

INSPECTION REPORT

ST MARY'S C of E VA PRIMARY SCHOOL

Hatfield Broad Oak, Bishop's Stortford

LEA area: Essex

Unique reference number: 115178

Headteacher: Mrs L Stephenson

Lead inspector: Mrs M Gough

Dates of inspection: 2nd – 4th May 2005

Inspection number: 267882

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:	81
School address:	Hatfield Broad Oak Bishop's Stortford Hertfordshire
Postcode:	CM22 7HH
Telephone number:	01279 718267
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Donovan
Date of previous inspection:	May 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated in the village of Hatfield Broad Oak, close to the town of Bishop's Stortford. The school caters for eighty one pupils between the ages of four and eleven. The vast majority of pupils are of white ethnicity. One pupil is at an early stage of learning English as an additional language. Fourteen pupils have special educational needs. This represents 17 per cent of the school population and is below average. Three pupils have Statements of Special Educational Needs. In the past year, five pupils have joined the school other than at the usual point of admission and five pupils have left the school other than at the usual point of transfer. Levels of mobility are average. The attainment of the children when they join school in the reception class varies sometimes quite significantly year on year. The attainment of the current reception class when they started school was average. The school received an Achievement Award in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22361	Mrs M Gough	Lead inspector	Mathematics, science, art and design, design and technology, geography, history, music, physical education
15181	Mrs M Hackney	Lay inspector	
27568	Mrs M Davidson	Team inspector	Foundation Stage, English, information and communication technology, personal, social and health education and citizenship, special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very effective** school that has many very good features and no significant area of weakness. Pupils of all ages and abilities achieve well and the current Year 6 group is on course to attain standards that are well above national expectations in English, mathematics and science. Teaching and learning are good. Pupils' behaviour and attitudes are very good. The leadership and management of the school are very good, and the headteacher, staff and governing body are committed to the continued development of the school. The school gives good value for money.

The school's main strengths and weaknesses are:

- The headteacher provides a very good lead for the school's work and is very well supported by a hard-working staff and a very knowledgeable and efficient governing body.
- Standards at the end of Key Stage 2 are well above national expectations in English, mathematics and science for the current Year 6 pupils.
- Pupils of all abilities, including those with special educational needs and higher attainers, achieve well from their different starting points.
- Teaching and learning are good throughout the school and are characterised by very good relationships.
- Pupils have very positive attitudes and their behaviour is very good.
- The curriculum is good, but there are not always enough play opportunities for reception children. The morning sessions are not used to full advantage in Years 1 – 6.
- The school provides a very good range of additional learning opportunities that very effectively enhance the pupils' learning.
- Links with parents, other schools and the community are very good.
- Although satisfactory, assessment systems in the foundation subjects are not sufficiently well developed.

The school has improved **very well** since the last inspection. At that time the headteacher had only been in post for a short time, and although she had astutely identified the areas for development, she had not had time to see new initiatives through to fruition. There has been particularly good improvement in terms of the support and guidance provided for pupils, the leadership and management of the school, links with parents and the community, and in the pupils' attitudes and behaviour.

STANDARDS ACHIEVED

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

Key: A - very high; A – well above average; B – above average; C – average; D – below average; E – well below average. Similar schools are those whose pupils attained similarly at the end of Year 2. Note: caution is needed in interpreting the results of these small year groups.*

Throughout the school pupils' achievement is **good**. By the end of Key Stage 2, pupils' attainment in the core subjects is well above national expectations.

Because of the small number of pupils in each of the cohorts entered for the national tests, the results must be treated with extreme caution. The results in Key Stage 1 and Key Stage 2 show a very varied picture over the last few years. The school attracts a number of pupils with significant special educational needs. These pupils are not evenly spread throughout the school, and so in some year groups there is a high proportion of pupils who are unable to attain the expected level, despite making good and sometimes very good progress.

The 2004 end of Key Stage 2 national test results show that pupils' attainment is in line with the national average in English, below average in science, and well below average in mathematics. The pupils' performance on the basis of their prior attainment is above average in English, and well below average in mathematics and science. The 2004 end of Key Stage 1 national test results show that pupils' attainment is average in reading and mathematics, and above average in writing. In comparison with similar schools, the pupils' performance is below average in reading and average in writing. The 2004 teacher assessments for science show that pupils' attainment is in line with the national average.

The inspection findings show that pupils' attainment in English, mathematics and science at the end of Key Stage 1 is above national expectations, and that the pupils' attainment at the end of Key Stage 2 in English, mathematics and science is well above national expectations. In information and communication technology 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. In physical education, pupils' attainment is at the nationally expected level at the end of both key stages in the lessons seen during the inspection. In all areas of the curriculum pupils achieve well.

Most of the current group of reception children will attain the Early Learning Goals in mathematical development, knowledge and understanding of the world, physical development and creative development, and will exceed the Early Learning Goals in communication, language and literacy. They are on course to attain well beyond the Early Learning Goals in personal, social and emotional development. The reception children achieve well from their different starting points.

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

QUALITY OF EDUCATION

The school provides a **good** quality of education for pupils of all ages. Teaching and learning are **good** and have many very good features. Assessment is satisfactory in the Foundation Stage and good overall in Key Stage 1 and Key Stage 2. The curriculum is good, and is enriched by a very good range of additional activities. The provision for pupils with special educational needs is very good. Accommodation is good. Resources are satisfactory in the Foundation Stage and good in Key Stage 1 and Key Stage 2. The school provides very good levels of support, care and guidance and is very effective in the way in which it seeks and acts upon the views of the pupils. Links with parents, other schools and the community are very good.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is **very good** and sets a very clear steer for the school's development. The leadership of other key staff is **good**. The school is **very well** managed. All staff are highly committed to the school's ongoing success and continued improvement and there is a very strong team spirit. The governance of the school is **very good**.

Governors are knowledgeable and supportive. They very effectively fulfil their role as critical friend to the school and ensure that all statutory responsibilities are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the quality of education and the approachability and accessibility of staff. They are fully involved in school development planning, and the partnership between home and school is very strong. Pupils are very keen to come to school and like their teachers and classmates. They appreciate the way in which their views are sought and acted upon.

IMPROVEMENTS NEEDED

Within the context of its many significant strengths, the school should:

- develop more effective assessment systems within the foundation subjects;
- make better use of the morning sessions in Key Stage 1 and Key Stage 2 and increase the range of structured play activities for the reception children.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Throughout the school pupils' achievement is **good**. By the end of Key Stage 2, pupils' attainment in the core subjects is **well above** national expectations.

Main strengths and weaknesses

- The reception children achieve very well in terms of their personal, social and emotional development, and attain very high standards in this aspect of their work.
- The school caters very well for pupils with special educational needs, enabling them to make very good progress towards their individual targets.
- Pupils have very good basic skills of language and literacy which they use very well in their work across the curriculum.
- Key Stage 2 pupils have very good skills of scientific investigation and very good word-processing skills.

Commentary

1. The year groups tend to be very small throughout the school, and this means that it is difficult to accurately identify trends and patterns on the basis of test results where the performance of an individual pupil can skew the results significantly. Typically, the attainment of the reception children when they start school is average, although in past years this picture has been very variable with the attainment of some groups being below average and some above average. The school welcomes and provides very good support for pupils with special educational needs, but the spread of pupils with learning difficulties is not even across the school. This factor accounts for some of the lower than average test results over recent years.

Foundation Stage

2. The attainment of the current group of reception children was broadly average when they started school, and a good number of children came to school with well developed social and language skills. The children achieve well, and make good progress in their first year in school. However, the overall picture of attainment at the end of the reception year is very mixed. This is because the entry of the reception children is staggered over three terms, with the result that the oldest children who have been in school for one year have a much wider breadth of experience than the youngest children who have only had one term in school on a full-time basis.
3. Most of the current group of reception children will attain the Early Learning Goals in mathematical development, knowledge and understanding of the world, physical development and creative development, and will exceed the Early Learning Goals in communication, language and literacy. They are on course to attain well beyond the Early Learning Goals in personal, social and emotional development. The reception children achieve well from their different starting points. The reception children receive a good grounding in the basic skills of reading, writing and number, which prepares them very well for 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	16.1 (16.5)	15.8 (15.7)
Writing	15.4 (16.6)	14.6 (14.6)
Mathematics	16.1 (17.4)	16.2 (16.3)

There were 9 pupils in the year group. Figures in brackets are for the previous year.

4. The 2004 national test results show that pupils' attainment is average in reading and mathematics, and above average in writing. In comparison with similar schools, the pupils' performance is below average in reading and average in writing. Variations in the test results over recent years reflect the mixed ability of the cohorts of pupils. The 2004 teacher assessments for science show that pupils' attainment is in line with the national average.
5. The inspection findings indicate that pupils' achievement is good. Teachers cater well for all ability groups, providing very good levels of additional support for those with special educational needs, and stretching the higher attainers so that they too achieve their potential. The current Year 2 group is on course to attain standards that are above national expectations in English, mathematics and science by the end of the year. Although this group contains some pupils with special educational needs who may not attain the expected level in the end of year national tests, a good proportion of pupils are high attainers whose performance exceeds national expectations.
6. In information and communication technology and physical education, pupils' attainment is at the nationally expected level. Pupils achieve well overall, and make good progress from their different starting points.

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	27.5 (27.0)	26.9 (26.8)
Mathematics	25.0 (26.6)	27.0 (26.8)
Science	27.5 (30.0)	28.6 (28.6)

There were 12 pupils in the year group. Figures in brackets are for the previous year.

7. On the basis of the 2004 end of Key Stage 2 national test results, pupils' attainment is in line with the national average in English, below average in science, and well below average in mathematics. Although the pattern of attainment over recent years has varied considerably because of differences in the natural ability of the cohorts of pupils, the 2004 results are unusual in that the pupils' performance is so varied across the three subjects. The main factor that accounts for this variation is the high level of mobility within this year group. In addition, because of staff changes in recent years, the planned developments in mathematics and science were interrupted. The planned initiatives were the result of monitoring which had identified some weaknesses in the provision for mathematics and science. The pupils' performance on the basis of their prior attainment was above average in English, and well below average in mathematics and science.

8. The inspection findings paint a very positive picture of attainment. The current group of Year 6 pupils contains a good percentage of higher attaining pupils and very few pupils who are working at a level lower than expected for their age. The pupils' attainment is well above national expectations in English, mathematics and science, and pupils of all abilities make good progress and achieve well. Pupils have very good language and literacy skills which they use very well to support their work in other areas. In addition, their skills of investigation in science are very finely honed, and they show very good levels of independence in setting up and carrying out investigations.
9. In information and communication technology, pupils' attainment is above national expectations. Pupils have very good word-processing skills. In physical education, pupils' attainment is at the expected level in the areas seen during the inspection. In information and communication technology and physical education pupils achieve well and benefit from good teaching that shows them how to consistently improve their performance.

Pupils' attitudes, values and other personal qualities

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

Main strengths and weaknesses

- Behaviour is very well managed, and the school is an orderly and happy environment where pupils behave very well.
- Relationships are very good at all levels.
- The pupils' social and moral development is a particular strength.
- Pupils throughout the school are very kind and considerate of others.
- Older Key Stage 2 pupils show very good levels of initiative and are keen to take responsibility for aspects of the school's work.

Commentary

10. Pupils of all ages and abilities have a very positive attitude to school and to work. They enjoy coming to school and involve themselves enthusiastically in all of the activities that are provided. Pupils are very friendly and polite and most are keen to talk to visitors about their work and the life of the school. Pupils have very warm and trusting relationships with all adults, and work very well on shared tasks with their classmates. During lessons most pupils concentrate well and work hard, showing pride in their achievements. Pupils listen very well to their teachers and are keen to answer questions and to respond to challenges. Pupils are very supportive of one another, and they are very kind and caring towards their classmates who have special educational needs.
11. Behaviour is very good and has improved significantly since the last inspection because of the school's revised behaviour management procedures, and the consistently high expectations of the staff. Parents feel that behaviour is a considerable strength of the school. Pupils clearly understand the consistent and very positive and fair approach towards behaviour management. They are adamant that there is no bullying or racism in the school and they are confident that any problems would be dealt with promptly and effectively. During assemblies and outside in the

playground, pupils behave very well and they move around the school in a sensible, orderly and quiet fashion. There have been no exclusions in recent years.

12. Pupils’ personal development is very good. Pupils of all ages are encouraged to take on increasing levels of responsibility as they move through the school, and pupils typically show very good levels of independence when making choices about their work. Pupils are proud of their special responsibilities and confidently act as monitors, School Council representatives and charity fundraisers. Older Key Stage 2 pupils show very good levels of initiative, and a small group independently leads a dance club for the Key Stage 1 pupils which is very popular and well run. Pupils’ social and moral development is very good, and pupils show a very good awareness of the need for considering others within a community such as the school, and a very strong understanding of the difference between right and wrong. Pupils’ spiritual development is good, and there are good opportunities for them to reflect on their own lives and those of others. Pupils’ cultural development is good. Pupils benefit from a wide range of visitors and visits which enhance their knowledge of their own culture and the traditions and customs of others.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.0	School data:	0.4
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.

13. Attendance is good and is above the national average. The school works hard to improve attendance further but a small number of families continue to take holidays during term time. Good procedures are in place to monitor attendance and to promptly follow up absence. Pupils are generally punctual and lessons start on time.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education for pupils of all ages. Teaching is **good** throughout the school. Assessment is **satisfactory** in the Foundation Stage and **good** overall in Key Stage 1 and Key Stage 2. The curriculum is **good**, and is enriched by a **very good** range of additional activities. Accommodation is **good**. Resources are **satisfactory** in the Foundation Stage and **good** in Key Stage 1 and Key Stage 2. The school provides **very good** levels of support, care and guidance and is **very effective** in the way in which it seeks and acts upon the views of the pupils. Links with parents, other schools and the community are **very good**.

Teaching and learning

Teaching and learning are **good** and have many **very good** features. Assessment is **satisfactory** in the Foundation Stage and **good** overall in Key Stage 1 and Key Stage 2.

Main strengths and weaknesses

- Creativity is actively encouraged and celebrated.

- Very good relationships between teachers and pupils create a very positive learning environment.
- Teaching assistants are used very effectively to support pupils with special educational needs.
- Key skills of literacy and numeracy are well taught and promoted across the curriculum.
- The analysis of test information is very good and enables the school to closely track and monitor pupils' progress and attainment.
- Pupils have a good understanding of their own learning and take a full part in setting and reviewing their individual targets.

Commentary

Summary of teaching observed during the inspection in 20 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	4	15	1			

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

14. Teaching is good and has many very good features. There has been good improvement since the last inspection.
15. The teaching of children in the reception class is good. The teacher provides a wide range of exciting activities that provides good levels of challenge for children of all abilities. Very good use of support staff enables children with special educational needs to take a full and active part in lessons and activities. The teaching of early reading, writing and number skills is good and the reception children have good opportunities to practise newly learned skills so that they become well established. Very good relationships between the children and adults create a very positive learning environment where children are not scared of making mistakes and where they feel confident about exploring new areas of learning. Good emphasis is placed on the development of the children's personal and social skills, and the teacher provides many daily opportunities for the children to make choices about their learning, and to become independent learners.
16. In Key Stage 1 and Key Stage 2, teachers cope well with the mixed-age classes, and are skilled in meeting the needs of all pupils. The very good use of support staff ensures that individual pupils who need additional support are very well provided for. Higher attaining pupils are well challenged by a good range of open-ended tasks that enable them to pursue their own lines of enquiry. Teachers effectively promote and celebrate creativity and originality and, as a result, pupils show very good levels of imagination in the way in which they go about tasks and present their written findings. Relationships between teachers and pupils are very good and, as a result, pupils are confident about asking questions and tackling new learning.
17. The teaching of English, mathematics and science has many very good features. Investigative skills in science are very well taught and, as a result, pupils are very independent when setting up investigations. Teachers provide very good opportunities for pupils to use skills of language and literacy across the curriculum, and good opportunities for them to use and apply mathematical skills. In information and communication technology lessons, other subjects provide a good context for much of the pupils' learning, but on a daily basis, there are only limited opportunities for pupils

to use information and communication technology as a tool for learning in subjects such as mathematics and science.

18. Pupils throughout the school have very positive attitudes to learning. They show very good levels of interest and concentration and most take a full and active part in lessons and activities. In the main, pupils work hard and take pride in the presentation of their written work. The exception is in Key Stage 1 science, where the pupils work mainly on worksheets and do not always take enough care with their handwriting and diagrams. Pupils of all ages and abilities are fully involved in the process of setting targets for improvement and speak knowledgeably about the next steps they need to take to move forward in their learning.
19. Assessment is satisfactory in the Foundation Stage. The new co-ordinator is in the process of evolving a more manageable system for tracking and recording the children's progress. In Key Stage 1 and Key Stage 2, assessment in the core subjects is very good, and test data are used very well to highlight areas of relative strength and weakness in teaching and learning. In the foundation subjects, assessment is at an early stage of development and does not yet provide comprehensive information about the pupils' attainment across the various strands of each subject.

The curriculum

The curriculum is **good** for all pupils. The school provides a **very good** range of additional activities that enrich the pupils' learning. Accommodation is **good**. Resources are **satisfactory** in the Foundation Stage and **good** in Key Stage 1 and Key Stage 2.

Main strengths and weaknesses

- Provision for pupils with special educational needs is very good.
- The school has a good programme of work to support the pupils' personal, social and health development.
- All subjects are taught regularly, but the generous amount of time given to English and mathematics reduces the time that is available for other subjects.
- The pupils' learning is significantly enhanced by a very wide range of visits and the input of visiting speakers.
- The starter swimming pool and the extensive grounds are very good features that are very well used.
- Structured play activities are not always used enough to extend the children's learning in the reception class.

Commentary

20. The school provides a good and broad curriculum for all pupils. Statutory requirements are met in Key Stage 1 and Key Stage 2, and the curriculum for the reception children is appropriately planned around the recommended areas of learning for this age group. Religious education is taught on a regular basis to all classes. Over recent years the school has successfully focused on raising standards in English and mathematics. A generous amount of time is given to these subjects reducing the amount of time that is available for other subjects. Although there has been satisfactory improvement since the last inspection in terms of developing curriculum provision, the organisation of the morning sessions is not as imaginative as it might be. In the reception class, the teacher prepares the children well for their transfer to Year 1, but at times there is too much emphasis on formal 'lessons' and not enough opportunities for the children to extend their learning through structured play.

21. The school caters very well for pupils with special educational needs and is very effective in the way in which it meets the needs of pupils with statements. Very good use of experienced and well-qualified support staff enhances the learning of pupils with special educational needs and ensures that they are fully included in all aspects of school life. Individual education plans are well written and contain clear targets. Pupils with special educational needs have full and equal access to all aspects of the statutory curriculum and to additional activities.
22. The programme of work for personal, social and health education and citizenship is good and makes good links with the science curriculum. Regular sessions provide good opportunities for pupils to explore and consider a wide range of topics.
23. The provision of enrichment activities is very good and has improved very well since the last inspection. Despite its small size, the school provides a very good range of extra-curricular activities that are well attended and very popular. In addition, pupils take part in many educational visits which are often linked to ongoing topics and which have a very positive impact both on the pupils' learning and on their personal and social development. The school welcomes a significant number of visitors who share their expertise with the pupils and enhance their learning.
24. The accommodation is good. The school benefits from spacious grounds, which include an environmental area which is regularly used to extend pupils' knowledge in science. In addition, the school has a starter swimming pool which is used regularly during the summer months, and which gives all pupils a good start in terms of learning how to swim. The reception children have good access to an outside play area, and have access to a satisfactory range of resources. Resources for Key Stage 1 and Key Stage 2 pupils are good.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is **very good**. Pupils receive **very good** support, advice and guidance. The school is **very effective** in the way in which it seeks pupils' views.

Main strengths and weaknesses

- Procedures for ensuring the pupils' health and safety are very well established.
- The school is a happy environment where pupils are very well cared for.
- Pupils' personal achievements are very well monitored by staff who know them very well.
- The school actively seeks the views of pupils about a wide range of issues.
- Very good induction procedures ensure that reception children quickly settle into the routines of school life.

Commentary

25. Since the last inspection the school has significantly improved its procedures to support pupils' care and welfare. Parents speak highly of the level of pastoral care their children receive at school. The very good levels of care and support make a strong contribution to the pupils' overall achievement and to developing their self-esteem and confidence. The governing body has established very good procedures to ensure the pupils' health and safety which are rigorously monitored on a regular basis. Formal risk assessments are completed. Child protection procedures are very good and, through training, all staff are fully aware of their responsibilities and the

escalation procedures that should be followed in the event of a child protection issue being identified.

26. The school has no formal system of record keeping to support the assessment of pupils' personal development. However, the staff know pupils very well and, through informal monitoring, information is regularly shared about pupils' progress and their personal achievements. Pupils are involved well in setting and reviewing their personal and academic targets. Those with special educational needs receive very good support through well organised individual education plans and access to all external support agencies. During lessons learning support assistants provide very good support for individual pupils and groups to ensure that all are well included in the full range of activities. Induction arrangements are very good and children and their parents are well informed and supported when children join the reception class. Pupils entering the school at different times also receive a high level of care and support which helps them to feel welcome and settle quickly into the school community.
27. The school is very committed to ensuring that pupils' views are considered. Pupils are proud that through the School Council their suggestions are often acted upon and have a strong influence on the School Development Plan. Pupils speak confidently about their ideas being used to improve the school's facilities, range of activities and support for charities. Pupils are currently very enthusiastically involved in the Healthy Schools Award and are working with staff and parents to produce a healthy eating programme, buddy system and travel plan.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Parents are very supportive and hold the school in high regard.
- The school is very welcoming to parents and strongly encourages a close partnership.
- Parents' views are regularly sought and valued in the development of the school's work.
- Regular communication keeps parents well informed about events and pupils' progress.
- Very strong links with the community and with other schools enrich the curriculum and enhance the pupils' learning.

Commentary

28. Since the last inspection the school has made very good progress in strengthening its links with parents. There is now a very good partnership which makes a strong contribution to the life of the school. Parents are very supportive and very satisfied with the quality of education provided and the approachability of the school. They value the fact that their views are regularly sought and acted upon, and that the headteacher and staff are readily available to them to answer questions or discuss concerns. A group of parents helps regularly in classrooms and with extra-curricular activities. Parents are actively supporting the school's bid for the Healthy Schools Award and are effectively working alongside staff to improve the school's facilities. The Parent Teacher Association is very supportive and organises regular social and fund-raising events which provide the school with a range of additional resources to support teaching and learning.

29. The school provides a good range of information for parents. Parents value the weekly newsletters, helpful curriculum information and opportunities for informal contact with teachers. Prior to induction parents receive an informative pre-school booklet which encourages them to help their children at home. The consultation evenings held twice a year are very well attended by parents. In addition parents are invited to planned meetings with teachers each term to discuss their children's progress and their targets for improvement. Parents of pupils with special educational needs are involved fully in drawing up pupils' individual education plans and are invited to all assessment and review meetings. Reports to parents are satisfactory and, overall, provide clear information about progress and teacher assessment. Some parents would like more information about their children's progress, and guidance about how they can help with homework.
30. The school has a high profile in the village, and community links are strong. The school invites local parishioners and parents to complete a questionnaire which in turn informs the School Development Plan. Members of the community support the work of the school well, including regular help with fundraising events, listening to pupils read and assisting with extra-curricular activities. Pupils benefit from taking part in a range of village events such as the well-known Fun Run and special services in the local church. Pupils contribute well to the wider community by, for example, welcoming senior citizens into school for concerts and other school functions.
31. There are very good links with other village primary schools which help to enrich the curriculum and provide additional learning opportunities. Pupils take part in inter-school football and netball matches, and this encourages responsibility and social development. Pupils in Years 4 and 5 speak very positively about the shared theme days when they take part in dance, science and art activities with pupils from other schools. The school's links with the secondary schools are positive and assist the transfer arrangements for pupils in Year 6 and the sharing of information. The school works closely with the pre-school on site to ensure children's smooth induction into school. Regular meetings between headteachers at other primary schools enable the sharing of good practice.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is **very good**. The leadership of other key staff is **good**. The school is **very well** managed. The governance of the school is **very good**.

Main strengths and weaknesses

- The headteacher has a very clear agenda for the future and continued development of the school that is shared by staff, governors and parents.
- The school is very inclusive and caters very well for the needs of individual pupils.
- The team work amongst staff is very good and staff are highly committed to ensuring the best possible education for all pupils.
- The governing body is very supportive and knowledgeable and fulfils its collective responsibility very well.
- Clear strategic planning is a strong feature of both the governance and management of the school.

Commentary

32. There has been very good improvement since the last inspection in terms of the leadership and management of the school. At the time of the last inspection the headteacher had not been in post for long, and had not yet made her mark. Since that time she has very successfully led the school forwards. Over recent years she has been very focused on the need to continue to raise standards and in ensuring that the needs of all pupils are fully met. She has been very successful in establishing a hard-working team of teachers and support staff who share her enthusiasm for the school and her commitment to ongoing improvement. The headteacher provides a very good role model for all those who work with her. Because of difficulties in recruiting a new teacher, the headteacher has for the past term taken on the teaching of the Year 5/Year 6 class. She has very successfully combined this teaching commitment with her management role.
33. The leadership and management roles of all staff are effectively carried out within the context of this small school where all teachers have significant curriculum responsibilities. The school is committed to the ongoing professional development of staff and this is linked to individual needs and the needs of the school as articulated in the School Development Plan. Good training for support staff who work closely with pupils with special educational needs has enhanced their input, and has contributed significantly to the overall very good provision for pupils with special educational needs. The school has a good rolling programme for monitoring teaching and learning through classroom observation, and the scrutiny of planning and pupils' work. There is a truly collegiate approach to decision-making and shared responsibility.
34. The governing body and headteacher have a clear and shared vision for the school's ongoing development and improvement. They have a realistic understanding of the relative strengths and weaknesses of the school and work very hard towards achieving the targets of the School Development Plan to which all members of the school community contribute. There is a shared responsibility for strategic planning and effective systems ensure that progress is maintained along many fronts, including the long-term improvement of the grounds, the establishment of new kitchens and secure financial planning for the continued provision of four classes. The governors, particularly those who chair committees, provide a challenging forum. Initiatives are evaluated well and subject leaders are questioned about their action plans. The governing body very effectively fulfils its monitoring role. The particularly effective steering group provides an initial sounding board for new ideas and a regular opportunity to share immediate concerns.
35. Financial management is secure on a day to day basis and the systems in place are very efficient and not unduly bureaucratic. Effective use is made of local authority finance officers to enable governors to make informed decisions about future spending. Spending is linked closely to the priorities in the School Development Plan and is closely matched to income.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	322 420
Total expenditure	316 977
Expenditure per pupil	3 913

Balances (£)	
Balance from previous year	13 065
Balance carried forward to the next	18 508

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Main strengths and weaknesses

- The reception children receive a good grounding in basic literacy and numeracy skills.
- The children are very happy in school and have very positive attitudes to their learning.
- Classroom assistants provide good levels of additional support for small groups and individuals.
- The provision for personal, social and emotional development is very good, and children attain very well in this area of learning.
- At times, not enough use is made of structured play to extend the children's learning.
- The new Foundation Stage co-ordinator has made a good start in identifying areas for further development.

Commentary

36. The attainment of the reception children when they start school varies from year to year but is typically average. By the end of the Foundation Stage most of the current reception children are on course to attain the Early Learning Goals in mathematical development, knowledge and understanding of the world, physical development and creative development, and beyond the Early Learning Goals in communication, language and literacy. Most children will exceed well beyond the Early Learning Goals in personal, social and emotional development.
37. The achievement of the current group of reception children is good overall, and in personal, social and emotional development the children's achievement is very good. However, this good achievement is not always reflected in the overall standards at the end of the reception year. This is because the children are admitted to the reception class over a period of three terms. Typically the older children who have benefited from being in school for one full year attain higher standards than the younger children simply because they have had a wider breadth of experience. The youngest reception children have only one full term on a full-time basis in school.
38. Teaching and learning are good. Good questioning, interesting lessons and very good organisation ensure a supportive and calm learning environment, where children are encouraged to be creative and independent. Support staff are used well to work with small groups of children, and to provide additional support for those with special educational needs. The curriculum is good and is appropriately planned around the recommended areas of learning, although at times there are not enough opportunities for the children to extend their learning through structured play activities.
39. The leadership and management of the Foundation Stage are good, and the overall provision has improved well since the last inspection. The recently appointed manager has identified areas for further development, and has already taken effective steps to improve the quality of observation and daily assessment. The school works very closely with reception parents and has established very good links with the local playgroup which ensure that the children's transition to school is smooth.

40. By the end of the reception year, the children's attainment in terms of their **personal, social and emotional development** is well above the expected level. Children of all abilities achieve very well and make considerable gains in their learning. Teaching and learning are very good, and adults provide very good role models for the children. Children behave very well and show very good levels of independence and imagination as they carry out their activities. They make sensible choices and decisions about their learning, and work co-operatively with others. Most show very good levels of confidence and maintain high levels of concentration. The reception children have a good understanding of how their behaviour impacts on the well-being and happiness of others, and show high levels of respect for the views of others.
41. Children of all abilities achieve well in **communication language and literacy** and their attainment is above the age expected level. Teaching and learning are good overall, and the children make particularly good progress with reading because of the effective teaching of phonics, and the many very good opportunities for them to share books with adults on an individual basis. The reception children enjoy listening to stories and poems and join in well with the 'Big Books', recognising an extensive range of common words and using phonic skills and pictures effectively to help them to decode unfamiliar words. The children's writing skills are well developed for their age, and the teacher provides plenty of good opportunities for them to practise their skills in a wide range of contexts.
42. The children's attainment at the end of the reception year is at the age expected level in **mathematical development**. Children of all ages and abilities achieve well and benefit from good teaching which focuses well on the development of basic number skills. Good opportunities are provided for pupils to practise their counting skills during the course of the day. The older and more able children have good opportunities to record their number work, including simple addition and subtraction 'sums'. All children learn to form figures well. Good links with other areas provide opportunities for the children to learn how to weigh and measure, but there are not always enough ongoing play activities to extend further the children's understanding of mathematics and to enable them to practise using mathematical language.
43. The children's attainment is above the expected level in terms of their **knowledge and understanding of the world**, and children of all abilities achieve well. Teaching is good, and there are many good opportunities for the children to explore their environment, and to find things out for themselves. The children have recently been involved in a healthy living project, which has very successfully enhanced their learning about maintaining a healthy lifestyle. They are aware of the needs of living things and have a good appreciation of the properties of different materials. The children have a good knowledge of their local area and describe the buildings and physical features of the environment well. The children have regular access to computers and make good progress in developing control of the mouse and in becoming familiar with the keyboard.
44. By the end of the Foundation Stage, the children's attainment is at the expected level in **physical development**. Children achieve well and benefit from taking part in a wide range of activities, including formal physical education lessons. The teaching of key skills, such as running, jumping, catching and throwing is good, and the children have good opportunities to practise these skills in their outside play activities. During the inspection, the children responded well to music through dance, and showed good levels of imagination in their movements. Most of the older reception children have good control when using pencils and scissors, although some of the younger children are still at an early stage of mastering skills of cutting and mark-making.

45. The children's attainment in **creative development** is at the age expected level, and children achieve well. Teaching is good, and the attractive displays of children's work create a bright, attractive and stimulating learning environment. The children have regular opportunities to take part in role play activities as they work in the 'Greengrocer's Shop', and confidently take on the roles of different characters. Children show good levels of imagination in their paintings and drawings, but do not always have enough opportunities to explore art and craft materials in a more informal way.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teacher have consistently high expectations of behaviour and academic achievement to which the pupils respond very positively.
- Standards in speaking and listening are a strength throughout the school.
- Pupils take great pride in their written work which is always neatly presented.
- A significant amount of time is given to English and, as a result, the time available for other subjects is limited.
- The newly appointed co-ordinator provides a good steer to the school's work.
- Very good use is made of the analysis of data to highlight areas for whole-school development.

Commentary

46. The 2004 national test results show that pupils' attainment in reading is in line with the national average, and that standards in writing are above the national average. In comparison with similar schools, the pupils' performance is below average in reading and average in writing. The pupils' attainment at the end of Key Stage 2 on the basis of the national test results is in line with the national average. The pupils' performance based on their prior attainment is above average showing that this group of pupils made good progress between the end of Key Stage 1 and the end of Key Stage 2. The pattern of attainment over recent years has been very variable. The year groups are often very small, and therefore differences in the natural ability of the pupils can have a significant impact on the test results.
47. The inspection findings show that the attainment of the current group of Year 2 pupils is above national expectations and that the attainment of the current Year 6 pupils is well above national expectations. Differences between the inspection findings and the test results are because of differences in the natural ability of the cohorts of pupils. Pupils of all ages and abilities achieve well, and attain the standards of which they are capable. Pupils with special educational needs are well supported and make similar progress to their classmates.
48. Standards in speaking and listening are a strength throughout the school. Pupils have many very good opportunities to extend their speaking skills by reading poetry, engaging in debate and taking part in drama activities. Pupils listen attentively to one another, showing very good levels of interest and responding sensitively and appropriately. Reading is taught well, and regular practise ensures that pupils of all

abilities make good and sometimes very good progress as they move through the school. Pupils use the library to good effect for finding information, and their research skills are well developed. Throughout the school, pupils are provided with many very good writing opportunities, and by the end of Key Stage 2 they produce well structured pieces which are imaginative, well organised and of a good length. Pupils' written work is always neatly presented.

49. Teaching and learning are good, and some very good teaching was seen during the inspection. Basic skills are well taught in an imaginative way so that pupils enjoy their learning. Teachers have high expectations to which pupils respond very positively. Pupils have good opportunities to use a variety of information and communication technology to enhance their learning in English, and have a good appreciation of the power of computers for research. Very good relationships between teachers and pupils promote a very positive ethos for learning, and as a result, pupils of all ages and abilities are very confident about expressing their ideas and opinions, and about taking risks. Pupils show very good levels of creativity in their work, which is celebrated and valued by teachers. Very good support for pupils with special educational needs enables them to take a full part in all activities. Lessons are usually well paced so that pupils remain motivated throughout, but at times, lessons are a little too long, reducing the amount of time that is available for other subjects.
50. The subject is well led and managed by the newly appointed co-ordinator. She has made a good start in highlighting the next steps for whole-school development, and has continued the well established pattern of monitoring that was set by her predecessor. Very good analysis of test results enables the co-ordinator to target specific areas, and to carefully track the progress of individual pupils. Pupils are fully involved in setting and reviewing their own targets, and older pupils especially have a good idea of the relative strengths and weaknesses of their learning. Improvement since the last inspection has been good.

Language and literacy across the curriculum

51. The use of language and literacy across the curriculum is very good. There are many very good cross-curricular opportunities for pupils to use their skills of speaking and listening, as they take part in debates and discussions. Writing skills are used well in subjects such as art, history and science, and pupils' writing in these areas is varied and lively. Pupils are frequently invited to read aloud by their teachers, and to use the library for research to support their learning in many subjects.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Throughout the school, the pupils' knowledge of number is a significant strength.
- Teachers have very high expectations and provide very good levels of challenge for higher attaining pupils.
- Pupils are very enthusiastic about their learning and have very high levels of productivity.
- Over recent years the school has very successfully improved the provision in mathematics and addressed previous weaknesses.

- The analysis of test results is very good and enables staff to carefully track and monitor the pupils' progress and attainment.
- There are missed opportunities for pupils to use information and communication technology to support their learning.

Commentary

52. The 2004 Key Stage 1 test results show that standards in mathematics are in line with the national average, and well below average in comparison with similar schools. On the basis of the 2004 end of Key Stage 2 national test results, the pupils' attainment is well below the national average. The pupils' performance based on their prior attainment is well below average, suggesting that pupils have made poor progress between the end of Key Stage 1 and the end of Key Stage 2. The test results in both key stages paint a very varied picture over recent years. This variation is partly because of the staff changes which interrupted the planned development in mathematics, and partly because the cohorts of pupils entered for the tests are small, and the performance of individual pupils can have a significant impact on the test results.
53. The inspection findings are much more positive than the 2004 test results and indicate that standards are above national expectations at the end of Key Stage 1 and well above national expectations at the end of Key Stage 2. Throughout the school, pupils of all abilities achieve very well and make significant gains in their learning year on year. The much improved picture of attainment and achievement reflects the impact of recent initiatives, the more stable staffing structure, and differences in the natural ability of the cohorts.
54. There are particular strengths in the pupils' knowledge of number. From an early age pupils demonstrate a very secure grasp of place value, and a real interest in manipulating numbers and making mental calculations. By the time they leave school at the end of Key Stage 2 they confidently solve word problems, and use a wide range of different strategies to check the reasonableness of their answers. Key Stage 1 pupils make sensible estimates of length, weight and capacity, and use standard units of measure accurately to evaluate the accuracy of their predictions. Key Stage 2 pupils have a very good knowledge of geometry and their learning in this aspect of the mathematics curriculum goes well beyond what is expected for their age.
55. Teaching and learning are very good. Teachers set very challenging work for all groups of pupils which really extends their mathematical thinking. Pupils with special educational needs are well supported by classroom assistants, and their work is well matched to their level of ability so that they can take a full and active part in all lessons. Questions are used well to probe the pupils' understanding and to encourage them to explain their ideas using mathematical vocabulary. Pupils have very positive attitudes to learning, and approach new learning and problem solving tasks with good levels of enthusiasm and confidence. They work very co-operatively on shared tasks and produce very good amounts of neatly presented written work. In Class 3, where there is an interactive whiteboard, very good use is made of information and communication technology to enhance both teaching and learning. However, in the main, although there are some opportunities for pupils to use computers to support their learning, even more could be done to link information and communication technology and mathematics.
56. The leadership and management of the subject are very good. The school has made significant improvements to the overall provision since the time of the last inspection, and as a result, standards have improved well and pupils of all ages and abilities are

now achieving their potential. Very good analysis of test data provides a good starting point for identifying areas of whole-school development, and for ensuring that groups of pupils and individual pupils are making the progress that is expected. Pupils have a good understanding of their own learning, and are fully involved in setting targets for improvement.

Mathematics across the curriculum

57. Good use is made of mathematics to support pupils' learning across the curriculum. Key Stage 2 pupils draw extensively on their mathematics skills in science where they make repeated measurements, record their work in charts and graphs, and read a wide variety of different scales.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Investigative skills are taught very well in Key Stage 2 and pupils show very good levels of imagination in their work.
- Throughout the school pupils use scientific vocabulary well to explain their ideas.
- The curriculum is good and ensures that all pupils make good progress as they move through the school.
- The pupils' learning is significantly enriched by a wide range of additional learning opportunities.
- There are very good opportunities for pupils to use skills of literacy and numeracy in their science work, but not enough use is made of information and communication technology.
- Very good use is made of the analysis of test information to monitor pupils' progress and attainment.
- The organisation of the pupils' work in Key Stage 1 is unsatisfactory.

Commentary

58. The 2004 teacher assessments show that standards in science at the end of Key Stage 1 are in line with the national average. The results of the 2004 end of Key Stage 2 national tests show that pupils' attainment is below the national average, and well below average based on the pupils' prior attainment. These results are not typical, and were much lower than in previous years. There are significant variations in the Key Stage 1 teacher assessments and the Key Stage 2 test results from year to year reflecting the differences in the natural ability of the different groups of pupils. Typically year groups are small, and the performance of an individual pupil can have a significant impact on the overall results.
59. The inspection findings show that standards at the end of Key Stage 1 are above national expectations and that standards at the end of Key Stage 2 are well above national expectations. Pupils of all ages and abilities achieve well overall, and the achievement of Key Stage 2 pupils in terms of their investigative skills is very good. Throughout the school pupils have a good and secure scientific knowledge which is significantly and steadily extended as they move through the school. In Key Stage 1 pupils confidently carry out simple investigations and higher attainers have a good understanding of the notion of fair-testing. By the end of Key Stage 2, pupils'

investigative skills are very good. Pupils record their work in a wide variety of interesting, imaginative and creative ways, sometimes using prose, sometimes charts and diagrams, and occasionally cartoons. Key Stage 2 pupils are encouraged to choose their own lines of enquiry and to independently set up and monitor investigations.

60. Teaching and learning are good overall, and the teaching in Key Stage 2 has some significant strengths. Lessons are well planned and prepared and teachers use resources well to capture and maintain the pupils' interest and concentration. Pupils have good opportunities to work collaboratively and to share ideas, and are very enthusiastic about science. Very good emphasis is placed on developing the pupils' investigative skills, especially in Key Stage 2, and as a result, pupils show very good levels of independence by the end of Key Stage 2 in terms of pursuing their own lines of enquiry. In Key Stage 2, pupils record their ideas neatly, and produce copious amounts of written work. In Key Stage 1, pupils' work is organised on loose worksheets making it difficult for pupils to review their previous learning, and discouraging them from taking pride in the presentation of their written work. Throughout the school, teachers provide very good opportunities for pupils to use skills of literacy and numeracy to support their learning in science. However, although pupils have some opportunities to use information and communication technology, these are limited.
61. The subject is well led and managed. The newly appointed co-ordinator is continuing the good practice of the previous co-ordinator, and is starting to identify further areas for whole-school development. Very good analysis of data enables the school to monitor and track the progress and attainment of all pupils, and to identify relative strengths and weaknesses in teaching and learning. Very good use is made of the school grounds for environmental science, and a wide range of additional activities enhances and extends pupils' knowledge and understanding of science. There has been good improvement since the time of the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teachers set challenging tasks which stimulate pupils and extend their learning.
- Good links with other subjects provide a meaningful context for the pupils' learning.
- Older Key Stage 2 pupils demonstrate very good word-processing skills.
- There are missed opportunities for pupils to use information and communication technology to support their learning in science and mathematics.
- The very good use of the interactive whiteboard in Class 3 significantly enhances teaching and learning.

Commentary

62. 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. Key Stage 2 pupils make particularly good progress in the development of word-processing skills. Standards and the overall quality of provision have improved well since the last inspection.

63. During the course of their school career, the pupils experience a good and wide range of activities. They use computers skilfully to construct graphs and charts, and older pupils have a good appreciation of the speed with which computers can sort and classify information. Key Stage 2 pupils have a good understanding of the concept of electronic mail, and a good knowledge of the impact of information and communication technology in supporting the quick transfer of information in the world of business. Although Key Stage 1 pupils are still mastering the skill of word-processing, older Key Stage 2 pupils have very good skills in this aspect of their learning which they put to good effect to support their learning in English. All pupils make good use of information and communication technology for research, and Key Stage 2 pupils successfully and independently download pictures and text to produce presentations. In Key Stage 1, pupils make good use of drawing programs to support their learning in art and design.
64. Teaching and learning are good throughout the school. Teaching is particularly good in the co-ordinator's class where the very effective daily use of the interactive whiteboard significantly enlivens teaching and learning. Throughout the school, teachers make good use of the computer suite for the teaching of key skills, but do not always provide enough opportunities for pupils to access computers to support their learning on a day to day basis. Often teachers present new learning in a meaningful context for the pupils by linking activities to ongoing class topics. For example, during the inspection, the construction and interrogation of graphs linked well to the class topic about healthy eating. Teachers have very good class management skills, and as a result, although pupils are very excited about using the computer suite, lessons move smoothly and without interruption. Teaching assistants work closely with pupils with special educational needs and lower attaining pupils, helping them to focus on their learning, and enabling them to make similar progress to their classmates. Pupils have very positive attitudes to learning and work well both independently and collaboratively.
65. Leadership and management in the subject are good. There are regular opportunities for the subject leader to monitor teaching to raise standards further in the subject. Electronic records of assessment are being successfully introduced and are helping staff to monitor the progress and attainment of all pupils. Each pupil has their own electronic file, enabling their work to be stored securely and in a way that makes it easily retrievable.

Information and communication technology across the curriculum

66. The use of information and communication technology across the curriculum is satisfactory overall. There are good links with other subjects when pupils are learning skills in the computer suite, and also with subjects such as art and design and literacy. However, although satisfactory overall, the use made by pupils of information and communication technology to support their learning in science and mathematics could be better.

HUMANITIES

67. **Religious education** is to be inspected by an independent inspector appointed by the Diocese. Neither **geography** nor **history** were main foci 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 very good range of visits and visiting speakers enhances the statutory curriculum, and very 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 good, and the subjects are regular targets for monitoring within the whole-school monitoring cycle. Assessment is an ongoing area of whole-school development, but is satisfactory overall.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

68. 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 very good variety of extra-curricular activities. The leadership and management of co-ordinators are good, although these subjects are not current areas of priority within the School Development Plan and so little recent monitoring of classroom practice has taken place. Co-ordinators provide a good source of information and support for colleagues. Currently, although assessment is satisfactory in art and design, design and technology and music, there is more work to be done so that the staff can more closely track and monitor pupils' attainment and progress as they move through the school.

Physical education

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

Main strengths and weaknesses

- The school makes good use of the expertise of staff and visiting coaches to enhance pupils' learning.
- The starter swimming pool gives pupils the opportunity to learn how to swim from a young age.
- The school provides a very good range of additional learning opportunities that effectively extends the statutory curriculum.
- Pupils have positive attitudes and show good levels of sportsmanship.

Commentary

69. During the inspection, lessons were seen in games, tennis and athletics. In all of the lessons seen, the pupils achieved well and benefited from good teaching. Pupils' attainment in these areas is at the nationally expected level. The school has maintained the good levels of achievement described at the time of the last inspection and has made good progress in developing the provision further.

70. Pupils show satisfactory levels of control of their bodies and most have satisfactory hand to eye co-ordination. They show a good awareness of space, and most are well co-ordinated when running, jumping and skipping. In games, pupils throw and catch over an appropriate distance, and in tennis, Key Stage 2 pupils are mastering the new skills of sending and receiving balls using a racquet. Pupils of all ages and abilities have a good knowledge of the positive impact of regular exercise, and understand the purpose of warm-up and cool-down exercises. Standards in swimming are above the nationally expected level at the end of Key Stage 2, with most pupils being able to swim more than the recommended twenty five metres.

71. Teaching and learning are good. Teachers provide clear instructions so that the pupils know what is expected of them, and give clear pointers for improvement. Good use is made of teacher and pupil demonstration to illustrate new teaching points, and pupils are able to evaluate the standard of their own performance and that of others. Pupils show good levels of interest in physical education, and are keen to take on board the teachers' suggestions for improvement. Most show good levels of gamesmanship and a good appreciation of the need to obey the rules of the game. Occasionally, pupils become over-excited, but they are always very well managed by staff so that their behaviour does not disrupt the learning of others.
72. The subject is well led and managed. The school provides a good curriculum for all pupils that is very effectively enhanced by a wide range of additional activities. Good use is made of the expertise of staff and outside agencies to further extend the pupils' learning. Pupils are encouraged to take part in inter-school tournaments, and the extra-curricular activities, such as the dance club, are popular and well attended. The accommodation and resources are good and enable full coverage of the curriculum. The bi-annual School Journey provides good opportunities for Key Stage 2 pupils to take part in adventurous activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

73. Not enough evidence was gathered during the inspection to make secure judgements about standards, teaching and learning. However, the information available indicates that the school has a good programme for teaching personal, social and health education and citizenship which has inbuilt progression to ensure that the pupils' learning is systematically extended as they move through the school. The subject is well led and managed by the headteacher, and all classes are well resourced so that topics can be presented in an interesting and stimulating way. The school makes good use of external agencies to support the teaching of some elements of the planned programme.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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