

# INSPECTION REPORT

**STISTED CHURCH OF ENGLAND (VOLUNTARY AIDED)  
PRIMARY SCHOOL**

Stisted, Braintree

LEA area: Essex

Unique reference number: 115162

Headteacher: Mr S Young

Lead inspector: Mr M Capper

Dates of inspection: 27<sup>th</sup> - 29<sup>th</sup> June 2005

Inspection number: 267991

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:	103
School address:	The Street Stisted Braintree
Postcode:	CM77 8AN
Telephone number:	(01376) 325 116
Fax number:	(01376) 326 810
Appropriate authority:	The governing body
Name of chair of governors:	Mr D Adams
Date of previous inspection:	January 1999

## CHARACTERISTICS OF THE SCHOOL

This is a small primary school, which admits pupils between the ages of 4 and 11. There are 103 pupils on roll, and they are taught in four classes, three of which are mixed-age. Some pupils live in the local village but many come from the nearby town of Braintree. There is a low level of pupil mobility. Pupils come from generally favourable home backgrounds and the proportion eligible for free school meals is below the national average. There are 10 pupils on the register of special educational needs; none of these has a statement of special educational need. As a proportion, this is below the national average. Most of these pupils are identified as having moderate learning difficulties. Children's attainment when they start school in the Reception class varies considerably from year to year; in the current Reception class, children's attainment was slightly above average overall at the start of the year, with few lower-attaining pupils and none currently identified as having special educational needs. Most pupils are of white British origin and there are none with English as an additional language.

The school received a 'Healthy School Award' in 2002 and a 'School Achievement Award' in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23239	Mr M Capper	Lead inspector	English Information and communication technology Personal, social and health education and citizenship Art and design Design and technology Special educational needs English as an additional language
1112	Mr P Oldfield	Lay inspector	
23609	Mrs A M Cartlidge	Team inspector	Foundation Stage Science Music
30717	Mr G Tompsett	Team inspector	Mathematics History Geography Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very good school** that provides good value for money. Pupils achieve very well and develop very good attitudes towards learning. Teaching is good overall though there are some variations across the school. Pupils' progress accelerates significantly in Years 3 to 6, where teaching is very good. Leadership by the headteacher and governors is very good overall.

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

- Pupils' attainment is well above nationally expected levels by the end of Year 6 in English, mathematics, science, ICT and art and design but is below them in mathematics by the end of Year 2.
- The headteacher, governors and members of staff work together very closely and have very high aspirations and a very clear vision for the work of the school.
- Although teaching is good overall, in Years 1 and 2 expectations are not always high enough, especially for the more able.
- Teachers are very good at making links between subjects and this makes learning purposeful and interesting.
- There are effective systems for monitoring and evaluating the work of the school, but strategies for improving provision in Years 1 and 2 have not had a big enough impact on achievement, particularly in mathematics.
- Parents are very supportive and contribute very effectively to their children's learning.
- Very good levels of care mean that pupils are very happy at school.
- Personal development is fostered very well and pupils develop very high levels of confidence and self-esteem by the time they leave the school.
- The organisation of the curriculum for pupils in Years 1 and 2 does not ensure that they all have the same opportunities.

The school has made good progress since the last inspection in 1999. Key weaknesses have been successfully addressed and standards of attainment have risen throughout the school.

### 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	A	A	A
mathematics	A	A	A	A
science	A	A	A	A

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average.  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils' achievement is very good overall.** Children achieve well during their time in the Reception class. By the end of the Reception Year, most children achieve the levels expected for their age, with many exceeding them in most areas of learning.

There has been an upward trend in test results at the end of Year 2 at a rate similar to that found nationally but there is considerable variation from year to year, and pupils' achievement is satisfactory overall. Test results in mathematics are consistently lower than in reading or writing. Pupils' attainment in the current Year 2 is lower than in 2004, being in line with nationally expected levels in reading, writing and science and below them in mathematics. This year group has a greater number of less able pupils than in the previous year, and few are working at higher-than-expected

levels for their age in any subject. Whilst this is partly a reflection on the capability of the group, it also reflects a lack of challenge for pupils in some lessons, especially mathematics.

There is a much more consistent picture to overall attainment by the end of Year 6 and achievement is very good in Years 3 to 6. Pupils' attainment in the current Year 6 is well above nationally expected levels in English, mathematics and science, with speaking and listening skills being very well developed. In ICT and art and design, achievement is very good and pupils' attainment is well above nationally expected levels by the end of Year 6.

**Pupils' personal qualities, including spiritual, moral, social and cultural development, are very good.** The Christian ethos of the school is evident in all its work and relationships are very good. Pupils behave very well and work very hard. Older pupils are very good at taking responsibility for their own learning. Attendance is very good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good.** Teaching is good overall; it is good in the Reception class and very good in Years 3 to 6. In Years 1 and 2, where teaching is satisfactory, resources are used well to help provide interesting practical activities, but there is not always enough challenge, especially for the more able. In the Reception class, members of staff have high expectations for behaviour and encourage and engage children with differing needs well. In Years 3 to 6, the two teachers are highly skilled, innovative and make a very effective team. They have very high expectations for pupils' behaviour and achievement and there is very good challenge in lessons, ensuring that pupils are very well motivated. Throughout the school, teaching assistants give good support to pupils.

There is a good curriculum. The very good links that are made between different subjects make learning purposeful. However, some pupils in Year 1 spend too much time working away from the class teacher and consequently they do not have equal access to the curriculum. This has a negative impact on achievement. The curriculum is enriched by a good range of activities and visits. Levels of care, welfare, health and safety are very good. There are very good links with parents, the local community and other schools. Accommodation is satisfactory. It has been significantly improved with the building of a spacious and very attractive new hall but some classrooms are still cramped, and one class continues to work in a relatively small demountable building. This has a negative impact on pupils' concentration and impairs learning.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good overall.** The headteacher provides very purposeful leadership and he is well supported by other members of staff, who work together very well. Together they know what sort of school they want and they are innovative in their approach to school development. There is a strong drive for further improvement based on a very clear understanding of the school's strengths and weaknesses. Management is good overall. There are rigorous systems for monitoring school effectiveness, but the strategies that have been used in Year 2 have not been successful enough in raising overall attainment. Governance is very good, though there is a minor statutory omission in the information provided to parents. Governors play a very active role in shaping the vision and direction of the school and effectively monitor provision, helping them to understand what still needs improving.

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

Parents are very positive about the work of the school. Pupils like school and feel that they are supported well by teachers and teaching assistants.

## **IMPROVEMENTS NEEDED**

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

- Further raise attainment and improve teaching in Years 1 and 2, especially in mathematics.
- Review the curriculum for pupils in Year 1 to ensure equality of opportunity for all pupils.

**And, to meet statutory requirements:**

- Include national comparative data in the parents' handbook.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' achievement is very good overall and, by Year 6, attainment is well above nationally expected levels in many subjects. However, there are variations in how well pupils achieve as they move through the school; in the Foundation Stage, achievement is good and in Years 3 to 6, achievement is very good. In Years 1 and 2, pupils' achievement is satisfactory overall.

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

- Children achieve well in the Reception class.
- Pupils' achievement is very good in Years 3 to 6, with attainment being well above average by the end of Year 6 in English, mathematics and science.
- In Years 1 and 2, attainment in mathematics is consistently lower than in English and science and is below average in the current year.
- By the end of Year 6, pupils are working at much higher-than-expected levels for their age in ICT.
- Pupils' achievements in art and design are very good across the school.

#### **Commentary**

##### ***The Foundation Stage (Reception class)***

1. Children, including those identified as having special educational needs, achieve well during their time in the Reception class. Children benefit from good teaching and by the end of the Reception Year, most achieve the levels expected for their age, with many exceeding them in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world and creative development. There was insufficient evidence to form judgements on provision in physical development because there were no lessons on the timetable during the inspection.

##### ***Key Stage 1 (Years 1 and 2)***

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

Standards in:	School results	National results
reading	17.5 (16.2)	15.8 (15.7)
writing	15.4 (15.8)	14.6 (14.6)
mathematics	16.7 (15.2)	16.2 (16.3)

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

2. There has been an upward trend in test results at the end of Year 2 at a rate similar to that found nationally. National test results for pupils at the end of Year 2 in 2004 show that pupils' attainment was:
  - in reading, well above the national average and above that for similar schools;
  - in writing, above the national average and in line with that for similar schools; and
  - in mathematics, in line with the national average and below that for similar schools.
3. There is considerable variation in national test results at the end of Year 2 from year to year, and pupils' achievement is satisfactory overall. Pupils' attainment in the current Year 2 is lower than in 2004, being in line with nationally expected levels in reading, writing and science

and below them in mathematics. This year group has a greater number of less able pupils than in the previous year, and few are working at higher-than-expected levels for their age in any subject. Whilst this is partly a reflection on the capability of the group, it also reflects a lack of challenge for pupils in some lessons, especially mathematics. Test results in mathematics are consistently lower than in reading or writing. In mathematics, more able pupils do not always achieve as well as they should because expectations of work are not always high enough.

### **Key Stage 2 (Years 3 to 6)**

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

Standards in:	School results	National results
English	28.5 (28.8)	26.9 (26.8)
mathematics	28.9 (28.8)	27.0 (26.8)
science	30.8 (30.6)	28.6 (28.6)

*There were 16 pupils in the year group. Figures in brackets are for the previous year.*

4. There is a much more consistent picture to overall attainment in Years 3 to 6, although the current Year 5 has a high number of pupils with special educational needs and overall attainment in this year group is lower than in others. Nevertheless, test results at the end of Year 6 have consistently been well above the national average for the last three years in English, mathematics and science and in the current Year 6, pupils are working at similar levels. Test results at the end of Year 6 in 2004 show that when attainment at the end of Year 2 is taken into account, pupils had made very good progress in all subjects.
5. Throughout Years 3 to 6, pupils' achievement is very good overall. Teaching is very challenging and differing needs are met very well. The very good links that are made between different subjects help to make learning purposeful and consequently pupils make very good progress in both classes in English, mathematics and science. In science, thorough coverage of the curriculum helps pupils to extend their subject knowledge very well. In Years 5 and 6, pupils make very good progress in applying the knowledge they have gained when explaining their findings from investigations. In writing, where achievement is good, pupils make careless errors in their spellings and they do not correct errors even after editing work. In Years 3 to 6, written work is not extensive in quantity but is of good quality and is very well presented.

### **Whole school (Years 1 to 6)**

6. Test results show that there is no significant difference between the attainment of boys and girls or pupils from differing backgrounds. Pupils with special educational needs make good progress in Years 1 and 2. They are well supported by teaching assistants, although some pupils spend too long working away from the class teacher. In Years 3 to 6, the achievement of pupils with special educational needs is very good. In these year groups, there is more in-class support and this means that learning is more secure.
7. By Year 6, pupils have very good literacy and numeracy skills and they successfully use them in other subjects. Throughout the school, pupils are given many opportunities to write purposefully and good links are made between mathematics and subjects such as science, ICT and design and technology.
8. Pupils' speaking and listening skills are well above nationally expected levels by the end of Year 6, with achievement very good in Years 3 to 6 because of the innovative approach to teaching which makes very good use of drama and role play. Older pupils are articulate, use interesting language and are very descriptive and imaginative in talking about their work and

ideas. However, in Year 2, although pupils generally speak with confidence, they do not always listen well and teaching has not done enough to address this weakness.

9. In ICT, pupils' achievement is very good and attainment is well above nationally expected levels by the end of Year 6. There was insufficient evidence to judge attainment by the end of Year 2. Provision has improved considerably since the last inspection, with a strength being the use of ICT across the curriculum. This means that pupils have gained a very wide range of skills.
10. Very good provision in art and design has a very positive impact on learning and pupils' attainment is well above nationally expected levels by the end of Year 2 and Year 6. Pupils achieve very well, benefiting from very good teaching which provides very good challenge and extends skills quickly. Teachers are very enthusiastic about art and design and they have very high expectations of what pupils should achieve. There was insufficient evidence to judge overall attainment in other subjects.

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

Pupils' personal qualities, including spiritual, moral, social and cultural development, are very good overall. By Year 6, pupils have very good attitudes and values and behave very well. Attendance is very good.

### **Main strengths and weaknesses**

- Pupils develop very good attitudes and this make a very effective contribution to learning.
- Behaviour is very good and pupils get on very well with each other.
- Children in the Reception class learn to become independent.
- By Year 6, pupils are very confident and take on responsibilities very well.
- There is very good provision for pupils' spiritual, moral, social and cultural development.
- Pupils enjoy school and attendance is very good.

### **Commentary**

11. As at the last inspection, the school places a strong emphasis on teaching pupils very good attitudes towards learning. In general, pupils are very interested in their work and are always eager to learn. However, a few younger pupils do not always listen well in lessons and this interferes with their learning. Pupils' behaviour is very good. They behave very sensibly in the playground and around the school and are very polite to visitors. There have been no recent exclusions.
12. The school very effectively promotes very good relationships in all parts of the school community. This is a significant factor in the very high levels of self-esteem and confidence shown by pupils, who are very happy with the way members of staff deal with any problems. Consequently, most pupils like school and are happy and feel highly valued. Throughout the school, pupils happily help each other. There is a friendly atmosphere at playtimes, when games and toys are shared very well.
13. In the Reception class, children's achievement in personal, social and emotional development is good. Children learn school routines quickly because members of staff and older children lead by example and ensure a good working atmosphere throughout the day. Children quickly learn to become independent. They make choices sensibly and are encouraged by teachers to fully explore their environment. Older pupils are provided with very good opportunities for them to be responsible for their own learning.
14. Pupils are given very good opportunities to take responsibility. The very active school council has been very well trained in procedures and gives pupils a chance to express their opinions. The council knows that their views are listened to very carefully. Throughout the school pupils happily do monitor-type duties in a very willing manner. A notable feature of pupils' personal

development in Years 5 and 6 is the way that teaching encourages pupils to take responsibility for their own learning. Pupils are expected to think for themselves and to plan out their own work, following guidance from the teacher.

15. Pupils' spiritual, moral, social and cultural development is fostered very well. There are very good opportunities for reflection, including a regular assembly at the local Church. The Christian ethos of the school is evident in all its work and has a good impact on achievement because pupils feel secure and nurtured. Pupils very quickly develop an understanding of right and wrong and great care has been taken by the school to fully develop the pupils' cultural experiences, including introducing a range of visitors to the school. At the time of the last inspection, pupils had few opportunities to learn about cultures other than their own. This is no longer the case; in the past year, pupils have learnt about the needs of the developing world and have studied Easter customs in some other European countries. Each year the school celebrates UNICEF day, and visitors such as a group of African drummers have significantly extended pupils' cultural awareness.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	3.8	School data	0.0
National data	5.1	National data	0.4

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

16. Attendance is very good. Registers are completed accurately and efficiently and explanations sought for all absence. Parents are diligent in their efforts to ensure the attendance of their children at all times. Punctuality is good, enabling the school to make a prompt and efficient start to the school day.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Teaching and learning are good overall and there are good assessment procedures. There are very good levels of care, welfare, health and safety, with pupils given good support and guidance. There is a very good partnership with parents and the community, as well as with other schools.

### Teaching and learning

Teaching and learning are good overall; they are good in the Reception class, very good in Years 3 to 6 and satisfactory in Years 1 and 2. Assessment procedures are good, though not all teachers use the information well enough to support learning.

### Main strengths and weaknesses

- Children learn well in the Reception class, where teaching is consistently good or better.
- In Years 3 to 6, teaching is very good, ensuring that pupils achieve very well.
- In Years 1 and 2, interesting activities motivate pupils, though the teacher's expectations are not always high enough, especially in mathematics.
- Teaching assistants make a good contribution towards pupils' learning.
- Good use is made of assessment data from Years 3 to 6 to modify the curriculum, though in Years 1 and 2 assessment information is not always used well enough to ensure that work is matched to pupils' individual needs.

## Commentary

### **Summary of teaching observed during the inspection in 18 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	7	9	2	0	0	0

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

17. Overall, teaching and learning, including for those with special educational needs, have improved since the last inspection. There is now more very good teaching, and weaknesses found at that time in the use of homework and the teachers' knowledge of ICT have been addressed successfully. All teachers now have a good knowledge of all the subjects they teach, helping to ensure that new topics are introduced confidently.
18. Teaching and learning are consistently good in the Reception class, where the teacher and teaching assistant work together well planning interesting practical activities that engage the children's interests well. Members of staff are enthusiastic and have high expectations for good behaviour. The interactive whiteboard is used well to support whole-class teaching and discussions. Assessment procedures are good, and children are involved in setting their own targets in literacy.
19. In Years 3 to 6, where teaching and learning are very good, the two teachers are highly skilled, innovative and make a very effective team. They plan together to ensure that work builds on pupils' previous learning and have very high expectations for pupils' behaviour and achievement. The very good challenge provided and the interesting and innovative way that lessons are taught ensure that pupils are very well motivated. Very good use is made of drama, role play and ICT to stimulate pupils' imagination and this, coupled with the very good links that are made between different subjects, means that work is consistently purposeful and exciting. Very good use is made of questioning to make pupils think about what they are doing and, consequently, pupils' speaking and listening skills improve significantly. As a result, pupils learn very well in these year groups. Interesting homework makes a good contribution towards pupils' learning.
20. In Years 1 and 2, whilst teaching and learning are good in some lessons, and resources are used well to help provide interesting practical activities, there are some lessons where work is not carefully planned to match the pupils' differing needs. At these times, there is insufficient challenge for the more able pupils in particular, and these pupils are not provided with equal opportunities to extend learning well enough. The teacher does not do enough to ensure that pupils listen and this means that there are occasions when they are not fully engaged.
21. Skilful teaching assistants are used well to support groups of pupils, especially those who have been identified as having special educational needs. Teaching assistants give good practical support, ensuring that less able pupils are fully involved in all activities and make good progress towards the targets in their individual education plans. In Years 1 and 2, although the teaching assistant gives good support, some pupils spend too much time working away from the class teacher, either in another class or in a small group in another part of the school.
22. Throughout the school, assessment procedures are thorough, though information is not always used effectively in Years 1 and 2 to provide work that meets pupils' differing needs closely enough. Very good use is made of assessment information in Years 3 to 6 to adapt the curriculum to pupils' differing needs.

## **The curriculum**

The curriculum is good, and is extended well through additional activities. The school's accommodation and the quality and range of resources are satisfactory overall.

### **Main strengths and weaknesses**

- Very good cross-curricular links and an innovative approach to curriculum development have a good impact on achievement.
- The curriculum is very well planned in Years 3 to 6, but in Year 1 pupils do not have equality of opportunity.
- There is good provision for pupils with special educational needs.
- Provision for pupils' personal, social and health education is very good.
- There is good enrichment of the curriculum, helping to make learning interesting.
- Very good resources have helped to raise standards in ICT.

### **Commentary**

23. The curriculum has improved since the time of the last inspection and is now good. Provision in ICT which was unsatisfactory is now very good and overall there is a broad and balanced curriculum that meets statutory requirements in full. The headteacher and other members of staff have responded well to weaknesses they have identified during their monitoring of provision by adapting the curriculum and developing new and effective approaches to support pupils' learning. There has been a strong emphasis on developing links between different subjects. This innovative approach to curriculum planning has been effective and has significantly enhanced learning, helping to raise expectations and to make many activities purposeful and challenging.
24. Generally, the school is successful at ensuring that all pupils have equal access to the curriculum. In Years 3 to 6, planning takes very good account of differing needs and withdrawal groups work on broadly similar activities to the rest of the class. However, there are occasions when pupils in Year 1 are withdrawn from their class to work with Reception children and they miss lessons in their class. As a result, not all pupils in Year 1 cover the same curriculum and differing needs are not consistently met. In this year group, some pupils spend too long working away from the class teacher and this also has a negative impact on learning.
25. The provision for pupils with special educational needs has improved since the time of the last inspection and is now good overall and very good in Years 3 to 6. Pupils' needs are identified early and their support and progress are monitored carefully. Pupils are supported well in lessons and receive additional support either in small groups or individually, with tasks clearly focused on addressing the detailed targets identified in their individual education plans.
26. The provision for personal, social and health education is very good and this can be seen in the good attitudes and relationships of the pupils as they leave the school. Pupils are confident and mature for their age. There is a good emphasis on teaching pupils to adopt a healthy life-style, including sex-and-relationships education and learning about the dangers of drugs, ensuring that pupils develop very good values. Consequently, pupils are well prepared for when they move to their secondary schools.
27. The curriculum is successfully enriched by a good number of clubs and other activities. Most major sports are being well catered for through teaching and extra-curricular clubs; this is a growing area of strength in provision. The pupils benefit greatly from this involvement. They enjoy the opportunities that they get to take part in competitions and to learn about different sports, and their personal and social development is enhanced. Pupils in Years 5 and 6 have the opportunity to take part in a residential visit during which they take part in a wide range of activities. Good use is made of visitors to make learning interesting. Parents are very pleased

with the additional activities offered by the school although a few would like more clubs for younger pupils.

28. Resources are satisfactory overall. In ICT, resources have been improved significantly since the last inspection and are now very good. This has been a key factor in the rise in pupils' attainment. Accommodation has also been improved, with the recent building of a spacious and very attractive new hall meaning that time is no longer lost going to the village hall for physical education lessons. However, some classrooms are still cramped, and Years 1 and 2 continue to work in a relatively small demountable building which has a negative impact on pupils' concentration and impairs learning.
29. There are adequate levels of qualified teachers to deliver the curriculum. There are trained, perceptive and supportive teaching assistants in all classes and they have a good impact on learning.

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

The school very effectively promotes pupils' welfare in a very caring environment. Pupils' personal and academic development is well supported and guided. The school is very good at taking pupils' ideas and opinions into account.

### **Main strengths and weaknesses**

- Pupils are given very good support and guidance.
- There are very good opportunities for pupils to contribute to school life.
- Induction procedures for children when they start school are very good.

### **Commentary**

30. The school continues to promote very effectively the welfare, health and safety of the pupils in a warm, caring and secure environment. Pupils and parents believe there are very good levels of care. Inspection findings support this view. In this small school, all members of staff know the children well and are well equipped to offer good quality pastoral and academic support when it is needed. Pupils are at the centre of all that the school does and they quickly develop very trusting relationships with members of staff, enabling them to feel very secure and to concentrate fully upon their learning.
31. Pupils with special educational needs receive good support and guidance for their academic learning and very good support for their personal development. These pupils are well aware of their individual targets for what they need to learn next. Very good liaison is maintained with an appropriate range of support agencies, including the school nurse, who has a crucial role in the sex-and-relationships education programme for older pupils. Child protection procedures are very well understood.
32. Systematic checking of equipment, together with fire drills, has been done. The school has a good number of trained first-aiders. Minor injuries are very well recorded and dealt with in a calm and sympathetic manner. The very good level of care was highlighted in a personal, social and health education lesson, where the need for children's rights, as expressed through a UNICEF booklet, and the care sometimes needed, was very well expressed by the class teacher and fully understood by her pupils.
33. The school values and encourages pupils' views very well. The elected school councillors share pupils' ideas and present a very good forum of debate. Councillors have met with other schools' councillors so that they can share common interests. The school listens to pupils and encourages them to express their views. For example, of current concern to them is the need for developing the theme of 'healthy schools' and to allow drinking water to be more freely available to pupils at the school.

34. Induction arrangements when children start school are very good. There is a very good liaison between school and home at this time. For example, the teacher visits children at home to establish a good relationship with families. This further underlines the very caring approach of the school.

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

The school has very good links with parents and the community and with other schools and colleges.

### **Main strengths and weaknesses**

- The school works very closely with parents, providing them with very good information and actively seeks their views.
- Very good links with the community enhance learning.
- The very well developed links with other schools contribute very positively to pupils' achievement.

### **Commentary**

35. The partnership with parents has been further developed since the last inspection and is very good, making a significant contribution to pupils' very good achievement. Parents responding to the questionnaire and those attending the meeting were very supportive of the school and its work. They rightly believe that it has many strengths. They feel that they are consulted and listened to and that they are given very good opportunities to support their children in their learning.
36. Parents are given very good information about the school. A monthly meeting when parents may meet teachers and see the work their children have done is especially valuable in keeping parents informed. Parents report that they feel comfortable about approaching the school with any concerns. This is because of the welcoming and friendly environment at the school and the manner in which staff are freely available to meet them. Annual reports on pupils' progress are detailed and informative. They identify clear targets for improvement and give a very good picture of pupils' achievements and needs. Regular newsletters are sent, but the school brochure does not meet statutory requirements because it does not include national comparative data for test results at the end of Year 2 and Year 6.
37. The school values highly the support and contributions made by all parents and members of the community that enhance the children's learning and development. Parents make a very positive contribution to learning in many ways. Homework is regularly set and parents are pleased to supervise this. The Friends Association has given very good support to the school. Their efforts provide very good contact with the local community and have provided very good fundraising efforts to provide a range of equipment and resources, including a contribution to building development costs.
38. The school is a very valuable part of the local community and regular visits to the church, retired people's home and to view local amenities and study the local environment have a good impact on learning and mean that the community are always very aware of their presence.
39. There are very positive links with other schools and colleges. The office manager and staff have regular meetings with other school post holders to enhance their professional development. Other small local schools meet regularly each term and they work together on projects that will enhance pupils' learning. There are very well-developed links with secondary schools. Pupils are well prepared so that they feel confident during an induction period at the school of their choice. This is further enhanced in that the Year 6 teacher visits the new school

to see that these former pupils have settled in well. These very good links contribute very well to pupils' care and learning.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are very good overall. The headteacher provides very good leadership. The overall effectiveness of management and leadership by other key staff is good. Governance is very good, though there is a minor statutory omission in the information provided to parents.

### **Main strengths and weaknesses**

- The headteacher, governors and other members of staff work together very closely and have very high aspirations and a very clear vision for the work of the school.
- Governors have taken a significant role in moving the school forward since the last inspection.
- There are effective systems for monitoring and evaluating the work of the school, but strategies for improving provision in Years 1 and 2 have not had a big enough impact on raising standards, especially in mathematics.
- School improvement planning is based on a very clear understanding of where there are strengths and weaknesses.
- Co-ordinators provide good leadership in their subjects.
- Financial planning is good.

### **Commentary**

40. There has been good school improvement since the last inspection because of the very purposeful leadership provided by the headteacher. A very strong Christian ethos pervades all aspects of school life. Pupils are encouraged to feel secure and valued. Relationships between adults in the school are very good and there is a very happy working atmosphere. Members of staff work together very well and have high aspirations for the school and its work. They know what sort of school they want and are innovative in their approach to school development, being very receptive to new ideas and willing to adapt provision to reflect the needs of the pupils, parents and the local community.
41. Governance is very good. Governors have a very clear understanding of their roles and responsibilities, and provide very good support for the school. Specific skills are used very well and governors are kept well informed by the headteacher. Governors also carry out their own rigorous monitoring, both formal and informal. Monitoring includes visiting lessons to observe pupils at work, as well as reviewing and evaluating school procedures and policies. As a result, governors are able to play a very active role in shaping the vision and direction of the school.
42. Management is good. The school day runs smoothly; the headteacher is well supported by a hard working and efficient administrative team who are very friendly and welcoming to visitors. The headteacher has established rigorous systems for monitoring school effectiveness. Detailed records of pupils' individual test scores are kept and are beginning to be used effectively to set targets for improving attainment. There has been a rising trend in test results at the end of Year 2, and there is a good understanding of the need to further raise attainment, especially in mathematics. Nevertheless, not all of the strategies that have been used in Year 2 have been successful, and the headteacher acknowledges that there is a need to focus more on raising the teacher's expectation of what pupils can achieve in this year group.
43. The leadership of subject co-ordinators is good. They are benefiting from participation in the *'Primary Leadership Programme'* and they have a good understanding of the priorities in their subjects. Co-ordinators are developing their skills in both data analysis and lesson monitoring and are providing a clear lead in their subjects.

44. The headteacher and governors have a strong commitment to providing a socially inclusive school, and members of staff work hard to provide for pupils who have learning or behavioural difficulties. Provision for special educational needs is well led and managed by the co-ordinator. Recommended procedures are carefully followed and record keeping is systematic. Funding for pupils with special educational needs is spent appropriately for their benefit.

#### Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	382,087	Balance from previous year	16,289
Total expenditure	354,754	Balance carried forward to the next year	43,621
Expenditure per pupil	3,745		

45. Financial planning is thorough and best value principles are applied well. Strategic planning is based on a good understanding of the school's priorities, with budgetary decisions made consistently on the basis of 'how will this help the school to improve?' The impact of spending is carefully evaluated to ensure that value for money is achieved; the school currently has an above-average carry forward in its budget. This is being appropriately accumulated to pay for future building developments and to maintain staffing levels.

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

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

Attainment on entry to the school is slightly above average, and no children have been identified as requiring support for special educational needs. Children achieve well and most attain the levels expected by the end of the Reception Year, with a good proportion exceeding them. Standards are similar to those found at the time of the last inspection.

Teaching and learning continue to be consistently good. The teaching assistant makes a good contribution towards learning and works well with the teacher, planning practical activities that maintain the children's interest effectively. Members of staff have high expectations for behaviour and encourage and engage children with differing needs well. The enthusiasm of members of staff and the good use of questioning help to involve children well. Assessment procedures are thorough and members of staff set clear individual targets to help children to improve.

A good curriculum provides a wide range of interesting activities, though the outdoor area is small and difficult to supervise and this limits its usefulness. Children contribute towards curriculum planning by suggesting what they would like to learn about a topic and this child-centred approach works well in encouraging children to pose questions. Leadership and management are good. The co-ordinator supports the Reception teacher well and provides a good role model with her own teaching. There are clear plans to develop provision further.

Good induction procedures enable children to settle into school routines well. The teacher visits children at home to establish a good relationship with children and their parents. Children are given good opportunities to visit school with their parents before they start. Good quality reports on the children's progress help children and their parents understand what individual children do well and how they can improve. Parents are pleased with arrangements made when their children first start school.

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

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

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

- Children achieve well and enjoy learning.
- Members of staff are good role models and provide clear guidance and support.
- Some children find it difficult to concentrate when not supported by an adult.

#### **Commentary**

46. Children achieve well. Most are on target to meet the expectations of the 'early learning goals' by the end of the Reception Year and a good proportion are likely to exceed them. Children are confident learners and enjoy taking part in activities. They follow the good examples set by members of staff, understand the class routines well and develop good manners. Standards are similar to those found at the time of the last inspection.
47. As at that time, teaching and learning are good. Members of staff are firm but friendly and understand the personal needs of individual children well. There is a good balance between teacher-led and independent activities, and children are keen to take the initiative in their learning by finding resources and planning and following through their own ideas. Whilst most children persevere with their tasks well, some children find it difficult to maintain their interest when not supported by a member of staff. Snack-times provide good opportunities for children to learn good manners, to share and to consider the needs of others.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children develop a love of books and a good knowledge of letter sounds.
- Members of staff provide good opportunities for children to develop their speaking and listening skills, though some children do not listen well when other children are speaking.

### **Commentary**

48. Children's achievement is good. Most are on target to meet the expectations of the 'early learning goals' by the end of the Reception Year and a good proportion is on target to exceed them. The teacher makes good use of the interactive whiteboard to encourage children to join in with whole-class reading sessions and to discuss the difference between fiction and non-fiction books. Regular practice in sounding out groups of letters helps children to gain confidence in reading unfamiliar words and most children read simple books fluently.
49. Teaching and learning are good and children are given good opportunities to improve their speaking and listening skills during whole-class discussions and when working in the imaginative role-play areas. However, some children have not learned the importance of listening to others when taking part in conversations.
50. There are appropriate opportunities for children to write, and children are involved in setting individual targets for the next lesson. However, children's written work is usually brief, and more able children in particular are not always encouraged to improve their writing during a lesson. More able children use some good vocabulary in their writing. For example, when describing a tarantula spider one child used words such as 'creepy, hairy and crawly'.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children develop their counting skills well and have a good knowledge of shapes.
- Interesting practical demonstrations and tasks enhance the children's learning.

### **Commentary**

51. Children's achievement is good, and most are on target to meet the expectations of the 'early learning goals' by the end of the Reception Year and a good proportion are working above this level. Counting improves quickly and the teacher uses the interactive whiteboard well to help children learn about patterns in numbers when counting on in tens from any given number.
52. Teaching and learning are good, with an example of very good teaching being observed. In the very good lesson, the teacher had very high expectations as she encouraged children to discuss the properties of three-dimensional shapes and predict on this basis, which would roll and why. The teacher's enthusiasm is a major factor in helping children to concentrate well, enjoy learning and understand properties of shapes. The use of intersecting set rings when sorting the shapes helped the more able children to see that some shapes such as cylinders have both flat and curved faces. Various interesting tasks such as taking apart commercial packaging and printing with three-dimensional shapes gave the teacher and teaching assistant very good opportunities to ask probing questions to extend children's knowledge

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

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

### **Main strengths and weaknesses**

- Practical activities help children to achieve well and learn to make good observations.

### **Commentary**

53. Achievement is good, and most children are on target to meet the expectations of the 'early learning goals' by the end of the Reception Year. A good proportion of children are working at higher than the expected levels.
54. Teaching and learning are good. Good use is made of the school grounds to look for and to collect mini-beasts. Children show a good knowledge of different living things and test materials to see which are waterproof. 'Birthday maths', where children count through the months of the year until they reach someone's birthday, helps them to sequence time correctly. Role-play areas are used well to support learning. For example, children enjoy exploring the 'underwater world'.

## **PHYSICAL DEVELOPMENT**

55. There was insufficient evidence to form judgements on provision because there were no lessons on the timetable during the inspection. Children were observed controlling sit and ride vehicles well and manipulating a wide range of resources successfully. Assessment information shows that attainment is above the average for the local education authority by the end of the Reception Year.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Imaginative role-play activities stimulate the children's imaginations.
- Children are given good opportunities to join in with making music.

### **Commentary**

56. Achievement is good. Most children are on target to meet the expectations for the end of the Reception Year and a good proportion are working at a higher-than-expected level. Good role-play areas help the children to communicate their ideas. For example, during the inspection children enjoyed making tourist guides for their 'underwater world'. Displays of work show that children have good opportunities to explore texture and colour when making models of jellyfish and octopuses and when mixing paints.
57. Teaching and learning are good. There is a good combination of teacher-led and child-initiated activities. In the good music lesson, children enjoyed working together following a simple notation to make the sound of a rainstorm.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Pupils' achievement is very good in Years 3 to 6.
- There are very good strategies for promoting pupils' speaking and listening skills in Years 3 to 6 but in Year 2 pupils do not listen well enough.
- The subject is well led and managed.
- Pupils are given very good opportunities to use their literacy skills in different subjects in Years 3 to 6.

#### Commentary

58. There has been good improvement since the last inspection and generally standards of attainment are higher, with the improvement most evident by the end of Year 6, where national test results have been well above the national average for the last three years. The current Year 6 is working at similar levels and attainment continues to be well above nationally expected levels, with pupils achieving very well in relation to their attainment at the end of Year 2.
59. There is greater variation in national test results at the end of Year 2 in reading and writing. In 2004, they were well above the national average in reading and above the national average in writing. However, although achievement is satisfactory, pupils' attainment in the current Year 2 is lower than in 2004, being in line with nationally expected levels. This year group has a greater number of less able pupils than in the previous year, and few are working at higher-than-expected levels for their age.
60. Throughout the school, pupils with special educational needs are well supported by teachers and teaching assistants and achieve as well as others in their class.
61. Overall achievement in reading is very good. Standards in reading are generally better than in writing because skills are taught more systematically, with a good range of books giving a secure structure to teaching. Parents support their children very well in reading by hearing them read regularly at home. Supported reading sessions in literacy sessions are managed effectively by adults, with questioning used well to develop skills.
62. In writing, pupils' achievement is good. It is better in Years 3 to 6 than in Years 1 and 2. In these year groups, pupils do not get enough opportunity to write purposefully and the more able are not encouraged enough to write at length about their own ideas. The school has adopted a very structured approach to teaching letter sounds and this is taught consistently to younger pupils. However, across the school, pupils make careless errors in their spellings and they do not correct errors even after editing work. In Years 3 to 6, written work is not extensive in quantity but is of good quality and is very well presented, with pupils writing with imagination and empathy in different subject areas as well as in literacy lessons.
63. Pupils' speaking and listening skills are very well developed by the end of Year 6, with achievement being very good in Years 3 to 6. In these year groups, an innovative approach to teaching, with very good use being made of drama and role play, means that pupils quickly

improve their skills. Teachers' expectations are very high, with questioning used very skilfully to encourage pupils to speak with accuracy and to listen very carefully. Consequently, older pupils are articulate, use interesting language and are very descriptive and imaginative in talking about their work and ideas. They are well able to adapt their language for the audience and they create lively feelings and mood by their choice of words. When in discussion they listen very carefully to each other and hold a balanced view that they justify successfully with well-chosen reasons. However, in Year 2, although pupils generally speak with confidence, they do not always listen well and teaching has not done enough to address this weakness.

64. Teaching is good overall. In Years 3 to 6, where teaching is very good, pupils' needs are met very effectively. Very good cross-curricular links make learning interesting and pupils consistently work at a very good pace, quickly acquiring new skills. In Years 1 and 2, where teaching is satisfactory, the teacher works hard to make learning fun, but strategies for ensuring that pupils listen are not always effective. This means that time is wasted. A teaching assistant gives good support to pupils in Year 1, but these pupils spend too much time working away from the teacher, meaning that they cannot benefit from her experience and skills.
65. Throughout the school, assessment procedures are good. Work is regularly marked and pupils have a good understanding of what they need to do. Teachers generally take good account of assessment information when planning work, but there are occasions when more able pupils could be challenged more in Years 1 and 2.
66. Leadership and management are good. The co-ordinator has undertaken a helpful evaluation of provision and has accurately identified the main area for improvement. Progress across the school is carefully monitored, and challenging but realistic targets for improvement are set. There is a good understanding that attainment in Years 1 and 2 could still be higher.

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

67. Good links are made between literacy and other subjects and pupils are enabled to apply their skills to purposeful and exciting projects. Practice is best in Years 3 to 6, where pupils get many opportunities to read or write purposefully. For example, in Years 5 and 6, pupils looked at how they could publicise a 'bear sanctuary'. This involved carrying out research in the library or on the Internet and then writing about what they had found and preparing posters and publicity leaflets. Pupils produced high quality work because the task was interesting and relevant. In Years 1 and 2, cross-curricular links are less well developed and there is very little recorded work in subjects such as science, geography and history.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Pupils achieve very well in Years 3 to 6.
- Whilst most pupils in Years 1 and 2 make satisfactory gains in their learning, there is not enough challenge for potentially higher-attaining pupils.
- Pupils are given very good opportunities to use their mathematical skills in different subjects.

#### **Commentary**

68. Standards of attainment have risen since the last inspection. Pupils' achievement is very good in Years 3 to 6 and attainment is well above nationally expected levels by the end of Year 6. This is confirmed by national test results which have been well above average for the last three years and show that progress from the end of Year 2 to Year 6 is very good. Pupils progress very well because teaching is very good. Teachers' expectations of pupils' work and

what they should achieve are very high and there is very good challenge and support for all pupils, including those with special educational needs.

69. Test results at the end of Year 2 continue to lag behind other subjects and have been significantly below those for English and science for the last four years. This is because too few pupils achieve beyond national expectations. In the current Year 2, there is a higher number of less able pupils than in 2004 and pupils' attainment is below nationally expected levels. Achievement in this year group is satisfactory overall, but not all pupils achieve as well as they should because expectations of pupils' work are not always high enough, particularly for those of higher ability. There are also inconsistencies in the matching of the pupils' work to the different ability groups, and this means that the pace of learning is sometimes too slow.
70. Teaching is good overall. Throughout the school, teachers have good subject knowledge and they work hard to make learning interesting. In Years 3 to 6, where teaching is very good, there is a very good emphasis on teaching pupils the correct subject vocabulary and very good links are made between different subjects to make learning purposeful. Very good use is made of ICT to introduce new concepts in a visual and stimulating manner. Consequently, pupils are very well motivated and they have a very good understanding of what is expected of them. They work at a very good pace and are consistently challenged to move onto the next level of learning. In Years 1 and 2 where teaching is satisfactory overall, the teacher is not always successful at getting pupils to listen and work is not always suitable for all abilities, especially the more able, and consequently they are not always challenged sufficiently. Scrutiny of past work shows that in Years 1 and 2 pupils complete little written work and there are inconsistencies in curriculum coverage because some pupils in Year 1 are still working with Reception children for numeracy lessons.
71. Thorough and regular assessments of pupils' progress are made and this information is used well to analyse trends and set targets. In Years 3 to 6, assessment data is used effectively to inform and amend future planning. However, in Years 1 and 2, the good range of assessment information is not always used effectively to plan work that meets differing needs.
72. Leadership and management are good overall. The standards of teaching and pupils' work are carefully evaluated by the co-ordinator and consequently there is a good understanding of the need to improve teaching and learning in Years 1 and 2. However, the strategies used thus far, such as splitting the Year 1 and 2 class for most lessons, have not been effective in ensuring the necessary improvement because weaknesses in teaching have not been fully addressed.

### **Mathematics across the curriculum**

73. Very good links are made between mathematics and other subjects and pupils are given very good opportunities, especially in Years 3 to 6, to apply their skills purposefully. Links between different subjects are very carefully planned. For example, in Years 5 and 6 a project on a visit to the Isle of Wight gave pupils very good opportunities to apply their numeracy skills by working out costs, planning timetables and using data in spreadsheets and graphs.

### **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well and their attainment is well above nationally expected levels by the end of Year 6.
- Teachers use practical activities well to engage the pupils' interest, though expectations for written work are not always high enough.
- The curriculum includes good opportunities to link subjects.

- Teachers make good use of numeracy and ICT to extend learning.
- The subject co-ordinator has a clear vision to develop the subject further.

## **Commentary**

74. Standards of work throughout the school are similar to those found at the time of the last inspection. Pupils' attainment by the end of Year 6 is well above nationally expected levels. National test results at the end of Year 6 in 2004 were also well above the national average. Pupils' achievement is consistently good in Years 3 to 6. In Years 3 and 4, a thorough coverage of the curriculum helps pupils to extend their subject knowledge very well. In Years 5 and 6, pupils make very good progress in applying the knowledge they have gained when explaining their findings from investigations.
75. Inspection evidence shows that attainment by the end of Year 2 is in line with nationally expected levels and similar to that found in the teacher assessments in 2004. Whilst the achievement of most pupils, including those with special educational needs, is satisfactory, and they reach the expected level (Level 2), few are working at the higher Level 3 because the teacher does not always have high enough expectations for pupils' written work.
76. Teaching, learning and assessment are good overall and are similar to those found at the time of the last inspection. Teachers have good knowledge of the subject and use resources and practical activities well to support learning and to engage the interest of the pupils. For example, in Years 1 and 2 the teacher created much interest and excitement as pupils investigated the teeth of various animals. However, teaching, especially in Years 1 and 2, does not always take enough account of assessment information about pupils' differing abilities, with pupils often completing the same piece of recorded work whatever their prior attainment. As a result, the more able pupils are not always challenged enough and do not consistently achieve as well as they should. In contrast, in Years 5 and 6, there is a very good challenge for more able pupils and they are expected to carry out investigations in a very scientific way, considering the consequences of fair testing, analysing their findings and explaining possible scientific reasons for what they have discovered.
77. The good curriculum is adapted well in Years 3 to 6 to ensure that pupils build on their previous learning. Teachers are flexible in the topics they teach, concentrating on aspects of the subject they know from evaluations of previous lessons and assessment information that pupils find most difficult to understand. The teachers in these year groups complement each other well and their differing teaching styles broaden the pupils' experiences effectively. Throughout the school, good links are made between science and other subjects. For example, in Years 5 and 6, pupils tested out methods used by the Ancient Egyptians to reduce friction when moving heavy objects. In Years 3 and 4, work on food chains and camouflage inspired attractive artwork and in Years 1 and 2, pupils found out about irreversible changes when making bread as part of a topic in design and technology. Teachers also make good use of numeracy and ICT to support learning; in Years 1 and 2, pupils measure the distance a vehicle travels down a ramp, pupils in Years 3 and 4 time the fall of parachutes to the nearest second, and more able pupils in Years 5 and 6 find the average of sets of results and plot and interpret line graphs.
78. Teachers mark work regularly, though marking varies in quality because it does not always help pupils understand how they can improve their work. Marking is used most effectively in Years 5 and 6, where pupils respond positively towards the evaluative comments made.
79. Leadership and management of the subject are good. As at the time of the last inspection, pupils achieve high standards by the end of Year 6. Strengths and weaknesses in the subject have been identified through careful monitoring, and there are clear plans to develop the subject further.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Good leadership and management mean that there has been very good improvement since the last inspection.
- Pupils achieve well and, by Year 6, attainment is well above nationally expected levels.
- Very good links are made between different subjects, helping to make learning interesting and relevant to pupils.

### **Commentary**

80. Provision in ICT was unsatisfactory at the time of the last inspection. The school has made very good progress since then. Developments have been very carefully planned and have been very well led and managed by the headteacher, the new co-ordinator and governors. There is now a very good curriculum, with a strength being the use of ICT in Years 3 to 6 to support learning across the curriculum. Resources have been greatly improved and are very good. These improvements have had a very positive impact on pupils' achievement, which is now very good. Although there is insufficient evidence to judge pupils' attainment by the end of Year 2 as no teaching was seen during the inspection, by the end of Year 6, it is well above nationally expected levels.
81. Pupils have a very clear understanding of the different uses of ICT and, by Year 6, show a very good range of skills. They very confidently word-process their writing, produce paintings and make moving pictures or presentations using a very good range of multi-media techniques. Their understanding of how to use computers to make machines follow a series of instructions is outstanding; in a very good lesson, pupils worked at different levels to make moving pictures that followed a sequence of instructions. More able pupils used a very complicated sequence to add timings, sounds and movement to their pictures.
82. Only one lesson in Years 5 and 6 was seen during the inspection. The quality of teaching was very good, and consequently pupils achieved very well. The teacher had very good subject knowledge and the lessons was very well organised, with instructions clear and a very high level of challenge for all pupils. The teacher expected pupils to co-operate and support each other and they understood how to do this sensitively, teaching rather than showing. All pupils were fully engaged in their work. They followed instructions carefully and made very good gains in knowledge. Less able pupils were supported well by the teachers and other pupils, ensuring that they all made very good progress in extending their skills.

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

83. The use of ICT across the curriculum is very good. Learning is made very purposeful, especially in Years 5 and 6, by the very good links that are made between different subjects. Teachers plan topics that give pupils many opportunities to apply their very good ICT skills to practical projects. For example, in Years 5 and 6, as part of a project on wildlife sanctuaries, pupils have recorded and edited short video reports for the rest of the class.

### **HUMANITIES**

Geography and history were not areas of focus for this inspection and there is insufficient evidence to form judgements on provision.

#### **History and Geography**

84. One history lesson was seen in Year 2. In this good lesson, the pupils were discovering, identifying and observing the features of fossils and the learning was good because of the

very good resources and the high levels of interest and excitement created by the teacher. From the evidence of planning, displays and previous work seen there is good coverage of the curriculum in both history and geography and the pupils make good progress, although there is limited recorded work in some year groups. It is a weakness that not all pupils in Year 1 have full access to the National Curriculum; some pupils go and work in the Reception Year when the rest of their class are studying history.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Design and technology, music and physical education were not areas of focus for this inspection and there is insufficient evidence to form judgements on provision.

### **Design and technology**

85. In design and technology, displays of pupils' work show a very wide range of skills. Pupils in Years 5 and 6 confidently design and make models using cams, with learning carefully linked to other subjects. In discussion they explain clearly what they like or dislike about the finished product.

### **Music**

86. In music, pupils' singing in assemblies was tuneful. Older pupils added an interesting accompaniment using untuned percussion. Pupils have the opportunity to learn to play the recorder and report that they enjoy music.

### **Physical education**

87. One physical education lesson was seen during the inspection. In this the quality of teaching was good, with differing needs met well. There was a good pace to learning, with pupils keen to learn and work well. They showed good imagination when making shapes using balance and body points which their partners successfully copied. Facilities for the subject have improved greatly since the last inspection. The building of the new hall has significantly enhanced learning and time is not lost walking to the village hall for lessons. Resources have also been improved since the last inspection and pupils now have greater opportunity to learn gymnastics skills. The curriculum is enhanced by a good range of extra-curricular activities and by a variety of opportunities to take part in competitive sport. Both are well supported by the pupils.

### **Art and design**

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

### **Main strengths and weaknesses**

- The quality of pupils' work is very good.
- Very good teaching helps pupils to achieve very well.
- A very good curriculum helps to make learning purposeful.

### **Commentary**

88. Pupils' attainment is well above nationally expected levels by the end of Year 2 and Year 6. There has been very good improvement since the last inspection. Pupils now develop a wide range of skills and they use them well to produce art work which is of very high quality. Pupils are very skilled at mixing colours and making sensible choices about the techniques that they are going to use to complete a painting or drawing. They have a good knowledge of other

artists and their work. For example, they talk knowledgeably about Klee and Kandinsky, expressing clear preferences and applying techniques used by these artists in their own work.

89. Pupils achieve very well, benefiting from very good teaching which provides very good challenge and extends skills quickly. Teachers are very enthusiastic about art and design and they have very high expectations of what pupils should achieve. Basic skills are taught very effectively and pupils are given very good opportunities to try out ideas for themselves. This was seen to very good effect in a very good lesson in Years 3 and 4, where pupils chose from a range of media to produce very good paintings that reflected the 'camouflage' of butterflies. In this lesson, pupils were very well motivated and were fully engaged in their learning. They co-operated well, sharing resources and helping each other to mix colours.
90. The curriculum is very good. Learning is made exciting because very effective links are made between art and design and other subjects. Pupils are given many opportunities to extend their skills both in lessons and through clubs and other activities. Pupils' work is celebrated through high quality displays, helping to bring the subject to life and making learning purposeful.

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

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

### **Main strengths and weaknesses**

- Teachers are good role models for pupils in relation to courtesy, valuing the opinions of others and co-operation.
- There is an interesting and relevant curriculum.

### **Commentary**

91. At the core of this subject is the school's ethos that pupils will develop best in a climate of praise, support and positive encouragement. This is practised by the headteacher and governing body in their relations with staff and the same ideals form the basis of the very good relationships with pupils. Throughout the school, members of staff are good role models, treating all pupils and each other with care and respect. As a result, pupils leave the school with a confident and mature outlook.
92. Only one lesson was timetabled during the inspection. In this very good lesson in Years 3 and 4, pupils very quickly learnt about the values of the United Nations' Children's Fund, with the teacher very effectively linking this to the school's own rules and to children's rights. The whole lesson was conducted in a mature atmosphere with very good pupil participation at a high level of thought and consideration for others. Opportunities for pupils to value others and co-operate are prevalent in many lessons and in assemblies.
93. The curriculum is good. Pupils have good opportunities to discuss feelings such as sadness, anger and loneliness, and to consider how they can help others. Stories read in assembly often include a moral and help pupils to understand what is right. Citizenship issues are explored and promoted throughout the school day and at school council meetings. Pupils are very enthusiastic about these activities and show very good attitudes towards learning. The school council meets regularly and is effective in teaching pupils about the workings of a democratic organisation. Its members take their responsibilities seriously and feel that they have been able to make a valuable contribution to the day-to-day life of the school. They discuss a wide range of issues, and pupils feel that their opinions are valued and acted upon.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	3
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>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
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	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>

The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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