boards (IWB) is improving standards in information and communication technology (ICT) in all year groups. Standards are now in line with national expectations at the end of Year 2 and are as expected for pupils at the end of Year 4. Standards meet the requirements of the local agreed syllabus in religious education. All pupils achieve well and acquire a good knowledge of Christianity and other major religions. Standards in most other subjects are as expected for pupils' ages. Some excellent work was seen in environmental studies where pupils achieve a highly developed understanding of conservation issues. Some good work was seen in art and design and music.

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

Pupils have good attitudes to school, and behaviour is good. Pupils' spiritual, moral, social and cultural development is very good. Attendance and punctuality are good.

### **Main strengths and weaknesses**

- The behaviour and attitudes of the large majority of pupils are good
- Provision for pupils' social and personal development is very good
- Some disruption to learning is caused by the inappropriate behaviour of a very small minority of boys

7 The large majority of pupils are attentive in class and keen to participate. They have a good attitude to learning and respond positively to the enthusiasm shown by their teachers. Behaviour overall is good. The children know the standards of behaviour expected of them and the system of sanctions and rewards is widely understood and fairly applied. Occasional difficulties are posed by the inappropriate behaviour of a very small minority of pupils with complex learning needs. This causes some disruption to learning.

8 There are very good opportunities for personal development. Pupils relate well to one another and to adults. They are encouraged to explore their feelings and the impact of their actions on others in activities such as 'Circle Time' when they all sit in a large circle and talk about various issues. Personal, social, health education and citizenship (PSHE) is taught very effectively as a discrete topic and is also well embedded across the curriculum. It is a strong aspect within the school.

9 The children's horizons have been broadened considerably by their involvement in the school's environmental projects. This has increased their understanding of the natural world, their local environment and the responsibilities of living in a community. The children are very enthusiastic and justifiably proud of the awards the school has received as a consequence of their participation. Representation on the school's ECO Committee has given pupils excellent opportunities to take on responsibility and to contribute to the running of the project.

10 Parents appreciate the caring ethos prevalent in the school and the encouragement given to their children to take care of younger pupils. This helps build a friendly family atmosphere which is highly valued by both parents and pupils. Regular visits by the local vicar, the lay reader and a Christian Drama group contribute to the spiritual development of the

children and help promote an appreciation of Christian traditions and values. The children also celebrate festivals from other cultures, such as the Chinese New Year, which raises awareness of other traditions and faiths.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	4.6	School data	0.4
National data	5.8	National data	0.4

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

11 Attendance is good. Pupils like coming to school and the system for recording and monitoring their attendance is very effective. Most pupils arrive in good time for school and occasional latecomers are speedily integrated into class with a minimum of disruption to other pupils. There have been no exclusions in recent years.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The quality of teaching and learning are effective and the school has developed a very good curriculum. Care, guidance and support for pupils are good. Links with parents are very good and there are good links with the community.

### Teaching and learning

Teaching and learning are good overall and lead to good achievement. A good start has been made with the development and use of assessment.

### Main strengths and weaknesses

- Teaching and learning in the Reception class are good and prepare children well for Year 1
- Reading, mathematics and science are taught consistently well in all classes
- Teaching assistants provide very good support for teachers and pupils
- All teachers have very good relationships with the pupils, enjoy their teaching and are enthusiastic
- Not enough opportunities are provided for pupils, particularly the above average pupils, to write at length in subjects such as history, geography and religious education
- Teachers do not always deal consistently and firmly enough with the very small minority of boys with behavioural needs

### Commentary

12 Teaching in the Reception class is good. The pleasant reassuring relationship between the children and teacher leads to the development of self-confidence and helps children settle into school routines quickly. Children are encouraged to be independent, for example, they are expected to put out and store away equipment. A good balance of direct teaching, group and individual tasks is planned and these are supported effectively by the use of stimulating resources. A particular strength of the teaching is the very good support provided by the teaching assistant who works closely with

the teacher. The good use of assessment, through careful observation and recording, enables the staff to plan work that is suitably challenging and well matched to children's needs. Children learn good attitudes to learning, behave well and are keen to work hard and to please their teacher.

13 In all other years groups teaching is good overall, with some very good teaching in Years 3 and 4. Throughout the school, English, mathematics and science are taught well and impact effectively on pupils' achievements. In these subjects the teachers' good subject knowledge enables them to introduce and consolidate the correct subject vocabulary and to ask challenging questions that make pupils think more deeply about their responses. The national literacy and numeracy strategies are well established and lead to high degree of consistency in the teaching. Learning objectives are shared with the pupils so that they understand what it is that they are expected to learn in the lesson.

14 Assessment systems are good in English, mathematics and science and outcomes are used well to plan subsequent work. In other subjects, while good informal assessment information is passed orally from teacher to teacher and all teachers keep their own records of progress, there are no whole school procedures. The school is currently working on this relative weakness.

15 Good strategies to help pupils learn to read are taught well, including the building up of words by breaking them into sounds and reading around a sentence to try and establish what a word might be. When reading to inspectors, pupils were able to employ these strategies very effectively. Homework is used particularly well to develop pupils' reading and is supported very well by parents. Spelling, grammar and punctuation are taught well and in English lessons teachers provide good opportunities for pupils to write in different styles and for different audiences. The above average pupils particularly are not encouraged enough to write at length across all subjects. This weakness is compounded by the over-use of worksheets that only demand brief written responses.

16 In mathematics, number skills are taught consistently well and in both mathematics and science, good planning ensures that all aspects of the subjects receive appropriate coverage. Teachers have placed greater emphasis on investigative work in both these subjects since the previous inspection and this has helped raise standards. Some very good teaching was seen in music, where lessons were taken by a specialist teacher. Other good lessons were observed in physical education and religious education.

17 The teaching of pupils with SEN is generally good. They are supported well by teaching assistants who play a significant part in the good provision. Teachers draw up good individual education plans that include appropriately simple achievable steps in learning. This helps pupils see the progress that they make and boosts their self-confidence.

18 In all subjects and across all year groups, teaching assistants provide very good support for all pupils and have a significant impact on their learning. Resources are used well to support learning in all subjects. The new interactive whiteboards have given a boost to teaching and learning and teachers use them well to develop pupils' understanding of new concepts. All teachers use computers well to consolidate and extend learning in all subjects. A key strength in teaching is the enthusiasm and enjoyment shown by teachers in lessons. This transmits well to the pupils who are generally keen to learn. Most pupils are able to work well independently and collaboratively

19 Teachers have generally high expectations of pupils' behaviour and the large majority of pupils apply themselves well are productive and know what is expected of them. However, teachers do not always deal consistently and firmly enough with the very small minority of boys with behavioural needs. On a few occasions, this disrupts their learning and has an adverse effect on their achievements.

### Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	13	5	0	0	0

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

### The curriculum

The very good curricular provision is enhanced by an extensive range of extra-curricular activities which include sports and the arts. Opportunities provided by the school for pupils to study environmental issues are outstanding. The accommodation overall is satisfactory and resources are good.

### Main strengths and weaknesses

- There is a very good balance and breadth in the learning opportunities provided.
- The curriculum for children in the Foundation Stage (FS) is good
- All pupils are given opportunities to take part in all of the school's activities
- Work in environmental studies is outstanding and linked well to other subjects
- Activities outside the classroom, including visitors to school, enrich learning very well
- In subjects other than English, pupils could be given more opportunities to write independently

### Commentary

20 The curriculum fully meets the requirements of the FS curriculum, the National Curriculum and the locally agreed curriculum for religious education. The school provides very well for the pupils' personal, social and health education. The school has decided not to teach sex education as a separate subject but work in science and environmental studies provides opportunities for pupils to discuss aspects of reproduction and growth. The school nurse and police support work in health and safety education, which identifies the dangers of drug abuse.

21 There is a good induction programme for children entering the FS with good links to children's pre-school groups. Reception children are prepared well for their work in Year 1 and above average standards by the end of Year 2 means pupils are quickly able to adapt to the demands of the Key Stage 2 curriculum. These above average standards have been maintained by the end of Year 4 and, coupled with good opportunities to visit the Middle School, prepare pupils very well for the next stage of their education.

22 The curriculum takes good account of the needs of all pupils, including those who have SEN, and work is well matched to pupils' needs. Teachers' skilful integration of different subjects such as history, geography and science into environmental studies gives pupils good overall understanding of the topics covered. All pupils are given equal access to all aspects of the school's provision and the school meets its statutory requirements for pupils with statements of special educational needs. Good use is made of outside specialists and support assistants within school provide very effectively for pupils' individual needs. All pupils who have an entitlement have good, well-focused individual education plans and these are regularly assessed.

23 The national strategies for literacy and numeracy are firmly established and support the teaching of English and mathematics well. Good use is made of the new interactive white boards to enhance pupils' learning and improve their ICT skills. Teachers' planning is thorough and imaginative overall but pupils could be given more opportunities to write independently in subjects other than English.

24 There is a very good balance and breadth in the learning opportunities provided for all the pupils. Pupils achieve well in all aspects of their work partly as a result of the good opportunities provided for them by their teachers. The curriculum is enhanced by a good range of visitors to school and by numerous visits to local places of interest, which support pupils' work well in history, geography and science. The school provides a very good range of extra-curricular activities, including sports and the arts. School staff, parents and visiting teachers lead these and all pupils have opportunities to take part.

25 Opportunities for pupils to become involved in environmental work are outstanding. Both within school time and after school many pupils are actively involved in ECO projects. The gardening club, 'eco' committee and science focused work in the school grounds all contribute significantly to pupils' understanding and knowledge in this area. This outstanding provision has been recognised in recent years by many outside agencies, with the school being awarded permanent 'Eco' school status and winning many local and national awards.

26 There are sufficient teachers and support staff to meet the needs of the curriculum. Overall, the accommodation is satisfactory with the outside provision being good. The lack of a hall means some time is lost by the Reception class when this room is used for assemblies and the serving of school dinners. However, the school makes good use of the space it has and the adjacent village hall provides some opportunity for the gymnastics and dance aspects of physical education. Resources have improved since the previous inspection, particularly in ICT.

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

The overall quality of care, guidance and support is good and has improved since the previous inspection when it was considered to be satisfactory. The school involves pupils well in its work and development.

### **Main strengths and weaknesses**

- There is a strong family atmosphere in the school and a caring ethos
- Good procedures ensure pupils work in a safe and healthy environment
- The induction and transition arrangements for pupils are good

27 The school has built a strong caring ethos in which the children are encouraged to consider the feelings and needs of others. Pupils feel they can readily approach staff to ask for help or to share any concerns they may have. Parents value the family atmosphere which the school's size and core values create and this, together with the good academic achievements of the school, means many parents from outside the catchment area send their children to this school

28 The pupils' personal and academic well being are a priority for staff. Teachers keep good records of progress that are used consistently to inform planning and set individual targets against which progress and achievement can be measured. Some of these targets are shared with parents in the annual school reports. Provision for children with SEN is good. Needs are quickly assessed

and good individual education plans drawn up. Staff work hard to ensure the inclusion of SEN pupils whenever possible in all class activities. Several parents commended the school's efforts in addressing the individual needs of pupils. Pupils have good opportunities to share in some decision making through the ECO council and this gives them a voice in aspects of school development. Their views are valued and considered.

29 The pastoral arrangements for pupils joining and leaving the school are good. Reception staff have established very good links with a number of local playgroups which feed into the school. Consequently, the staff are quick to establish positive relationships with new entrants to Reception, enabling the pupils to settle quickly into the school's routines. There are also well established links with the main receiving school. A formal induction programme is complemented by a number of cross-curricular links in Years 3 and 4. This facilitates a smooth transition for the Year 4 pupils as they transfer from this small village school into a much larger school community.

30 There is good practice in respect of health and safety matters. All the required health and safety checks and inspections, including risk assessment, are routinely performed. Staff are vigilant on a daily basis and any potential problems are flagged and quickly addressed to ensure a safe and secure environment at all times. More formal health and safety audits are regularly undertaken and addressed effectively by the governing body. Teaching staff are familiar with guideline procedures for child protection. The headteacher, teachers and some members of the governing body recently undertook specific training in child protection issues.

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

There are very good links with parents and good links with the community and other schools. The strengths identified in the previous inspection have been maintained.

### **Main strengths and weaknesses**

- The school has forged a strong learning partnership with parents
- Parents find the school open and approachable

31 The quality of the partnership with parents is very good. The vast majority of parents are very positive about the work of the school, the progress their children are making and the information provided for them. Details of the curriculum are supplied at the beginning of each term and a weekly newsletter, the Friday Post, keeps parents up to date with events. Parents' and information evenings are well attended. Parents also receive a comprehensive written report each year giving details of their child's abilities and an indication of the standards achieved. The governors' annual report to parents meets statutory reporting requirements and the school prospectus contains a wealth of practical information about the school's procedures as well as a good introduction to the school's core values.

32 The learning partnership between home and school is strong. A number of parents regularly help in class and accompany the children on visits. The school values this involvement. Reading diaries, the Green Books, are welcomed as a useful means of communicating generally about their children's progress and of developing an effective learning partnership. Parents feel that the headteacher and his staff are very approachable and easily accessible. They like the open door policy and feel any concerns they have are very quickly addressed. In addition, the school seeks more formal means of communication and

uses surveys to gauge opinion, such as the recent questionnaire about the circulation of the governors' annual report.

33 The Parents, Friends and Teachers Association (PFTA) is very active and supports the school with a wide range of social activities, not only to raise funds for the school but also to foster a sense of school community. They have raised significant sums for the school and provided a range of resources, most recently the interactive whiteboards. The committee is proactive in seeking a higher profile for the school within the local community and advertises its events with fliers and posters. The school is also well supported by the local community through its links with the Village Hall Committee, the Dunstonians and local businesses, such as Asda and nearby garden centres.

34 Parents are appreciative of the school's efforts in enriching the curriculum and the children benefit from a number of excursions, theatre trips and a residential visit for pupils in Years 3 and 4. Additionally, there is a broad range of after school activities, which parents value.

## **LEADERSHIP AND MANAGEMENT**

Leadership, management and governance are good. The governors support the school well. The headteacher leads the school well and has high aspirations for the pupils. The management of the school has improved since the previous inspection and is good.

### **Main strengths and weaknesses**

- There is a strong family atmosphere and a clear commitment to inclusion
- The headteacher has a high profile and is respected by the parents
- All teachers, teaching assistants and governors work well as a team
- School self-evaluation and monitoring procedures have improved well since the previous inspection
- There is still work to be done to improve standards in writing for the above average pupils

### **Commentary**

35 Since the previous inspection, the headteacher has continued to provide good leadership and direction for the school. He has to combine the many areas of responsibility of a headship with a significant teaching commitment. He has created a strong family atmosphere in the school and shows commitment and a high degree of care for all the pupils. There is clear vision and sense of purpose, together with high academic aspirations for the pupils, which have resulted in good standards and teaching. He has the confidence and support of his staff and the parents and has built a strong team of teachers and teaching assistants. The headteacher has a high profile in the school and is always around at the start and end of the school day. He has created a broad, interesting curriculum enriched by very good extra-curricular activities and very good provision for pupils' personal development. The school's work in environmental studies has brought local and national recognition.

36 Leadership has been successful in bringing good overall improvement to the issues raised in the previous inspection, raising standards and improving the quality of teaching. In taking the school further, the right areas for development have been identified in the good school improvement plan. All staff and governors have input into the planning process and, as a consequence, have a good understanding of the strengths and weaknesses of the school. Leadership of the key subjects, the Foundation Stage and SEN is good. There is still work to be done to increase the number of pupils reaching the higher levels of the National Curriculum in writing at the end of Year 2.



37 Management is good and has improved since the previous inspection when it was judged to be satisfactory. Key subject leaders have had some release time to monitor teaching and learning in their subjects and the headteacher now has a regular programme of monitoring teaching in each class. There are now much better procedures to track pupils' progress in English, mathematics and science through good assessment procedures, the use of optional National Curriculum tests and through analysis of pupils' performance in the national tests at the end of Year 2. This has had a good effect on raising standards and improving pupils' achievements. Teachers are keen to improve their own performance through in-service training and performance management.

38 Governance is good and has developed well since the previous inspection, despite the many changes that have taken place in personnel. Governors fulfil their statutory duties and many visit the school on a regular basis. The chair of governors and the headteacher meet regularly and governors with a specific responsibility meet with relevant subject leaders; for example, the governor for SEN meets with the co-ordinator for updates and to discuss developments in provision. Governors are actively involved in school improvement planning and performance management. Most governors have seen all teachers teach and have focused on, for example, performance management targets. Governors have a good understanding of the schools strengths and weaknesses. They apply best value principles well when comparing the school's performance with that of similar schools, seeking competitive tenders, and challenging the headteacher through critical questioning.

39 The school functions well on a day-to-day basis and the school administrative assistant is a welcoming first point of contact. She has successfully taken the more mundane administrative duties from the teachers, leaving them free to teach for the maximum amount of time.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	215,380	Balance from previous year	10,660
Total expenditure	195,813	Balance carried forward to the next	0
Expenditure per pupil	3,158		

40 Financial management is good and ensures that the budget is closely linked to priorities in the school improvement plan. Good resources have been built up and difficult decisions regarding the tight budget have been well considered before they have been implemented.

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

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

41 Children are eligible to start in the Reception class in the term following their fourth birthday. There are currently 15 children on roll. Most children have attended local nurseries and playgroups prior to coming into school. As a result of this pre-school provision and the very

good induction arrangements, children settle quickly into classroom routines. Attainment on entry is broadly average although the full range of ability is represented. The leadership and management of the Foundation Stage are good. Teaching and learning are consistently good and enable children to achieve well. Almost all children are likely to achieve the early learning goals in all areas of their learning. There is an appropriate emphasis on the development of children's personal, social and emotional development, communication, language and literacy and mathematical skills. There is a good balance between adult directed and self selected activities. Assessment procedures are good and used effectively to plan work for the different abilities represented. The good provision noted at the time of the previous inspection has been maintained.

42 Limitations are imposed by the accommodation. Although the teaching staff work hard to overcome these, the use of the Reception area as a dining room and for whole school assemblies causes some loss of time and organisational difficulties for the teacher.

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

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

### **Main strengths and weaknesses**

- Teaching is good and children achieve well
- Almost all children work well together in groups
- The development of personal, social and emotional development permeates all activities

### **Commentary**

43 The positive welcoming atmosphere in the classroom helps children to quickly settle into school and boosts their self-confidence. Classroom routines are well established. Children quickly learn to distinguish what is acceptable and unacceptable behaviour. There are good opportunities for children to work alone and in small and large groups. They co-operate well, sharing resources and taking turns, for example, when playing mathematical games and eating fruit at break times. They maintain good levels of confidence and are interested and keen to learn. Children listen well when adults are speaking and follow instructions successfully. They tidy up after the various activities. This good progress is a result of the consistently effective teaching and high expectations of all staff.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Teaching and learning are good
- Children achieve well and make good progress in reading and writing
- Learning letter sounds to develop early reading skills are well emphasised
- There are good opportunities for pupils to develop speaking and listening skills

### **Commentary**

44 The teacher provides good opportunities for children to share and enjoy a wide range of stories, poetry and non-fiction books. This is supported well by parents at home. There are

good opportunities for children to link sounds to letters; for example, in a lesson where children were taught to link initial letter sounds to pictures of objects starting with the same letter. Activities such as these also encourage children to develop the correct letter formation in associated writing activities. Good use is made of drama to bring stories to life as in an activity based on the story of the 'Little Red Hen' when children acted out the story. Adults consistently challenge children to respond to questions and extend their vocabulary, exploring the meaning and sounds of new words. The provision of a specific writing area is used well to develop early writing skills across all subjects, for example, when writing about different fruits in a topic on healthy eating.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Teaching is good and helps children to make good progress
- There is good emphasis on the development of basic number skills
- Mathematical games are used well to add interest and enjoyment in learning

### **Commentary**

45 Good teaching in this area ensures that children make good progress. Children are keen to join in whole group and class counting sessions. They count up to and down from 20 successfully. Children are taught many counting songs and rhymes and this supports their learning well. Most children recognise numbers up to at least ten. The staff use a good range of practical apparatus, games and role-play activities to interest the children. These are linked well to other areas of learning; for example, in a mock grocer's shop, children take turns to buy and sell fruit and flowers using coins up to ten pence. The above average children are able to use the interactive white board successfully to make up number statements using pictures of sets of fruit. Most children are able to identify simple two-dimensional shapes.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Teaching and learning are good and help pupils achieve well
- Resources are used well to develop understanding
- Direct experiences contribute well to children's understanding

### **Commentary**

46 Children are encouraged to investigate objects and materials by using their senses. They develop good understanding of seasonal changes by observations of the weather and changes in plants and trees in the school grounds. They examine a variety of seeds and plants and recognise that these are living things which grow and change. From a topic on 'themselves,' they develop awareness of human growth and needs. Early mapping skills are developed well when children draw picture maps of their route to school. The above average pupils are able to annotate their maps with simple symbols and labels. Topics on holidays develop an understanding of the characteristics of

different environments. Investigations into floating and sinking establish early scientific ideas. Children develop awareness of the significance of different festivals; for example, Chinese New Year and the meaning of Christmas.

## **PHYSICAL AND CREATIVE DEVELOPMENT**

Provision in physical and creative development is **good**.

### **Main strengths and weaknesses**

- Teaching and learning are good in both areas
- In creative development there are good opportunities to work with a variety of materials
- In physical development a good range of equipment is used well to support learning

### **Commentary**

47 The teacher and support staff help children develop small manipulative skills well. Children soon learn to control a pencil and paintbrush carefully and cut, paste and stick successfully. Children are expected to dress and undress themselves with adult help when changing for physical education sessions in the adjoining village hall. They follow instructions effectively when moving on a variety of small apparatus, including mats and benches. Children are aware of the effect that exercise has on their bodies. They have good balance and control. In outdoor play activities, children successfully ride a range of wheeled toys and throw and catch small balls with reasonable success. There is a good range of activities to develop children's creative and imaginative skills. Role-play areas such as the grocer's shop provide good opportunities for imaginative play and have a good impact on the development of literacy and numeracy skills. Music, songs and rhymes enhance children's creative development well. Children are confident using paint, for example, when producing images of holiday destinations.

## **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Teaching in the lessons seen was consistently good across the school
- Overall standards are above the national average and most pupils achieve well
- The teaching of reading is particularly strong
- By the end of Year 2, the above average pupils could achieve more in writing
- The subject is well led and managed

### **Commentary**

48 By the end of Year 2, standards in reading, writing and mathematics are above the national average. Pupils of all abilities achieve well in reading and average and below average pupils achieve well in writing. The above average pupils could do better in writing since, compared with reading too few reach the higher National Curriculum levels. Standards in writing improve for these pupils and by the end of Year 4, standards and pupils' achievements are good in all aspects of the subject. At all stages, there is no significant difference in the standards achieved by boys and girls.

49 In the lessons observed, teaching was consistently good across the school, with some very good teaching in Years 3 and 4. This is the key reason for the high standards in the school. All teachers develop the early skills of reading well and pupils have successful strategies to help them read unfamiliar words. This was evident when pupils who read to inspectors were able to break unfamiliar words up into sounds or, when this failed, to read around the sentence to try and establish meaning. By the end of Years 2 and 4, most pupils read a range of fiction and non-fiction texts with good accuracy and fluency. The above average pupils use their voice well when reading and recognise the effect of punctuation when reading with expression.

50 Teachers provide good opportunities for the development of speaking and listening skills; for example, in a series of lessons for pupils in Years 3 and 4, groups of pupils were encouraged to prepare a poetry reading performance for the rest of the class. The standard of presentation was good, with pupils speaking clearly and with good expression. The large majority of pupils listen well, although there is a small minority who have low concentration spans and find it difficult to concentrate in large group and class activities.

51 Spelling, handwriting and grammar are taught well and most pupils achieve good standards. Teachers provide good opportunities in literacy lessons for pupils to write in a variety of styles and in Years 3 and 4, for different audiences. More should, however, be expected of the above average pupils when writing independently in English and across other subjects, particularly in Year 2. In some of the past work seen, worksheets limit the opportunity for the above average pupils to extend their ideas in writing.

52 The national literacy strategy is well established and has helped improve standards and consistency in the quality of teaching since the previous inspection. Lessons are characterised by good whole class introductions that use resources well, group work that is usually matched well to pupils' needs and closing whole class sessions that draw together successes and discussion of any difficulties encountered. Computers and interactive whiteboards (IWB) are used well to support the subject. Assessment is good. Marking is constructive and pupils have appropriate targets to aim for. Teachers' use of the targets in the individual education plans of the pupils with SEN in the general classroom work ensures appropriate challenge. Homework supports learning well and the good reading diaries are taken home and successfully involve parents in tracking pupils' progress. The subject is very well led and managed by a committed and knowledgeable co-ordinator. The right areas for development have been identified in the subject action plan and there is a clear drive for further improvements in subject provision.

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

53 The teaching of literacy across the curriculum is mostly good. Opportunities for discussion in whole class and group sessions are provided in all subjects, including personal, social and health education (PSHE). Pupils' reading skills are used to good effect in researching a range of texts and the Internet in environmental work, history, geography and religious education. There are not enough opportunities for pupils to use their writing skills to support work in subjects such as history and geography.

## **MATHEMATICS**

Provision in mathematics is **good**.

## **Main strengths and weaknesses**

- Pupils achieve well and attain above average standards by the end of Year 2 and Year 4.
- Teaching and learning are good
- The subject is well coordinated and assessment systems are good
- All pupils, including those with SEN, make good progress

## **Commentary**

54 In the 2003 National Curriculum Tests, standards for pupils at the end of Year 2 were above the national average and comparable with similar schools. A third of the pupils reached the higher level 3. Inspection evidence and provisional results from the 2004 National Curriculum assessments indicate a similar picture. Standards have been consistently maintained at an above average level since 2001 with no significant difference between the performance of boys and girls. Standards are above average by the end of Year 4 as a result of consistently good and often very good teaching.

55 The National Numeracy Strategy is applied consistently across the school and teachers' planning and pupils' work indicate very good coverage of all aspects of the subject. Basic number skills are taught well and pupils have good opportunities to use and apply their mathematical skills in other subjects.

56 By the end of Year 2, pupils show good understanding of place value (how the position of a number affects its values) with numbers up to 100 and above average pupils accurately use numbers up to 1000. The good work begun in the Foundation Stage is built upon well in Year 1 and pupils are given good opportunities to develop their mathematical knowledge using a good variety of practical equipment. For example, in Year 1, pupils develop well their awareness of order in number by building number towers, finding missing numbers on a track and placing odd and even numbers of counters into sets. Pupils in Year 2 are continually challenged both mentally and by formal recording when approximating and adding on in nines up to 100. They add two and four digit numbers together, solve multiplication and division problems and recognise simple fractions. Pupils investigate two-dimensional shapes and recognise simple attributes, including right angles. They accurately record data and extract information from graphs.

57 Pupils in Year 3 and 4 have good opportunities to develop a range of mathematical skills with good examples of investigative work related to properties of numbers and number sequences. Pupils in Year 4 are aware of negative numbers and have good mental recall skills of number patterns and multiplication tables. They develop good mathematical strategies, which they apply successfully to a range of problems involving capacity, weight, money and time. Work with multiplication, division and fractions, shows good awareness of comparison and equivalence in number. They accurately reflect lines of symmetry in the shape and measure element of their work.

58 The quality of teaching is good overall and often very good. Teachers have good relationships with their pupils and planning takes good account of the needs of the different year and ability groups within classes. Lesson objectives are shared well with the pupils at the beginning of lessons and used well to reinforce learning at whole class end of lesson sessions. Teachers have high expectations of pupils' behaviour, expect concentration on tasks and the large majority of lessons are characterised by a good working atmosphere and good pace. Teachers make very good use of the experienced classroom support assistants who make a significant contribution to the learning of all pupils, particularly pupils who have SEN. A good range of resources, including computers, is used

well to further pupils understanding. The amount of work recorded by average and above average pupils is impressive, marking is thorough and regular homework contributes well to the standards attained.

59 The subject is well led and managed and pupils' work is regularly reviewed. A range of formal assessments are carefully analysed to detect trends and areas for improvement. This has led to a greater emphasis on investigative mathematics.

### **Mathematics across the curriculum**

60 Pupils use their mathematical skills well in support of work across other subjects. In science, pupils use a variety of different measurements to support their experimental work. They record times, temperatures and measure distances travelled by cars in topics on gravity and friction. Pupils present their findings using computer generated and hand drawn graphs as when recording the performance of rockets at a local RAF base. In geography pupils use different scales, in history they construct time lines and in design and technology they measure a range of different materials when constructing models.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils achieve very well and attain very high standards by the end of Years 2 and 4.
- Teaching and learning are good, enabling all pupils, including those with SEN, to make good progress.
- Work in environmental studies is outstanding.

### **Commentary**

61 In the 2003 National Curriculum assessment for pupils at the end of Year 2, teachers judged all pupils to be achieving at least the average level 2 and nearly one half of these pupils achieving the higher level 3. Inspection evidence and provisional results for the 2004 National Curriculum assessments indicate that these well above average standards have been maintained. Standards are also very high when compared with similar schools. By the end of Year 4, standards remain well above those usually seen for pupils of this age. The very high standards are the result of consistently good teaching and the outstanding opportunities provided to study the life processes and living things aspect of the science curriculum through environmental work.

62 By the end of Year 2, pupils have a very good knowledge of different habitats from first hand investigation in the school grounds. They sort mini-beasts into different groups and classify them according to diet and body characteristics. When studying the life cycle of frogs and butterflies they gain very good insights into ways in which some creatures change and adapt to their environment. They know that humans change as they age and name simple parts of a skeleton. The whole school focus on healthy eating promotes knowledge and understanding well in this area of their work and they identify a range of foods to make up a healthy diet. Pupils test materials to identify which would be best to waterproof 'teddy's umbrella' and correctly identify materials used to make furniture and artefacts in the classroom and at home. They know which materials and substances are attracted to a magnet, create simple electrical circuits and experiment with simple forces like pulling and pushing.

63 Pupils in Year 3 and 4 increase their knowledge of physical processes and the properties of materials well, for example, by using fair testing principles to set experiments and evaluate results. They create different electrical circuits, are well aware of what is required to affect electrical flow and use terms like 'insulate' and 'circuit break' when describing their work. They measure degrees of warmth and coldness in water using their good mathematical skills, separate materials using a variety of processes and accurately test different papers for absorbency. When studying 'healthy' diets they use vocabulary like 'proteins', 'carbohydrates' and 'vitamins' to correctly categorise foods. Pupils cooperate very well in group experiments and listen carefully to the evaluations of other pupils. Work is well recorded and presented and pupils make very good progress across the range of the science curriculum.

64 Teaching and learning are good across the school. All pupils, including those with SEN, make good progress in their knowledge and understanding of scientific principles. Teachers plan thoroughly and provide good opportunities for pupils to learn from direct experiences. Teachers have good subject knowledge and have high expectations of pupils' attention and behaviour. Clear explanations are given to the pupils as to the tasks during the lessons and question and answer techniques skilfully enable pupils to think and to make decisions about their own experiments. Good opportunities are provided for cooperative work in pairs and groups, which contribute well to pupils' social development.

65 Assessment systems are good and marking is thorough and usually developmental. There has been good analysis of previous results and a good range of optional tests are used with older pupils to evaluate their attainment and progress, both through the school and for the middle school. This analysis has led to a greater emphasis on investigative science, which has improved standards further, particularly of the higher level 3. Whole school projects such as 'healthy eating' and the outstanding, nationally recognised, environmental work significantly contribute to the very high standards achieved by pupils in the life processes and living things aspect of their science work. The subject is well led and managed and enthusiastically led by a knowledgeable coordinator who has worked successfully to improve the science curriculum, resources, teacher expertise and the proportion of level 3 grades since the previous inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Resources have improved markedly since the previous inspection and are helping raise standards
- ICT is used increasingly effectively to support learning in other subjects
- The subject is well led and managed

### **Commentary**

66 It is not possible to make a secure judgement on the quality of teaching since only one specific ICT lesson was observed. Evidence comes from this one lesson, a scrutiny of past work, watching pupils work independently, talking to pupils and observing teaching assistants supporting individual pupils. On the basis of this evidence, standards have improved since the previous inspection. They are in line with national expectations by the end of Year 2 and Year 4. All pupils, including those who have SEN, achieve well in all classes and, with the



introduction of new equipment, including interactive whiteboards (IWB), standards are rising at a good pace. Teachers expertise is improving as a result of appropriate in-service training and training. All are confident in using the IWB which are used effectively in lessons to support work across the curriculum.

67 In the satisfactory lesson for pupils in Years 1 and 2, the teacher used the IWB well to introduce the task. This helped pupils who subsequently worked in pairs on the four classroom computers to understand how the program worked and what icons were relevant to the activity. Most pupils showed reasonable expertise in using flood fill tools to create a picture of a face. They changed colour and good mouse control helped them to complete the task. The task for pupils waiting to work on the computers, while related to the main task, was not demanding enough to keep them sufficiently engaged.

68 Discussion with pupils and teachers and scrutiny of past work indicates that, by the end of Year 2, pupils gain understanding of how a programmable toy operates and know that it responds to instructions. This aspect of control and modelling is extended in Years 3 and 4 when pupils work with screen turtles to plot shapes and routes. Pupils in Years 1 and 2 have good mouse control and know how to save and print their work. Pupils in Years 3 and 4 have experience of e-mail and have exchanged messages with other Staffordshire schools. Pupils in Years 2 to 4 edit their work on computers and the older pupils use different fonts, size and colour successfully. Pupils of all abilities enjoy ICT and show good levels of confidence in using computers.

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

69 ICT is used very well to support work across the curriculum. Computers were seen in the large majority of the lessons observed. IWBs were extensively used to consolidate and introduce ideas across most subjects. Older pupils use the Internet, with appropriate safety measures, to research work, for example, in history and geography. Number sequences are explored using the IWB in mathematics. Spelling programs are in use regularly to support pupils, including those who have SEN.

### **HUMANITIES**

70 In humanities, work was sampled in **history** and **geography**, with only one lesson seen in history. It is, therefore, not possible to form a secure judgement about the quality of provision in these subjects. On the basis of discussion with pupils and a scrutiny of past and present work, standards are at least average by the end of Years 2 and 4 and have been largely maintained since the previous inspection. Some aspects have improved; for example, the school now has curriculum guidelines and policies that teachers use as a basis for planning and ICT is used increasingly to support research in both subjects.

71 The school continues to make good use of visits and visitors to support learning in both subjects. In history, for example, pupils have recently visited museums and historical houses and in geography good use is made of the school grounds and local area in mapping activities and rural and urban studies. In discussion with pupils in Year 2, they could recount basic information about famous people such as Samuel Pepys and Guy Fawkes and talk about the Great Fire of London and the Gunpowder Plot. Past work shows that pupils have studied change over time in topics on the development of transport and the history of the school. Year 2 pupils' geography work shows that they have drawn simple maps with key features such as rivers, mountains and lakes and have studied the different jobs people do on an island

community. In history by the end of Year 4, pupils have a good knowledge of key features in the Roman civilisation. In a satisfactory introductory lesson on the Aztecs, pupils were encouraged to use secondary sources to find out initial information about the Aztecs and linked this to geography when locating Mexico on a world map. A few pupils lost interest in the activity after a while and did not make the good progress of other pupils. In geography, pupils have used tables and grids to produce building surveys in the local area and know the difference between human and physical features.

72 Given the heavy workload in a small school with regard to subject co-ordination, leadership and management of the subjects are satisfactory. Good information about pupils' progress is passed on orally from teachers' own individual records to help teachers plan the next stage of learning, although there are no whole school assessment systems. In both subjects, there is an over-reliance on worksheets that place too little demand on extending pupils' writing.

## **Religious education**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- Teaching is good overall and pupils achieve well
- Standards meet the requirements of the local agreed syllabus
- Pupils acquire a good knowledge of Christianity and other major religions

## **Commentary**

73 By the end of Years 2 and 4, standards meet the requirements of the local agreed syllabus and pupils of all abilities achieve well. Pupils in Year 2 acquire good knowledge of stories from the life of Jesus and other well known Bible stories. They develop good knowledge of Christian and other festivals such as Diwali. They become increasingly aware of significant events in their own lives such as birthdays and christenings. By the end of Year 4, pupils extend their knowledge and understanding well. They have good knowledge of the significance of religious symbols from various religions and the importance of the lives of great religious figures such as Saint Augustine and Saint Francis of Assisi. They know the importance of pilgrimages and special places, such as Jerusalem, Mecca and Rome. Pupils are encouraged to write their own prayers about peace.

74 On the basis of the two lessons observed and a scrutiny of pupils' work, teaching is good across the school. Encouragement of discussion is a strong feature of the teaching and helps pupils develop spiritual and moral understanding well. Resources are used well to stimulate interest; for example, in a lesson for pupils in Years 3 and 4, the interactive whiteboard was used well to illustrate the story of the Creation. Pupils show confidence in discussing their own feelings as a result of the good relationship between teachers and pupils. When working in pairs and groups, pupils co-operate well and show respect and appreciation of the work and thoughts of others. More opportunities could be provided for the above average pupils to write extended pieces of writing in the subject.

75 The subject is competently led and managed and planning is closely linked to the local agreed syllabus. Good links have been established with the local church and other religious groups in the community. Festivals within school and at the local church contribute well to pupils' knowledge and understanding of the subject. There is a recognised need to develop formal whole school assessment procedures in order to monitor pupils' progress more effectively.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

76 Only one lesson was seen in each of design and technology, music and physical education. No lessons were seen in art and design. It is not therefore possible to make a secure judgement about provision in these subjects. In addition to observing lessons, inspectors spoke to pupils and looked at past and present work.

77 It is evident from teachers' planning, pupils' work and displays around the school that work in **art and design** is varied and stimulating, with examples of work better than expected for pupils' ages. Standards have improved since the previous inspection. Some high quality work by pupils in Years 3 and 4 was observed after pupils had worked with a visiting ceramic artist. They had designed and created clay tiles and combined them into a very attractive group mural. All pupils have experienced working in a variety of media including pastel, paint, crayon and chalk and have gained stimulation from the work of artists such as Monet and Kandinsky. Pupils in Years 3 and 4 have produced good observational drawings of natural forms such as plants and fruit.

78 In **design and technology**, a scrutiny of pupils' work, discussion with pupils and observation of the one lesson in the mixed Year 1 and 2 class indicate that satisfactory experiences are provided for the pupils in the design and making process. In the satisfactory lesson observed, pupils designed and made doors to fit a model castle. A range of measuring, cutting and sticking skills was used to produce a reasonable final product. Not enough information was provided for pupils initially and some struggled to make a successful start to the activity. Pupils in Years 3 and 4 have made good story books with moving characters to share with younger pupils in the school.

79 In **physical education**, teachers' planning shows that all aspects of the subject are covered. Pupils in Years 3 and 4 have the opportunity to swim weekly and most reach the national standard of 25 metres by the end of Year 4. This represents very good achievement since this is the standard expected at the end of Year 6. In the good lesson observed for pupils in Years 1 and 2, pupils created a sequence of simple movements on the floor and transferred this to work on apparatus. Many showed good balance and co-ordination and a good awareness of space. The teacher encouraged pupils to improve their performance and used pupils to demonstrate particularly good technique for the rest of the class. There was good emphasis on health and safety issues and pupils were encouraged to put out and clear away the apparatus. The good range of extra-curricular activities including dance and games has a positive impact on standards. Pupils in Years 3 and 4 enjoy good opportunities to participate in outdoor adventurous pursuits on a residential visit.

80 In **music**, pupils have good opportunities to sing in assemblies, class and the local church. They know a good range of songs from memory and follow instructions well to improve their performance. In the one very good lesson, taken by the visiting specialist teacher, pupils in Years 3 and 4 maintained a steady pulse and performed patterns of simple parts with appropriate control. They clapped rhythms following notation music sheets and extended this work using untuned percussion instruments. The teacher ensured that all pupils had the opportunity to contribute to the lesson and used individual pupils' work well to demonstrate key teaching points. This helped to improve the performance of the other pupils. Older pupils in the school have the opportunity to learn to play the recorder. From the evidence gained on the inspection, standards are similar to those expected for pupils' ages.

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

### **Personal, social and health education (PSHE)**

Provision is **very good**.

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

- The school has achieved many local and national awards for its work in this area
- The excellent work in environmental studies develops pupils' social responsibilities very well
- Pupils have good opportunities to participate in the school's decision making process through the ECO council

#### **Commentary**

81 Pupils achieve very well in their personal and social development and in early understanding of citizenship. This is a result of the high profile given to this aspect of learning throughout the school.

82 All classes have regular PSHE activities where there are good opportunities for pupils to talk about their feelings and opinions across a range of issues. Teaching about the importance of a healthy diet in science and the importance of exercise in the development of a healthy body in physical education are strong features of the provision. There is very good support from parents and other members of the community with activities such as gardening, conservation, recycling and improvements to the school environment. The school nurse and cook contribute effectively on health issues and encourage the importance of making independent decisions. Visits from the police make pupils aware of the dangers of drug misuse and road safety issues.

83 Pupils in Years 2, 3 and 4 have opportunities to serve on the schools' ECO committee after elections. Candidates have to tell the rest of the class why they should be their representatives on the committee. The committee makes decisions about improvements to the school environment. This gives pupils early ideas about corporate responsibility and awareness of decision making processes.

84 The school has received numerous local and national awards and has a 'permanent ECO flag' in recognition of its consistent success in work on environmental awareness issues over many years. The school is also recognised as a Health Promoting School.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
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
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3

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