

# INSPECTION REPORT

## **STOKENCHURCH PRIMARY SCHOOL**

Stokenchurch

LEA area: Buckinghamshire

Unique reference number: 110342

Headteacher: Mr Andrew White

Lead inspector: Mrs Christine Nuttall

Dates of inspection: 3<sup>rd</sup> - 5<sup>th</sup> May 2005

Inspection number: 267995

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:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	430
School address:	George Road Stokenchurch High Wycombe Buckinghamshire
Postcode:	HP14 3RN
Telephone number:	(01494) 482 112
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs G Saunders
Date of previous inspection:	First inspection

## **CHARACTERISTICS OF THE SCHOOL**

Stokenchurch Primary School is in the village of Stokenchurch, to the west of High Wycombe. It has 17 classes for pupils from Reception to Year 6 and a separate morning and afternoon Nursery class. The school was formed in September 2002, following the amalgamation of the former infants and junior schools and, as such, has not been inspected previously. Pupils come from a wide range of social, economic and academic backgrounds. Just over four per cent of pupils are eligible for free school meals, which is below the national average and reflects the advantaged background of many of the pupils. However, there a number of families entitled to free school meals that choose not to claim because Buckinghamshire does not provide a hot meal and parents are concerned about the perceived stigma of claiming benefits. Pupils live in the village of Stokenchurch and many outlying areas with several coming to school by bus. Most pupils are white British, with eight per cent from other ethnic backgrounds. Almost three per cent of pupils are from a traveller background. Seven children are at the early stage of learning English. When children start school, their skills, knowledge and understanding are wide-ranging, but broadly in line with levels expected for their age. Seventeen per cent of pupils have been identified as having special educational needs, which is just below average. These pupils have a range of learning or physical difficulties. Ten pupils have a statement of special educational need. Last year the percentage of pupils either joining or leaving the school other than at the normal time was broadly average. The school gained a 'Schools Achievement Award' in 2002.

## **INFORMATION ABOUT THE INSPECTION TEAM**

Members of the inspection team			Subject responsibilities
31046	Christine Nuttall	Lead inspector	Information and communication technology Art and design
11072	Shirley Elomari	Lay inspector	
24022	Julia Lawson	Team inspector	Foundation Stage Geography History
24019	Ken Parry	Team inspector	Mathematics Science Physical education
31233	Elizabeth Slater	Team inspector	English Design and technology Religious education English as an additional language
23235	Fred Riches	Team inspector	Personal, social and health education Modern foreign languages Music Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very good school with several excellent features.** Pupils are taught very well, achieve well and reach high standards by the time they leave in Year 6. The headteacher provides an excellent educational direction and enables pupils and staff to do their best. Governors are proactive and fulfil their statutory duties very well. The school provides very good value for money.

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

- The headteacher provides excellent leadership and has created a very strong team with a shared sense of purpose.
- Standards at the end of Year 6 are above the expected levels in English, mathematics, science, information and communication technology (ICT) and art and design.
- Teaching is very good and, as a result, all pupils achieve well.
- This is a fully inclusive school that provides very well for all pupils including those with special educational needs, those at the early stage of learning English, those from ethnic minorities and those from a traveller background.
- The curriculum is rich, wide and relevant and very successfully enhanced by the innovative provision of French throughout the school.
- Pupils have very good attitudes to their work, are stimulated and fully involved in their learning.

The school has not been inspected before, having opened in September 2002 following the amalgamation of the existing infant and junior schools.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	N/A	B	A	A
mathematics	N/A	A	B	C
science	N/A	B	B	D

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average. Similar schools are those with similar percentages of pupils eligible for free school meals.*

**The achievement of all pupils across the school is good.** In the Nursery and Reception classes, children achieve well and, by the time they move into Year 1, most children have reached the nationally expected goals, with some doing better.

By the end of Year 6 in 2004, standards attained by pupils were above the national average in mathematics and science and well above the expected levels in English. In comparison with pupils at similar schools in 2004, Year 6 pupils achieved similar results in mathematics, slightly below their peers in science but well above in English. The standards achieved in national tests in reading by the end of Year 2 in 2004 were well above the national average. Standards in writing and mathematics were above the level achieved in most schools nationally. In the 2004 national tests, the performance of pupils at Stokenchurch was slightly worse than that of pupils in schools with similar free school meal entitlement in writing and mathematics. In reading, Stokenchurch pupils were well above their peers in similar schools.

Only two years' data is available, making judgements about trend unrealistic. However, both at the end of Year 2 and Year 6, results were notably better in 2004 than they were the previous year suggesting that pupils have made good progress.

Inspection evidence indicates that pupils of all levels of attainment make good progress. Currently pupils in Year 6 are achieving above expected levels in English, mathematics, science, ICT and art and design. In Year 2, pupils are achieving the expected levels in English, mathematics and science. This cohort entered the school with well below expected levels and more than a third of the year group have special educational needs. All pupils in Year 2 have made good progress and are achieving well. Standards in Year 2 in ICT and art and design are above expected levels. There was insufficient evidence to make a firm judgement on standards in all other subjects.

Throughout the school pupils with special educational needs, those from ethnic minorities, those at the early stages of learning English and those from a traveller background achieve well. There are no significant differences in the attainment of boys or girls.

**Pupils' very good personal skills are very effectively promoted by very good overall provision for their spiritual, social, moral and cultural development.** Almost all pupils are positive about school and behave very well. Pupils' attendance is above the level typically found in primary schools nationally.

## **QUALITY OF EDUCATION**

**The quality of education is very good overall. Teaching and learning are very good.** Teaching is very strong overall. At times it is excellent. As a result of this and the very effective partnership with support staff, pupils move forward in their learning at a good pace. The curriculum is very broad, well balanced and rich and enhanced by the excellent provision of French throughout the school. The accommodation is very good and this, together with good resources has a very positive impact on pupils' learning. There is a good partnership with parents with many doing all they can to support the school.

## **LEADERSHIP AND MANAGEMENT**

**The leadership, management and governance of the school are very good with some excellent features.** The headteacher provides excellent and strong direction for the teaching and support staff, as well as for the very knowledgeable, hardworking and well-informed governing body. He is very well supported by the newly appointed deputy and a strong staff team. Governors meet all legal requirements.

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

Most parents expressed a high level of satisfaction with the school. A small minority who returned the questionnaire were concerned about information about their child's progress, homework arrangements and arrangements for seeking parents' views. The inspection found no evidence to support these concerns. Pupils are very positive about school and clearly like and respect their teachers.

## **IMPROVEMENTS NEEDED**

In this very good school there are no significant areas for development. The school is working to develop aspects of pupils' writing and develop the ways in which pupils are involved in evaluating their own work. This is entirely appropriate.

**A minor area for development includes:**

- Improving formal marking of work in books to help pupils to know how to improve in future.

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

## STANDARDS ACHIEVED BY PUPILS

### Standards achieved in areas of learning and subjects

Standards are above the expected levels in English, mathematics and science by the end of Year 6. Standards in information and communication technology (ICT) and art and design are above the expected levels by the end of Year 2 and Year 6. All pupils achieve well.

### Main strengths and weaknesses

- Pupils throughout the school achieve well.
- Children make a good start in the Foundation Stage and in Year 3.
- Standards of work in English, mathematics and science are above expected levels by the end of Year 6.
- Standards in ICT and art and design are above expected levels in Year 2 and Year 6.

### Commentary

1. When children start school in the Reception classes, the school's assessments show that their knowledge, skills and understanding are very wide-ranging. The proportions of children who are doing well for their age and those who are behind their peers vary from year to year. So, although the overall profile of the groups starting school is broadly in line with the levels expected for their age, this masks a very wide span of attainment. Children achieve well in the Reception Year because work planned is challenging and interesting and the staff are very supportive. Consequently, children have a good start to their education in school. Most will meet the goals expected by the end of the year in all areas of learning<sup>1</sup> and some will exceed these.

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

Standards in:	School results	National results
reading	18.5 (16.3)	15.8 (15.7)
writing	15.3 (14.5)	14.6 (14.6)
mathematics	16.7 (16.3)	16.2 (16.3)

*There were 28 pupils in the year group. Figures in brackets are for the previous year.*

2. The standards achieved in national tests in reading by the end of Year 2 in 2004 were well above the national average. Standards in writing and mathematics were above the level achieved for most schools nationally. In the 2004 national tests, the performance of pupils at Stokenchurch was slightly worse than that of pupils in schools with similar free school meal entitlement in writing and mathematics. In reading, Stokenchurch pupils were well above their peers in similar schools.

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

Standards in:	School results	National results
English	29.3 (27.9)	26.9 (26.8)
mathematics	28.2 (28.4)	27.0 (26.8)
science	29.4 (29.7)	28.6 (28.6)

*There were 87 pupils in the year group. Figures in brackets are for the previous year.*

<sup>1</sup> There are six nationally agreed areas of learning for children in the Foundation Stage: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development.



3. By the end of Year 6 in 2004, standards attained by pupils were above the national average in mathematics and science and well above the expected levels in English. In comparison with pupils at similar schools in 2004, pupils at Stokenchurch achieved similar results in mathematics, slightly below their peers in science but well above pupils in similar schools in English. There are no significant differences in the attainment of boys or girls.
4. Only two years' data is available, making judgements about trend unrealistic. However, both at the end of Year 2 and the end of Year 6, results were notably better in 2004 than they were the previous year indicating that pupils have made good progress.
5. The findings of the inspection are that, in Year 6, standards are above the levels expected in English, mathematics, science, information and communication technology (ICT) and art and design. Insufficient evidence was gathered in the time available to make firm judgements about standards in other subjects although, on the evidence seen, standards are at least at the expected levels. In Year 2, the inspection found that standards in English, mathematics and science are at the levels expected. This particular cohort entered the school with attainment well below the expected levels. More than a quarter of the year group have significant special educational needs yet all pupils have made good progress and are achieving well. Standards in Year 2 in ICT and art and design are above the levels expected reflecting the emphasis the school places on these important aspects of learning. Insufficient evidence was gathered to make a firm judgement in other subjects.
6. All pupils do well in this school as achievement is, overall, good because of the quality of teaching and learning. This is a judgement which mirrors the views of most parents and pupils. The school knows its pupils very well and uses its assessment procedures effectively to plan their work and to check their progress. As a result, pupils are given work which is challenging but attainable and they make good progress. Relationships between all class members are very good and contribute positively to pupils' progress. Gifted and talented pupils are carefully identified across academic and broader areas. Provision for these pupils includes work in mathematics, literacy, ICT and music.
7. Throughout the school pupils with special educational needs achieve well. They make good progress towards achieving the targets noted in their individual education plans because they are supported well by teachers and assistants who have shared in setting these targets and have a clear picture of the strategies needed to work towards them. Pupils for whom English is not their first language and the small number of travellers achieve well. Teachers assess the progress of all individuals effectively.

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

Pupils' attitudes to learning are very good. Their behaviour is very good both in lessons and around the school. Pupils' personal development is very good. Their spiritual, moral, social and cultural development is very good overall. Attendance is above that typically found in primary schools nationally. Punctuality is good.

### **Main strengths and weaknesses**

- Pupils throughout the school are very well motivated and enjoy learning.
- Pupils' behaviour is very good; they are most willing to take responsibility and to help others.
- Pupils form very good relationships with one another and with the adults in school. They work very well with others.
- The school is very committed to the personal development of its pupils and their spiritual, moral, social and cultural development is very good.
- Attendance levels are good and pupils arrive punctually in the morning.

### **Commentary**

8. Pupils enjoy school and have very positive attitudes to learning. They enjoy their lessons and the wide range of trips and other activities planned for them. Pupils of all ages concentrate very well and try hard. Pupils with special educational needs, or for whom English is an additional language, are very well supported so that they are very positive about learning. Pupils appreciate that teachers try hard to make lessons interesting and fun. Even on the occasions when the work fails to catch their interest, pupils work hard. Children in the Nursery and Reception classes are encouraged to develop positive attitudes through planning their own activities. Pupils value the extra-curricular activities provided for them, as shown by the large number who choose to take part. Pupils' positive attitudes make a significant contribution to the high standards they achieve.
9. The school sets a very high priority on the personal development of its pupils. To this end, staff set very high expectations for behaviour and stress the importance of good manners. As a result, the school is a very orderly, harmonious community where pupils of all ages share equipment very sensibly, are polite to one another, staff and visitors, and take a pride in their school. Pupils form very good relationships with one another and with staff, which are characterised by very high levels of mutual respect. Older pupils are encouraged to take care of the younger ones and this helps to foster very strong relationships throughout the school. Behaviour during playtimes and around the school is very good. Year 6 prefects help to supervise when pupils are on the playground or in school during lunchtime; they treat others with respect and receive it in return. In lessons, behaviour is almost always very good. On the very rare occasions when pupil behaviour fails to meet the expected standard it does not adversely impact on learning. Throughout the school, pupils value the rewards and praise they receive. There have been no exclusions since the amalgamation.
10. Pupils' spiritual, moral, social and cultural development is very good. Teachers are very good role models and set high standards. Pupils of all ages respond very well. They are willing to look after one another and co-operate very well in lessons. Pupils work well together in pairs or small groups and work well independently. In lessons, they listen carefully to others' ideas and are tolerant of differences in views. They are very accepting of others. Pupils have a very good range of opportunities to take responsibility and respond in a very mature, sensible way. They take a pride in their school, enjoy helping it to run smoothly and learn from this about the way a community functions. Pupils respond well to opportunities to reflect on what they have learned and on their feelings, showing very high levels of respect for the views and feelings of others. Pupils gain a very good appreciation of their own and others' cultural traditions: in subjects such as art, music, religious education and geography they have many opportunities to explore cultural ideas and experiences. Children in the Nursery and Reception classes are in line to exceed the goals for personal, social and emotional development.
11. Attendance is above the level typically found in primary schools nationally and the level of unauthorised absence is low. Pupils enjoy school and want to be present. Parents understand the school's expectation that any absence should be reported promptly and almost all do so. The school has very good procedures in place to monitor absence and the educational welfare officer is involved at an early stage when attendance becomes a cause for concern. Pupils usually arrive promptly in the morning. Lessons begin on time.

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

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.1
National data	5.1	National data	0.4

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

**Exclusions**

12. There have been no exclusions since the school opened in 2002.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education. Teaching is very good overall and ensures that pupils move forward well. The curriculum is broad, rich and relevant and enhanced by the excellent provision of French across the school. Good assessment procedures are in place.

### Teaching and learning

Teaching is very good overall throughout the school. Procedures for using information about pupils' progress to plan carefully for the needs of individuals are very good. Teachers have high expectations of what pupils can achieve and all pupils achieve well.

### Main strengths and weaknesses

- Planning of interesting and relevant activities.
- Teachers use a wide range of innovative and thoughtful approaches to motivate and stimulate pupils to learn.
- Teaching assistants work very well to include pupils and move them forward.
- Teachers have good subject expertise and knowledge of pupils' individual needs.
- Lessons have a very good level of challenge and high expectations.
- Provision for pupils with special educational needs, those at the early stages of learning English, those from ethnic minorities and those from a traveller background, is very good.
- Pupils engage very well in learning.
- Some marking, while celebrating pupils' achievements and efforts well, does not help them know how to improve their work.
- Teachers do not always involve pupils in evaluating their own progress.

### Commentary

13. The table below indicates the quality of teaching seen across the school. Both parents and pupils are very positive about the teaching staff. Pupils especially feel that their teachers help them learn effectively.

#### **Summary of teaching observed during the inspection in 65 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
7 (11%)	26 (40%)	21 (32%)	11 (17%)	0 (0%)	0 (0%)	0 (0%)

*This table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

14. There are common strengths in teaching that underpin the very good quality of pupils' learning. These include:
- Very good lesson planning that sets a clear focus for learning in each lesson, takes into account the needs of all pupils and provides interesting and relevant activities.
  - Teachers have a very good grasp of the subjects they teach and are using a widening range of innovative methods and approaches to further motivate and inspire pupils.
  - Teaching assistants are very well deployed and help to include and support individuals and groups of pupils.
  - Relationships between pupils and teachers are very good and make for a harmonious and purposeful atmosphere.
15. In the best lessons interesting activities and a lively approach grip pupils' interest and help them to move forward quickly. Teaching in French was consistently excellent as a result of superb subject knowledge, excellent use of time and the teacher's outstanding understanding of how to achieve excellent achievement for pupils of all ages.

## Example of outstanding practice

**The organisation of the teaching of French illustrates how to promote highly effective learning within short, focused lessons, linking learning to other subjects, ensuring progress year on year and releasing staff for planning.**

The deployment of a specialist teacher of high quality, together with careful timetabling of weekly short, well-focused lessons has proved a highly effective way of managing the teaching of a modern foreign language in this large primary school. The specialist teacher ensures that all school staff are involved, by greeting them, together with the class, at the start of the lesson, sharing what has been learnt at the close and leaving suggested activities (a PE directions game for example) for them to pursue with the class. The specialist teacher uses records tracking pupils' progress against a series of lesson aims to ensure that pupils of all abilities are challenged within each lesson and that their progress is charted and reported. The excellent leadership and management of the subject includes provision for pupils in each year group to share their knowledge with the whole school through songs and conversation in shared assembly times. Pupils throughout the school clearly benefit from excellent teaching. Class teachers and assistants benefit from release for focused planning and preparation time and contribute to the school's agreed approach by using French during registration and other appropriate occasions, as guided or supported by the specialist.

16. Pupils are seen as individuals, which means that all, including higher and lower attaining pupils, are given the support they need. Teachers use questioning very well to include pupils of all abilities, challenging them to think and learn. Expectations are high, and as a result pupils make good progress. A very good knowledge of pupils as individuals underpins all teaching and helps teachers match their very good subject expertise to the stage of learning for individuals in their class. As a result, pupils engage very well in lessons, joining in well with group activities and working with growing independence in individual tasks as they get older. The use of ICT to support learning in other subjects is developing very well. ICT skills are used to support work in science, literacy, humanities and numeracy as, for example, Year 3 pupils' work on partitioning in a mathematics lesson. ICT was very well used in a Year 4 session where pupils entered numerical results onto a spreadsheet and then discovered how to display the data on a chart.
17. The teaching of pupils with special educational needs is very good. All pupils are very well supported by assistants working with them towards targets on their individual education plans. Teachers and assistants are involved in an agreed process of assessment, checking pupils' progress efficiently. All staff work hard to ensure that pupils are fully involved with as many classroom activities as possible. A few pupils benefit from being withdrawn from class for individual attention when necessary. As a result of the well co-ordinated planning and assessment, pupils with special educational needs, including those with statements, achieve well.
18. The teaching of travellers is very good. Teachers and assistants have very good relationships with pupils, giving them confidence to learn successfully. Procedures for checking the progress of all individual pupils is efficient and effective. In the same way, the teaching of pupils at the early stages of learning English is very good. Equal opportunity is promoted well; for example, in Year 3 in a literacy lesson, a pupil with English as an additional language wrote a story in both English and his home language. Similarly, some older pupils who lack skill and confidence for lengthier writing are given opportunities to write longer stories through dictation to a scribe so that their stories can be shared.
19. Assessment procedures are very thorough and the use of assessment to respond to individual needs is good. In the Foundation Stage, teachers assess their children very well in all activities. These assessments are then used effectively to plan future activities. Pupils in the rest of the school are tested each term in English and mathematics. A highly effective tracking system is used to show the progress that pupils make and whether this is good enough. The statutory tests are carefully analysed so that staff have a clear picture of the patterns in pupil attainment. This data is then used to plan subsequent work and intervention on an individual basis if, for example, a pupil is judged to be underachieving. Staff also use 'targets' in English and mathematics to let pupils know what they have to do to improve. In some lessons,

teachers give pupils good verbal feedback on their work. However, pupils are not consistently involved in evaluating their own work to see how well they are doing or recognising what they need to do to improve. Marking is used well to celebrate pupils' achievements and efforts, but in some cases opportunities are missed to help pupils to understand how they can improve. It is timely that the school has just instigated a review of the marking policy and a new approach is currently being actioned.

20. Homework is regularly set throughout the school and pupils tackle it conscientiously. Informative curriculum newsletters are sent home termly and suggest a wide range of ways that parents can support and extend learning at school.

### **The curriculum**

The school provides a very good curriculum. It is very broad, well balanced and rich. Staffing and accommodation are very good and resources for learning are good with some significant strengths.

### **Main strengths and weaknesses**

- The curriculum is very well developed, relevant to pupils' needs and accessible to all.
- Innovative approaches are used very effectively to enliven and enrich the curriculum.
- The excellent provision for French and the very good use of visits, visitors, clubs and practical activities greatly enhance the learning opportunities.
- The school is very well staffed and teachers and support staff work together very effectively.
- The accommodation is very good and this, together with good resources has a very positive impact on pupils' learning.

### **Commentary**

21. The school has made very good use of national guidelines and advice to plan and develop a very broad and well balanced programme of interesting and stimulating learning experiences. All statutory requirements are met including those relating to sex and relationships and drugs education.
22. All subjects are very well supported by detailed long term planning documents. Teachers use them very effectively and consistently alongside the National Strategies for Literacy and Numeracy as the basis for planning. This ensures that pupils' learning builds systematically on their prior knowledge and understanding as they move through the school. There are very good procedures in place to prepare pupils thoroughly for transition from the Foundation Stage to the National Curriculum and then on to secondary schools. In addition arrangements as they move from class to class and teacher to teacher within the school are very well thought out. All of these have been key factors in the schools' successful amalgamation.
23. The school's intention to balance excellence with enjoyment is evident in its determination to secure the all-round development of pupils. It is to be seen in the very good provision for personal, social and health education and in the very broad range of opportunities to take part in sport, the arts and many other activities. Educational visits, including a residential experience for older pupils, and visitors are integral parts of the teaching and learning process. They make a powerful contribution to the quality of teaching as well as pupils' personal development. In addition there are numerous extra-curricular clubs and activities that complement pupils' learning in lessons, extend their skills and develop their particular interests.
24. The headteacher and staff share a very strong commitment to achieve equality of access and opportunity for all pupils. This is reflected in the very good provision for pupils with special educational needs. The special educational needs co-ordinator (SENCO) liaises extremely well with class teachers and learning support assistants to ensure that the curriculum is adapted appropriately for pupils with special educational needs. Plans for these pupils include carefully-focused targets, which teachers and assistants use very effectively, reviewing them

and setting new targets each term. It is also to be seen in the careful grouping of pupils in lessons, setting in mathematics and the catch-up and extension sessions in English and mathematics in Year 6. All of these help to meet pupils' specific needs very well.

25. A major strength is the way that the curriculum is kept under continuous review as the school constantly seeks new ways to enliven and enrich the learning opportunities it provides. The most significant innovation has resulted in the excellent provision for French throughout the school. Another project has involved all staff in the very careful consideration of pupils' different learning styles. Initiatives such as these are monitored closely by the headteacher and senior staff to ensure they are relevant to pupils' needs. Other planned developments include the expansion of specialist teaching and an ambitious scheme to raise the profile of physical education within the school.
26. The school is staffed very well with well-qualified and committed teachers who are deployed effectively. This includes high quality specialist teaching in French and music as well as opportunities for teachers in Year 6 to make best use of their expertise by exchanging classes for lessons in some subjects. They are very well supported by a good number of teaching assistants who make a valuable contribution to pupils' good achievement.
27. The accommodation is very good. It has been considerably enhanced by recent building to provide attractive and spacious premises that house the new school on one site. Alterations to the original building have been carried out thoughtfully and centrally positioned at the heart of the school is the outstanding ICT suite and library. The school is committed to further improvement as it strives to deal with the lack of easy access to green space and in the continuing development of the outdoor area for the Foundation Stage. Resources are good overall and excellent in ICT. They are used very well to support learning in all subjects.

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

The provision made for the care, welfare, health and safety of all pupils is very good. The school provides support, advice and guidance of a very high standard for all its pupils. Pupils are very well consulted and actively involved in improving their school. The arrangements for admitting children to the school are very good.

### **Main strengths and weaknesses**

- The school gives a very high priority to ensuring the care, welfare and wellbeing of pupils.
- Pupils receive very good guidance and support so that they learn well and any personal problems they have are dealt with quickly.
- The trusting relationships pupils enjoy with staff are outstanding.
- Pupils' views are taken fully into consideration and they are involved in decisions that improve the school.
- Very good arrangements are in place when children join the school.

### **Commentary**

28. The school has very good arrangements in place to ensure pupils' health, safety and well-being. Regular health and safety checks are carried out. Teachers and other staff pay very good attention to health and safety in lessons. Supervision at play and lunchtimes is very good. Procedures for first aid are very good and records are very well kept. Appropriate procedures are in place for child protection. All staff recently attended training in child protection. The school makes good provision for the individual needs of all its pupils so that they benefit from every aspect of school life.
29. Pupils of all ages are very well supported in their learning and receive very good guidance when they face personal problems. They are confident that teachers and learning support assistants will explain and help them when they are unsure. Pupils' work is marked regularly and effort praised, but does not always include sufficient guidance on how to improve.

Teachers work hard to make sure that pupils understand what they have to do in order to achieve their best. Targets are set so that pupils know what they must do to improve. Teachers and other staff know the pupils very well and use this knowledge very sensitively to support pupils. The care and guidance provided meet pupils' individual needs very well and help them to deal with changes and difficulties in their lives.

30. The SENCO maintains very clear records showing the progress of all children identified with special educational needs. The school has established very good relationships with support agencies, ensuring that pupils with special needs and the staff responsible for their education receive very good support in areas such as speech and language therapy and behaviour modification. The school fully meets the recommendations in the Code of Practice and successfully provides for pupils' needs. Pupils' progress is carefully monitored to ensure that all children are achieving as well as they can. The school has good relationships with teaching and support staff working with traveller pupils and their families, ensuring effective home-school communication that benefits pupils, parents and staff.
31. Pupils develop exceptionally trusting relationships with teachers and other staff. They are confident to share any problems they have because they know teachers and other staff will help them. Problems are shared at an early stage and are dealt with quickly and effectively. Parents and pupils feel confident that bullying is dealt with promptly and effectively when it occurs. Pupils of all ages feel safe and happy in school.
32. The school is committed to involving pupils and engaging them in ways of improving school life for everyone. The school council plays a very significant role in this and takes considerable responsibility for planning and implementing changes. Councillors ensure that all pupils are consulted about the improvements they would like to see. The school provides the council with a budget, supplemented by the money raised by the council. This money is divided equally between a chosen charity and the council's budget. Money was spent recently on providing a wider range of equipment to be used at playtimes. Councillors are currently designing questionnaires for parents and pupils to help them decide what sort of shelter should be provided in the playground. The results will be presented to the governing body for discussion. Councillors appreciate that the headteacher places a very high level of trust in them and take their responsibilities very seriously. All pupils are confident that their views count.
33. Children enter the school either into the Nursery, the Reception classes or at Year 3. Some pupils, in particular travelling children, enter at other times. At all stages there are very good induction procedures in place to ensure that pupils settle quickly and happily into school routines and make friends. Parents appreciate the arrangements and say that their children are well prepared for school life.

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

The school benefits from a good partnership with parents and the local community. Links with other schools are satisfactory.

### **Main strengths and weaknesses**

- The school ensures that parents are well informed about its life and work.
- Parents are asked for their views and these are taken into consideration when developments are planned.
- Links with the community provide pupils with a range of enriching experiences.
- The school works in partnership with other local schools to provide training of good quality for staff.
- Links with the infant schools from which some pupils transfer are good and those with secondary schools are satisfactory.

### **Commentary**

34. The school provides a wide range of useful information for parents. The information in the prospectus and governors' annual report is comprehensive. Newsletters are produced every half term to remind parents of the school routines, celebrate achievements and provide information about the curriculum. Newsletters also keep parents well informed of the work of the friends' association. Pupils' reports are of good quality overall. Those for children in the Nursery and Reception classes are very good, providing clear information about progress. In Years 1 to 6 the core subjects of English, mathematics and science are very well reported. Strengths and weaknesses are identified and targets set for improvement. However, in Years 3 to 6 reports on other subjects are extremely brief and do not provide a sufficiently clear picture of the progress made. The school makes good provision for parents to consult with their child's class teacher and these meetings are extremely well attended. Meetings are also held about aspects of the curriculum and these are well supported. These meetings and the very high quality homework diaries ensure that parents are able to make a good contribution to their child's learning. A number of parents help regularly in school and are well supported by teachers so that they make a valuable contribution.
35. The school works hard to ensure that parents have the opportunity to be involved in the provision for the special educational needs of their children. Parents have regular contact with class teachers and assistants where appropriate. They attend termly reviews of their children's progress and agree future targets. The school works together with the traveller education service to ensure good home-school liaison with traveller families.
36. The school values the views of parents. There is an open door policy so that parents can come into school at any reasonable time to raise any issues or concerns. Governors are available to talk to parents at all consultation meetings. A recent questionnaire gained parents' views of the amalgamation process and the outcomes were included in a newsletter for all to read.
37. The school has established a wide range of links with the local community. Links with the local church are strong and the school has established a link with an Imam in the local town. Work in history and geography includes studying the local area. Pupils raise funds for local charities. School musicians perform at local events and take part in the Wycombe Swan Festival. The school is able to offer a wide range of extra-curricular activities by using local organisations, for example to provide football and tennis coaching.
38. Links with other schools are satisfactory overall. The school works well with the infant schools to ensure that pupils transfer smoothly into Year 3. Pupils transfer to a large number of secondary schools in two local authorities. This means that liaison is complex but the school ensures that pupils have the opportunity to attend induction days. Teachers meet with secondary school staff and pay particular attention to ensuring that pupils with special educational needs are well supported as they enter secondary education. The school has recently formed a partnership with a specialist technology school but as yet this has not had an impact on the standards attained by pupils.

## **LEADERSHIP AND MANAGEMENT**

Overall leadership and management are very good, with outstanding strengths in some areas. Governors make a significant contribution to the school, and the governing body undertakes its work very well. The headteacher's leadership is excellent and he is very well supported by the recently appointed deputy headteacher and other key staff. Very effective management structures ensure the school is highly effective and applications of the principles of best value are very good. Financial management is very good overall, although the school would benefit from improved forward planning in view of the current deficit budget.



## Main strengths and weaknesses

- The leadership of the headteacher is outstanding.
- Very good support from staff and governors.
- The headteacher and deputy head have created a united and highly effective staff team.
- The commitment towards inclusion and concern for individuals shown by the headteacher, staff and governors is excellent.
- The leadership and management of the work with pupils who have special educational needs is very effective.
- Very good procedures for monitoring and evaluating the work of the school.
- Very effective identification and use of professional development in all areas of the school.
- Forward financial planning would benefit from further consideration to ensure the current deficit is addressed.
- Some subject leader roles are very well developed although some are relatively new to post and, as such, are not yet fully involved in monitoring their subject.
- Governors visit the school regularly but have yet to formalise these visits by agreeing a focus and documenting the outcomes.

## Commentary

39. *'Above all, we aim to create within each child a feeling for Stokenchurch Primary School whereby he/she will attend eagerly, leave with regret and remember with pride'*. These school's aims very successfully underpin the work of the school. The key to this very good school is the excellent leadership by the headteacher, who has guided the school during the difficult period of amalgamation and extensive building work. He has a strong educational vision, linked closely to providing a broad education that enables pupils to develop as well rounded people. He has a very firm grip on all that goes on at Stokenchurch and has a clear picture of the strengths of the school and areas for development. This is based on his careful monitoring of teaching and learning and his very good analysis of assessment data. He works very sensitively with staff and governors and enables them to develop their own roles through a programme of training and support. Since the amalgamation of the former infant and junior school, he has worked hard to successfully create a highly effective team with a shared sense of purpose and vision.
40. The recently appointed deputy head also works extremely enthusiastically and effectively. She leads the staff team very well and brings her many talents to bear on her work in the school. Whilst fulfilling her teaching commitment particularly well, she has also developed a very good knowledge of the strengths and weaknesses within the school. She is aware of what needs to be improved and makes an important contribution to the management of the school's priorities. The deputy, with the headteacher, regularly reviews teaching and learning adapting and improving as appropriate.
41. The majority of teaching staff have responsibility for leading at least one subject area. Many have taken on new areas of responsibility recently and have not, as yet, become fully involved in monitoring their subject through direct observation of teaching and learning. However, some subject leader roles are very well developed, especially in relation to monitoring and evaluating provision and standards in their particular areas. Strategic planning in individual subjects is good because action plans clearly identify what needs to be done to push standards higher.
42. Overall the management of the school is very good. Highly effective systems are in place to ensure that there is a very clear programme for monitoring and review of standards to inform governors and staff throughout the year. Governors are involved in the analysis of achievement by different groups, including those from ethnic minorities and from traveller backgrounds. Results of monitoring form a basis for the school improvement plan. The day-to-day running of the school is highly efficient and all procedures are designed to ensure this is maintained.

43. The general administration is very good and owes much to the competence of the administrative officer and her assistant. All staff enjoy working at Stokenchurch, and the headteacher and governors ensure that all are valued for their contribution. All staff are consulted when changes are proposed and everyone involved with the school contributes to the very effective care of the pupils.
44. The leadership and management of the provision for pupils with special educational needs is very good. The SENCO is a well-qualified and experienced teacher, who provides a very good role model, showing care and concern for all pupils and staff and maintaining extremely well-organised records. She supports staff in the identification, review and target setting of all pupils with special needs. She has developed a very conscientious and effective team and works in close partnership with the governor with responsibility for this area, who is a leading assistant at the school and keeps the governing body well informed. The headteacher gives an effective lead in establishing good relations with support agencies, including those supporting travellers.
45. The management of the school's finances is very good and owes much to the competence of the finance officer who works closely with the headteacher and the governors. The governors are very active at all stages of planning and monitor outcomes well. They plan annual expenditure, taking into account information on standards achieved. A high priority is given to maintaining a good level of very good quality staffing. Funding is tight and the extensive building works have resulted in a deficit budget. Although the headteacher and governors have considered how they will reduce the deficit, they do not have any longer term financial planning which outlines a range of scenarios on staffing, pupil numbers and funding.

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

Income and expenditure (£)	
Total income	1,128,269
Total expenditure	1,170,835
Expenditure per pupil	2,501

Balances (£)	
Balance from previous year	-8,149
Balance carried forward to the next year	-42,565

46. Balances are in deficit and currently stand at almost nine per cent below the recommended contingency. In common with most new schools, capital funding fell well short of the actual cost of extending the existing building and acquiring additional resources. The headteacher and governors are aware of this and regularly seek ways to reduce spending in one area to support it in another.
47. The school makes very good use of the principles of best value in its expenditure decisions. One very good example of this was the creation of an ICT suite and purchase of interactive whiteboards for all classrooms. From the outset, there was wide consultation and a very good level of challenge in seeking sources of funding from parents and other organisations to gain additional income. Much of the installation costs were reduced by releasing the very competent ICT subject leader to facilitate and install all the new resources. Full competitive tendering is employed and the school seeks and uses comparative information effectively. The school is giving very good value for money.
48. There are excellent procedures for evaluating the work of the school, and these are based on a carefully planned programme of monitoring that includes all senior managers. Detailed analysis of pupils' performance in statutory tests provides important information of where improvement is required and this feeds into the school's improvement plan. Rigorous self-evaluation of other aspects of the school, including teaching and learning, ensure that additional priorities are clearly identified and action taken.
49. Overall the governance of the school is very good. Present governors have a wide range of talents and expertise, which they use very well in the best interests of the school. Many are frequent visitors to the school. However, there are no formal procedures for these visits and

no written evidence of the outcomes. There are plans for staff and governors to meet and formulate a policy for the visits and a procedure for recording and sharing the outcomes. Governors effectively challenge decisions made by the senior management team and ensure that all the options are considered. A range of committees has been established and much of the work is undertaken in these and then reported to the full governing body. The governors account well to parents and their most recent annual governors' report is of a very high quality. The long standing chair of governors provides very good support and is very committed to her work in the school. All statutory requirements related to governors are met.

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

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

Provision for Nursery and Reception children is very good. Children start in Nursery with a varying range of skills, knowledge and understanding. Attainment on entry to the Reception Year is generally at the expected levels for children of this age. By the end of their Reception Year all children have achieved well and many are expected to exceed the levels for their age in all six areas of learning. All children benefit from very good teaching in all areas of learning which supports independence and targets individuals in small groups. In Reception, good emphasis is placed on providing a shared learning environment and flexible teaching. There are very good procedures for

identifying and monitoring children's progress. These clearly show that children with special needs, those who do not have English as their first language and those with a travellers' background achieve as well as others. The co-ordinator very successfully leads the Foundation Stage team to ensure consistency in planning, teaching and assessment. She has supported new staff well. This is having a significant impact on improving standards.

Other factors affecting achievement:

- Secure routines/organisation.
- Effective planning and assessment procedures.
- Very good relationships.
- Very good attention to inclusion.
- Provision for children with special needs, those who do not have English as their first language and those from a travellers' background is very good.
- Very good curricular provision.
- An experienced nursery nurse contributes very well to children's learning in all areas.

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

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

### **Main strengths and weaknesses**

- There are excellent opportunities for helping children to develop skills in this area.
- Children behave very well.
- Children are enthusiastic learners and display very good attitudes to their work.
- Very good independence is a result of a well organised learning environment.

### **Commentary**

50. Staff use every opportunity to help children to achieve well in this area. They consistently model correct behaviour and gently reinforce their expectations throughout the day. As a result, children understand the differences between right and wrong. They take turns and willingly play together. One child was heard to politely say, '*When you've done can I have a go?*' whilst the other child immediately invited the questioner to play. Children learn to be independent as soon as they start Nursery through a well-planned environment and from secure routines. They confidently choose where to play and are keen to try new things. In Reception, older children routinely collect their own materials to carry out a task. They clearly understand their environment and resources are easily accessible. There are very good opportunities for children to talk about their independent tasks but, at present, there are no systems for recording or monitoring this work. All children show positive attitudes to Nursery and school life and happily separate from their carers at the start of the day. They enjoy the responsibility of being a 'helper' and confidently ask one another what they are going to do today. Reception children benefit from working with their Year 5 'buddy'. It is this excellent range of experiences that helps children to develop such positive attitudes to school and Nursery.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- There are very good opportunities for children to develop their skills in speaking and listening.
- Children benefit from small group focus work which is very well planned to meet their needs.
- Children of all abilities enjoy books.

## Commentary

51. Staff plan a range of opportunities to encourage children to talk and to extend their vocabulary. In the Nursery, staff sensitively engage children by using a toy bee to initiate conversation. They direct questions to include all children. As a result, children are eager to join in and show very good restraint by taking turns to speak.
52. In Reception, small group activities allow for language development where children are encouraged to speak in full sentences. Staff consistently introduce and model a rich vocabulary. In all classes children have a good range of opportunities to speak. They call children's names on the register, take on roles in the play area and talk about their work with other children or adults. Staff use their time effectively to engage children in conversation. This makes a significant contribution to their learning.
53. The Reception learning environment is rich with children's own writing. There are labels, words to support writing and daily plans. In Nursery, children confidently select paper and pens to explore writing. Older Nursery children are making good progress in writing their names because they are provided with a range of opportunities to practise and improve. Scrutiny of children's work in Reception shows that all children make good achievement in their writing. Teachers make very good use of their assessments to provide further reinforcement and challenge. Teachers make their expectations clear; they value children's efforts and provide very good support to meet their different needs.
54. Children enjoy books. They listen attentively to well chosen stories and willingly make comments. In Nursery, there are good opportunities for children to share books with adults as they learn about the story sequence and the characters. In Reception children are becoming confident readers and make good use of their phonic knowledge to decode unknown words. The introduction of the 'Jolly Phonics' scheme has brought about improvements in recent years. There are good opportunities for children from both settings to share books at home. This contributes to children's achievement in this area.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

### Main strengths and weaknesses

- There is very good emphasis on developing numeracy skills.
- All children benefit from very well planned small group work.

## Commentary

55. Children have regular opportunities to practise and reinforce their understanding of number. In Nursery, they count beyond ten when checking who is here. They sing number rhymes and recognise numerals through well planned activities. In Reception, children benefit from small group work which is tailored to meet their needs. They confidently use appropriate vocabulary such as '*estimating*', '*more than*' and '*less than*', and this is consistently reinforced to ensure understanding. Very good use is made of topics to help children to develop their mathematical skills in other subjects. For example, they learn about shape through printing and recognise patterns in weaving. This lively teaching captures children's imagination. They respond eagerly and sustain very good interest in their work. Teachers' assessments are very well used to plan appropriately for the next stage of learning.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- There is a very good range of first hand experiences.
- There is excellent provision for French.
- There are good opportunities for children to use computer and interactive equipment.

### **Commentary**

56. All children enjoy learning about the world in which they live. They talk enthusiastically about their current topic on mini-beasts because it interests them. Reception children looked carefully at dead bees to identify their features. They designed honeycomb patterns and learned about habitats through resource materials and discussions with staff.
57. In Nursery very good use is made of the 'interactive whiteboard' to allow children to experiment and explore. They devise patterns, draw and make hand prints. Even the youngest children are willing to take part and to talk about what they are doing. This is because they are supported by sensitive staff. As a result of this regular access, older Reception children confidently use the interactive whiteboard and computer programs to support their learning.
58. There is a good range of construction equipment which both Nursery and Reception children access frequently. In Nursery, staff use their time well to support these experiences and to introduce relevant vocabulary. In Reception, not all children construct with a purpose and require additional support to focus their learning. There is excellent provision for the teaching of French. Very skilful teaching helps children to learn pronunciation in a fun and interesting way. As a result standards are very good in this area. The school provides a rich curriculum that helps all children to achieve well in this aspect of their learning.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **very good**.

### **Main strengths and weaknesses**

- There are very good opportunities for children to handle tools and materials.
- A very good range of wheeled toys helps children to develop their physical skills.

### **Commentary**

59. Children in both settings show very good control when using small tools. Nursery children use scissors with very good independence and handle paint brushes and pens appropriately. They manipulate dough with their hands and fill buckets by scooping and digging in wet sand. In Reception, children are very well supported by teaching assistants when moulding dough to make mini-beasts. There is a very good range of wheeled toys for children to pedal, steer and control. Children play safely and show appropriate awareness of others. The school has very good plans for developing the outdoor area to allow for more opportunities for children to develop control and co-ordination.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **very good**.

### **Main strengths and weaknesses**

- There are well planned opportunities for learning in all aspects of this area.

### **Commentary**

60. Children benefit from very successful, focused teaching and from opportunities to explore by themselves. In Reception very good teaching helps them to explore the properties of three dimensional shapes when making bees and to experience weaving with different textures and patterns. Teachers make very effective use of questions to challenge and extend this learning. During independent tasks children show good imagination when using collage and paint. In Nursery children explore the properties of different materials such as glitter, fabric and paint. They show increasing confidence and control because this provision is readily available.
61. In all classes role-play contributes very well to children's social development. In Nursery they take turns to wear 'Snow White' shoes and in Reception they allocate different jobs in the *Bistro*. Some older children require additional support to make their play more purposeful. When adults join in with their play children are more engaged. Reception children enjoy music and benefit from specialist teaching. They are enthusiastic and try hard because all children are included.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH AND MODERN FOREIGN LANGUAGES**

#### **English**

Provision in English is **very good**.

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

- Standards in speaking and listening and reading are above the expected levels in Year 2 and Year 6.
- Leadership and management are good.
- Pupils achieve well because of the predominantly very good teaching.
- Classroom support assistants are deployed very well.
- Pupils with English as an additional language, those from minority ethnic groups, from traveller backgrounds and pupils with special educational needs make good progress.
- Approaches to marking and pupils' self-assessment are not yet consistent.

#### **Commentary**

62. Standards in speaking and listening are above expected levels in Year 2 and Year 6. In English and in other subjects pupils talk about their work clearly and confidently to their teachers and other adults. Planned opportunities for pupils' speaking and listening are, however, inconsistent.
63. Pupils like reading and all achieve well. In Years 1 and 2, pupils read individually and in groups from a range of books including those from published schemes, and standards in Year 2 are above expected levels. Reading with parents and carers at home is encouraged throughout the school and noted in homework books which are used well. This continual practice supports pupils' reading development well and contributes to pupils' success with reading. Year 2 pupils' understanding of how to use an information book is good, and they know the difference between non-fiction and fiction very well. They find relevant non-fiction for class work in the library using simplified colour-coding with some adult support. They talk about their favourite reading; for example, one Year 2 pupil has the complete set of *Beatrix Potter* at home. Pupils' achievement in reading from Years 3 to 6 is also good, and standards in reading are above expected levels by the end of Year 6. Year 6 pupils are very familiar with the Dewey system used in the school library, and use ICT very well for research. The spacious library, which includes an up-to-date ICT suite, is well stocked, using county library loans to add to the variety. The school has already planned to review its own non-fiction books, many of which are out of date. The very good deployment of a teaching assistant who is very experienced in library work also contributes very well to the reading ethos of the school. Her excellent management of pupils' library time and the electronic borrowing system

supports pupils as they select books, and enables data on borrowing by different groups of pupils to be collated and monitored. She also devises very good activities to help pupils to learn to use the library very well, and to become familiar with different aspects such as illustrators and pop-up books.

64. Pupils' achievement in writing in Years 1 and 2 is satisfactory overall, and standards in Year 2 are just in line with expected levels. In Years 3 to 6 pupils' achievement in writing is good and standards in Year 6 are above expected levels. Opportunities for self-assessment are being developed, but this and marking are inconsistent at present and do not always help pupils know what they need to do next to make their writing better. The teaching of handwriting is rarely linked with spelling, so that common letter strings are not practised, and the handwriting taught does not transfer securely to other writing, particularly for Years 1 to 3. The overuse of worksheets with the youngest pupils has a negative effect on presentation. The school has begun to look more closely at writing because of the contrast with standards achieved in reading.
65. The achievement of all groups of pupils, including boys, girls, pupils with English as an additional language, those from minority ethnic heritages, those with a traveller background, those with special educational needs and higher-attaining pupils, is good throughout the school. Pupils with special educational needs are supported very effectively by very good planning and the excellent deployment of classroom support assistants. Classroom support assistants are also deployed very well indeed to manage additional literacy catch-up programmes for small groups of pupils who are underachieving, and these pupils make good progress.
66. Teaching and learning are very good overall. Teaching approaches reflect the well established literacy strand of the National Primary Strategy. The elements of very good teaching typically include:
- Very good planning, well informed by good assessment, so it includes different approaches to the work for pupils of different abilities; this is evaluated regularly so that pupils' needs are met very well.
  - Teachers model expressive reading, particular features of writing, or dramatic representation so pupils' understanding is supported well; for example, Year 4 pupils understood a challenging text very well because of the way that the teacher read it.
  - Teachers keep up a very good pace with very clear reminders of time limits, so that pupils work very well, with concentration.
  - Very high expectations of work, behaviour, independence and responsibility, so that pupils achieve well.
  - Good links are made with pupils' own experience and with other areas of the curriculum so that pupils learn literacy skills well in context, for example, Year 2 pupils learnt about research skills in the context of their science.
  - Teachers' strong subject knowledge and enthusiasm which stimulates and motivates pupils well.
  - Very good use of drama so that pupils' better understanding of a situation helps them to improve their writing, for example, Year 5 pupils devised 'freeze-frames' to depict a tense moment in a story.
  - What pupils are intended to learn in lessons is very clear and written on their work where appropriate so that they know what they are learning and why.
  - Very good relationships between teachers and pupils, together with very good classroom management, support learning very well.
  - Teachers make opportunities for pupils to talk to each other about what they know or remember, about their work and what they have learnt, so that pupils are focused on their learning.
  - The very good use of ICT in lessons which supports pupils' learning very well by helping them to focus on certain aspects well; for example, in a Year 3 lesson, the teacher used



speech bubbles on the 'interactive whiteboard' to help pupils think about the characters in the Pied Piper Story.

67. The relative weaknesses, in a very strong picture noted in some teaching, also include incidents where the teacher talked too much, with missed opportunities for pupils to talk to each other about their learning, so that pupils became disengaged, with insufficient time for review and assessment of what pupils had learnt in the plenary.
68. The co-ordinator has been in post for two years, and leads and manages English well, supporting good teamwork in year groups very well. She monitors year group planning and use of resources regularly and samples pupils' work. At present the senior management team observes lessons. She has begun to look more closely at writing and this is identified on the school action plan for Years 1 and 2. She is trialling writing sample examples for pupils to discuss and critique. She meets the governor with responsibility for literacy regularly.

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

69. Pupils use their language and literacy skills well in other subjects, but links with other subjects do not always appear clearly on the planning. Teachers use ICT in their classrooms and in the suite very well to develop and apply pupils' reading, writing and research skills.

### **Modern foreign languages - French**

Provision in French is **excellent**.

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

- Excellent teaching and learning.
- Excellent achievement.
- Excellent subject leadership and management.
- Excellent involvement of the whole school staff, using a range of opportunities across the curriculum and school day.
- Liaison among schools in the area is underdeveloped.

#### **Commentary**

70. The quality of teaching is outstanding. In all six lessons observed, ranging from Reception to Year 6, it was of extremely high quality. The specialist teacher uses a range of effective strategies to involve pupils successfully in rapid question-and-answer sessions, paired conversations, singing and role play.
71. Pupils learn very successfully as a result of the teacher's enthusiastic, energetic and expressive teaching style. Thorough and detailed planning leads to clearly focused lessons, which proceed at a brisk pace, winning pupils' immediate attention and sustaining their alert attention and involvement. The teacher's excellent subject knowledge and awareness of the appropriateness of different teaching strategies for different age groups ensures that the content of lessons is relevant to each class. Model pronunciation in questioning and close listening to pupils' responses, together with careful adaptation of questions, result in pupils of all abilities experiencing success in listening and responding.
72. Pupils in all classes recognise the teacher's high expectations and not a moment of the 20 or 30-minute lessons is wasted. The teacher shares the lesson aim at the outset and enables all pupils to recognise what they have achieved by the close. In all lesson plans, the teacher builds in assessment opportunities. Knowing all the children well, she observes and records progress in the focus areas every few lessons, tracking pupils' progress in this way throughout the school against specified learning points. Boys and girls are equally enthusiastic about the subject and equally involved in lessons. Pupils with special educational needs develop considerable self-esteem by experiencing success in this subject, as a result of the teacher's carefully-targeted, supportive questioning and her use of individual praise and congratulation,

expressively voiced in both French and English. Higher attainers rise to the challenge presented and offer good additional models as they pick up and use new vocabulary and phrases, pronouncing very clearly, 'purring like happy cats' as they voice the 'r' in 'oreille' for example.

73. Leadership and management of this subject are excellent. The school's appointment of a specialist teacher and the subject manager's and headteacher's successful involvement of all class teachers and support staff contribute significantly to the school ethos and to its provision for pupils' social and cultural development. The class teacher and any assistant attached to each class are present and participate in some way at the start and end of lessons. The French teacher provides them with additional suggested activities that will involve pupils listening or responding to French at various times of the school day and in various lessons. Pupils from each year group gave a clear example of the success of the school's approach in a series of short role-plays presented in an assembly, showing pairs of English and French children meeting. The youngest exchanged brief greetings, while the oldest held short conversations of a few sentences. The school's provision from Reception to Year 6 is exemplary. Pupils in all year groups and of all abilities achieve as well as they can as a result of high motivation and effort, which in turn stems from the subject co-ordinator's skill and effectiveness. Parents are highly enthusiastic and the 'Friends' are providing extra funding to extend resources. One aspect that remains to be developed is the organisation of modern foreign languages teaching in the neighbourhood to ensure continuity of teaching and learning on transfer to secondary school. The school is in an excellent position to contribute to the necessary liaison between primary and secondary schools in the area.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Pupils achieve well and standards are above expected levels in Year 6.
- Teaching is very good with a strong emphasis on the development of numeracy skills.
- Leadership and management of mathematics are very good.
- There are very good systems for checking and tracking pupils' progress.
- ICT is used well to support teaching and learning.

### **Commentary**

74. In Year 2 standards are broadly in line with expected levels. These pupils entered the school with weak mathematical skills and therefore are making good progress. The school is successfully targeting the relatively small proportion of higher attaining pupils in this age group as well as those who are just below average in order to raise standards further. Inspection evidence and the school's own records show that pupils' learning builds systematically over their time in school and in Year 6 standards are above expected levels.
75. As a result of the consistently high quality of teaching, pupils achieve well and often very well as in their acquisition of well developed number skills. Teachers are alert to the needs of different groups of pupils. They work hard to ensure there is no significant difference in the performance of boys and girls by designing activities and tasks that motivate both genders. In Years 3 to 6 pupils are taught in sets of similar ability allowing teaching to be focused at an appropriate level and ensuring that all pupils receive good levels of support. Pupils with special educational needs, those learning English as an additional language and those from traveller families achieve equally well.

76. Teachers make very good use of the National Numeracy Strategy and the linked unit plans to ensure lessons provide suitable challenge, continuity of approach and the structured development of skills and understanding. They introduce pupils to different methods of calculation and encourage them to explore and discuss the methods used by others. This is a key strength of teaching and learning. Pupils grow in confidence and work with increasingly complex calculations as they move through the school. New skills are always reinforced by employing them in practical situations. By Year 6, most pupils deal confidently with fractions, decimals and percentages and successfully apply their knowledge to solving problems.
77. The quality of teaching is very good. In the lessons seen it was consistently either good or very good and examination of pupils' earlier work confirms this high quality. In the most effective lessons particular strengths included excellent relationships and very skilful questioning. Teachers always share the purpose of the lesson with pupils at the outset and intervene with reminders to ensure pupils remain focused before returning to it at the end to review progress. Increasingly, and particularly as they get older, pupils are actively involved in this process by assessing their own progress. Teachers have very high levels of subject expertise and confidence and use this to plan interesting and stimulating tasks that successfully motivate pupils. For example they make very good use of their interactive whiteboards as teaching tools. As a result pupils are enthusiastic learners and they enjoy their mathematics lessons. They take part eagerly in group and class discussions secure in the knowledge that teachers value their contributions. Very occasionally they are not given sufficient thinking time. Oral feedback in lessons to help pupils improve is helpful and constructive but marking of pupils' work is not consistent across the school.
78. The co-ordinator is a highly skilled teacher. She provides very good subject leadership and makes a significant contribution to the overall leadership and management of the school. Her very careful tracking of pupils' progress from Year 1 to Year 6 is a major factor in the school's continuing drive to raise standards.

### **Mathematics across the curriculum**

79. Pupils are provided with good opportunities to use mathematics as part of their work in other subjects. These include collecting, recording and analysing data in science and geography as well as developing accurate measuring skills in design and technology and physical education.

### **SCIENCE**

Provision in science is **good**.

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

- Pupils achieve well throughout the school and standards are above expected levels in Year 6.
- There is a strong focus on practical activities and developing pupils' investigative and observational skills.
- Although teaching is good overall the quality varies between classes.
- The use of ICT is developing very well.
- There is scope to develop the role of the co-ordinator.

#### **Commentary**

80. Standards in Year 2 are in line with expected levels. When these pupils first entered the school their knowledge and understanding were below average so this represents good achievement. Pupils continue to make good gains as they move through the school and standards are above the expected levels in Year 6 with about half of the age group attaining

standards that are higher than expected for their ages. It is clear from their work that all pupils including higher attainers, those with special educational needs and those from traveller families make equally good progress and achieve well. There is no evidence in the work seen of significant differences between the performance of boys and girls.

81. Well planned practical tasks are regular features of pupils' work. In Year 2, for example, they looked for relationships when measuring their hand spans and the number of cubes they could grab. The practical nature of the task catered very well for the needs of all pupils and developed their understanding very effectively. In Year 6 pupils made good use of their accurate scientific knowledge when constructing and testing a variety of electrical circuits. They made carefully considered predictions and recorded and explained the outcomes of their tests. Open-ended tasks and investigations of this sort allow pupils of all abilities to work at their own level.
82. Teaching is good overall although in the lessons seen it ranged from satisfactory to excellent. In two of the lessons pupils were inspired by excellent teaching. In Year 3 they benefited from a very powerful blend of challenging questions and well-informed explanations by the teacher. In Year 5 they immediately became engrossed in their investigations into the pitch and volume of different sounds and totally involved in animated discussions about their findings. In both lessons pupils were developing rapidly as independent learners. In less effective lessons teachers' strategies are not always successful in channelling pupils' enthusiasm into effective learning. On occasions the teacher is slow to clarify exactly what pupils are expected to do and the pace of their learning slips.
83. Teachers make very good use of ICT to support and extend pupils' learning in science, for research and recording for example. This includes in Year 3 pupils' use of digital cameras when measuring and recording the growth of plants. By far the most exciting development is to be seen in teachers' enthusiastic use of their interactive whiteboards to make ICT an increasingly integral part of the teaching and learning process. Resources are good and are constantly being improved. The school is aware of the need to continue to develop the school grounds as a learning resource.
84. Leadership of the subject is currently satisfactory. The co-ordinator is an experienced teacher who has only very recently taken responsibility for science and therefore has had no opportunity to gain an overview of provision. However, he has inherited a well-ordered subject. There is strong potential for further improvement, particularly by sharing the examples of highly effective teaching to ensure a more consistent picture across the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

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

### **Main strengths and weaknesses**

- Excellent leadership has had a very positive impact on improving the quality of provision.
- Pupils throughout the school achieve well and standards exceed the expected levels.
- The use of the subject to promote and extend learning in other subjects is very well developed and is supported very well by very good, confident teaching.
- Excellent facilities, especially the suite and interactive whiteboards, are used very effectively.
- Pupils are highly motivated and stimulated in their learning.
- The use of e-mail to exchange information and ideas with others is underdeveloped.

### **Commentary**

85. Standards exceed the expected levels across the school. This is due to teaching of very high quality, a carefully planned curriculum, effective training for staff, excellent leadership by the co-ordinator and very good use of excellent facilities. Pupils and teachers also make well-planned use of class computers and other aspects of ICT, such as programmable '*roamers*'

and digital cameras. In a very short space of time, teachers are already exploiting the suite and interactive screens fully. They have committed considerable time to becoming conversant with the newly installed systems and have developed a high level of subject expertise, apparent in the challenging nature of lessons.

86. A very well planned programme of lessons for each year group ensures that all pupils achieve well. Pupils are learning and consolidating new skills rapidly because of regular access for full classes to the computer suite. Pupils are highly enthusiastic and motivated and fully focused during their time working in the suite. The extensive range of equipment is proving excellent value for money. By the end of Year 2, pupils understand the various forms of communication such as CD-ROMs, tape recorders, text and photographs. They confidently log on, use safe search engines with support, copy and insert pictures, edit text, save their work and log off. By Year 6 many pupils are confident and competent users of computers. They know the usefulness of ICT in their work and in the outside world. For example, pupils readily collect information and present it on spreadsheets and graphs. They use secure search engines to access websites on the Internet. Many of the older pupils regularly opt to use the computers at times other than their timetabled lessons. They use 'power point' to present animated presentations with sound effects, dropping text and graphics onto the screen and moving smoothly from frame to frame. The use of e-mail as a facility to exchange information with others is currently underdeveloped although there are plans to improve this aspect of pupils' learning later this term.
87. The teaching and learning observed in the suite during specific ICT lessons were very good in the main. Teachers' class management, their strong subject knowledge and ability to convey ICT skills through questioning and instruction are consistently of high quality. In all lessons, teachers make very good use of the interactive whiteboards in classrooms during their introductory sessions and during interventions that draw the whole class's attention to particular teaching points. Pupils regularly demonstrate ideas on the class interactive whiteboards. For example, in a Year 4 numeracy lesson, pupils successfully drew number lines on the interactive whiteboard and used them to partition large numbers for a subtraction problem. Teachers' confidence, knowledge and encouragement have a positive effect on raising standards.
88. The leadership of the subject is excellent. The co-ordinator has been instrumental in setting up the computer suite and the interactive whiteboards across the school. He has also ensured that all staff have received effective training in order to maximise the use of the superb resources. He is very aware of the next stage of development in the subject and works tirelessly to support staff and introduce strategies to raise attainment levels.

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

89. The use of ICT across the curriculum is purposeful and is very effective. Teachers' planning for other subjects always identifies opportunities for its use. Teachers and pupils regularly use work from other subjects as a means to extend or exploit computer skills. Developing skills and confidence in mathematics helps older pupils to develop more advanced skills in the subject. Literacy skills are improved by the pupils' growing proficiency in word processing and by the use of programs to improve their skills in reading and spelling. Pupils use software programs and the Internet regularly for personal research in other subjects such as history, geography, design and technology and art and design. Data handling in science and mathematics using computer skills is another very good development.

## **HUMANITIES**

### **Religious education**

Provision in religious education is **good**.

## **Main strengths and weaknesses**

- Leadership and management are very good.
- The curriculum is well planned, and care is taken to vary the details of some aspects which may be repeated.
- Resources are very good, including the use of ICT and a variety of artefacts which are important to different faiths.
- Monitoring is very thorough, except for the opportunities for the subject manager to observe lessons.
- Assessment is good.
- Pupils achieve well.
- Marking and pupils' self-assessment is inconsistent.

## **Commentary**

90. From the one lesson seen, scrutiny of samples of work, and talking to pupils, it is evident that standards in Year 2 and Year 6 generally meet those expected by the locally agreed syllabus, and pupils of all abilities achieve well. The syllabus is due for review next year.
91. There is insufficient evidence to make a judgement on teaching and learning other than on the lesson observed in Year 6, where teaching and learning were good.
92. Teachers in each year group plan very well together, using artefacts, ICT, visits and visitors well. The use of ICT ensures that pupils have access to 'virtual' places of worship which help them to understand more about world faiths. Local contacts include St Alban's Cathedral, where Year 5 develop their investigations about signs and symbols, a representative from a nearby mosque, and the local Anglican church. In the Year 6 lesson seen, pupils' learning about the 'Five Ks' of the Sikh religion was well supported by the good use of ICT, pictures and artefacts, and work was carefully prepared for pupils of different abilities, so that all achieved well. The planning through the school also ensures that the Christian Christmas story is approached differently in each year group. Pupils in Year 2 are familiar with this and other stories from the Bible.
93. The subject contributes well to pupils' spiritual, moral, cultural and social development. For example, Year 3 pupils presented an assembly this year which they had prepared in a religious education lesson, which focused on what each person had to offer, from their differences in experience and culture. The local vicar regularly takes assemblies with a Christian story focus.
94. Assessment focuses on how well pupils have understood the work at the end of each unit of work. Marking in books, although positive, is inconsistent, as is pupils' self-assessment.
95. The subject leader systematically monitors planning, the use of resources and visits, class assemblies, assessments and work samples, leading and managing the subject very well. She talks to pupils, and receives feedback from year groups on planning, and the syllabus. She therefore has a very clear picture of the strengths and areas to develop. Lessons are currently monitored by the senior management team. In this very strong picture, a relative weakness is the lack of time allocated for the monitoring of lessons by the subject leader. This is identified on the subject action plan as well as the need for in-service training for newer members of staff.

## **Geography and History**

Work in history and geography was sampled.

96. Judgements about history and geography are based on lessons seen, scrutiny of pupils' work in books and on display and discussion with the co-ordinator. This evidence suggests provision is at least satisfactory and standards by the end of Years 2 and 6 to be in line with

expected levels. Teaching and learning ranged from very good to satisfactory in geography and good in the one lesson seen in history.

97. Good use is made of visits and visitors to bring learning alive in history. All pupils have the opportunity to dress up and experience the lives of people in different times. In Year 2 for example, they explore the role of servants in Victorian times and in Year 3 they make Greek bowls. There is a good range of history resources and artefacts and these are used well and displayed to support and stimulate learning. In geography there is a limited range of visits to support learning. In both subjects teachers identify links with other subjects. For example in Year 2, pupils plan questions for a recycle survey and in Year 1 they learn about the features of different places through their play in the 'Travel Agency'. In history, Year 4 pupils successfully devise a poster informing Year 3 pupils about the role of the Roman soldier. Pupils show a good understanding of relevant vocabulary because it is consistently introduced and reinforced in both subjects.
98. Curriculum leadership and management are satisfactory overall. There is a good range of well planned topics to support learning in these subjects. At present there are no procedures for assessing and monitoring pupils' achievement.

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

### **Music**

Provision in music is **good**.

### **Main strengths and weaknesses**

- Extra-curricular activities enthuse pupils and make a significant contribution to the school ethos.
- Tuition for pupils learning instruments is well organised and effective.
- The school makes very good provision for gifted and talented pupils.
- Class music teaching is satisfactory but does not catch the enthusiasm of all pupils.

### **Commentary**

99. The subject received light sampling during the inspection. In the lessons seen, teaching was satisfactory overall. Pupils of all abilities achieve satisfactorily in class lessons. Those playing instruments in band and orchestra or singing in the choir achieve very well in these settings.
100. The school makes very good provision for pupils who wish to learn to play a musical instrument and for gifted and talented pupils, who participate in the school orchestra, band or choir. The school involves 40 per cent of pupils in extra-curricular musical activities. Bass, woodwind and strings tutors from the local education authority provide effective weekly small group or individual lessons and the subject co-ordinator runs a very successful choir. As a result, the subject makes a significant contribution to these pupils' spiritual, moral, social and cultural development, as they participate in rehearsals and concerts as part of an ensemble, band, orchestra or choir.
101. Pupils make satisfactory progress in class lessons. Boys and girls are equally involved and pupils with special educational needs receive effective support from class teachers or assistants to enable them to succeed in maintaining a pulse or copying a rhythm pattern, for example. Expectations and achievement are not made sufficiently explicit, however, and planning sometimes includes too many teaching points. As a result, pupils achieve satisfactorily, but not as well as they could if engaged enthusiastically.

102. Temporary arrangements are currently in place for class music lessons, while the school considers the benefits of specialist teaching. The school is well resourced and has excellent accommodation for music. Current arrangements result in much better achievement by the 40 per cent accessing extra-curricular activities than the 100 per cent involved in class lessons. Leadership and management of some aspects of the subject are very good, but aspects such as class teaching and assessment now need closer attention. The school is focusing correctly on the quality of music provision for all.

## **Art and design**

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

### **Main strengths and weaknesses**

- Pupils achieve well because of the good teaching and the school's commitment to the development of artistic skills.
- The curriculum is enriched by a wide range of visits and opportunities for using a wide variety of media.
- The good range of progression in artistic skills is reflected in the displays around the school and in pupils' sketchbooks.
- The recently appointed subject leader has made a good start and has an appropriate action plan in place to further improve the provision.

### **Commentary**

103. As a result of good teaching and careful attention to detail in planning, pupils' attainment is above the expected level in both two and three-dimensional work in art and design. Teachers' knowledge and enthusiasm in this subject are very secure across the school. They work systematically through a range of topics and techniques to very good effect. Pupils' artistic skills and knowledge of art and artists develop very well as they progress through the school. They incorporate art from a wide range of cultures and different historical periods into their work. They build on a well-structured range of skills and consequently are very well motivated and confident when experimenting with new techniques. The analysis of the wide range of work displayed in school and pupils' sketch books shows good achievement and standards above expected levels for pupils in Year 2 and Year 6.
104. It is evident from pupils' sketchbooks, teachers' planning, lessons seen and the subject leader's records that work planned in art and design is very varied, interesting and stimulating. Very good attention to the development of painting skills was a particular feature of some pictures seen on display around the school. The use of sketchbooks to compile visual and other information to assist with the development of ideas is developing well under the good leadership of the newly appointed subject leader for art. There is a good range of extra-curricular activities to extend and enrich pupils' experience of art. The subject makes a good contribution to all aspects of pupils' social, moral and cultural development.

## **Design and technology**

105. In design and technology only one lesson was seen. It is therefore not possible to make a firm judgement about provision. Inspectors analysed samples of work, and held discussions with the subject leader and with pupils in Year 2 and Year 6. The subject alternates with art in half yearly blocks. Pupils are asked to find items or look up information for homework from time to time. There was insufficient evidence in either key stage to make an overall judgement on teaching and learning. In the one lesson observed, teaching was good and helped all pupils to achieve well. Teachers in year groups plan very well together.
106. Overall, standards reached by the end of Year 2 and Year 6 are generally in line with those expected for pupils of this age. In the observed lesson, Year 2 pupils investigated and evaluated the best method for joining seams in paper in preparation for making 'Joseph's coat'. Pupils in Year 6 have designed and made slippers and bridges and evaluated their



designs. Pupils from Years 3 to 6 usually use sketch books for planning designs, while pupils from Years 1 to 2 have been trialling planning and evaluation sheets introduced by the subject leader. The subject makes a good contribution to pupils' social development, through group and paired discussion.

107. The experienced part-time subject leader is non-class based, has a specialist qualification in this subject and leads and manages the subject very well. She monitors design and technology systematically through teachers' planning and use of resources, pupils' finished products, pupils' plans and evaluations, and teachers' assessments. Her monitoring is very good and has helped her to identify where there could be improvements, for example, more focus on pupils' planning and evaluation. To this end, she has designed new planning and evaluation sheets for pupils, and assessment sheets for more detail on pupils' attainment which will support teachers' planning further and encourage progression. While some classes have trialled these, their full implementation is planned for next term, and is identified on the subject action plan, as is an increase of the use of ICT. Lessons are monitored by the senior management team. The lack of opportunities for the subject leader to monitor lessons is a relative weakness within a very strong monitoring context.

### **Physical education**

108. There is insufficient evidence to make an overall judgement about provision or standards in physical education. The curriculum is well planned to include all the expected strands of the subject including outdoor and adventurous activities as part of the annual residential experience for older pupils. It is very well supported by a wide range of extra-curricular clubs and team activities that attract great interest from pupils throughout the school. Teachers and pupils are enthusiastic about the subject and the school is about to embark on a very ambitious programme of development to raise the profile of physical education and sport within the school.
109. In the three lessons or parts of lessons seen in athletics, games and gymnastics teaching was mostly good with some satisfactory, largely dependent on teachers' expertise and confidence in the subject. Pupils took part energetically, sustaining high levels of activity throughout. Most listened carefully to instructions and enjoyed practising to improve their techniques. When given the opportunity to comment they offered constructive advice on how their peers could improve their performance.
110. The school makes very good use of its facilities and those of the neighbouring sports centre. The spacious and well equipped hall is a very good facility for dance and gymnastics and there are two playground areas marked with games courts. There is a strong determination to improve provision further by acquiring a more accessible playing field. The recently appointed subject leader is enthusiastic and effective in her management. She is well qualified and has made a good start by formulating an action plan.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP**

Provision in PSHE and citizenship is **good**.

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

- Pupils throughout the school, and particularly in Year 6, show mature personal qualities.
- One very positive outcome of the strong provision is the very effective school council.
- The timetabled subject has a low profile and does not currently underpin pupils' personal development as much as it could.

#### **Commentary**

111. This subject received light sampling during the inspection. The school's provision for PSHE and citizenship is good because of the procedures in place for developing pupils' spiritual,

moral, social and cultural awareness. The school council and prefect system combine to involve older pupils in setting an example to younger ones and establishing a culture of respect, fairness and care. PSHE lessons for some classes take the form of circle times, giving each pupil opportunity to voice individual views and be heard. Just one lesson was observed, forming an integral part of a well-planned sequence. Pupils achieved satisfactorily as a result of sound planning and preparation leading to relevant tasks and opportunity for pupils to discuss decision-making in pairs. Lessons in religious education also help pupils develop increased maturity of outlook and respect for each other's views and beliefs. Discussions at registration and, when appropriate, in the context of lessons such as the literacy hour, give pupils further opportunity to develop their understanding of other people's emotions and viewpoints.

112. The programme adopted for PSHE follows national guidance and includes carefully considered provision for sex and relationships education and drugs awareness. The co-ordinator is very new to the post and has yet to gain an overview of the school's provision.
113. The regular weekly lessons follow an agreed pattern for each year group, but it is not clear to what extent the timetabled subject influences the very positive attitudes and behaviour of pupils. This clearly stems mainly from other aspects of the school's provision and its established ethos. There is no separate reporting on pupils' progress in the subject or assessment against end of key stage statements. Nevertheless, the school clearly uses a series of very effective strategies to promote pupils' personal development successfully.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
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>2</b>
The quality of teaching	2

How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
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	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
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); not applicable (8).*