

INSPECTION REPORT

SUMMERBRIDGE COMMUNITY PRIMARY SCHOOL

Summerbridge, Harrogate

LEA area: North Yorkshire

Unique reference number: 121401

Headteacher: Mrs A M Mundy

Lead inspector: L A Furness

Dates of inspection: 11th - 12th January 2005

Inspection number: 268009

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: 4 - 11
Gender of pupils: Mixed
Number on roll: 49
School address: Summerbridge
Harrogate
North Yorkshire
Postcode: HG3 4JN
Telephone number: (01423) 780 446
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Appropriate authority: The governing body
Name of chair of Mrs Verity Elliott
governors:
Date of previous 13th January 2003
inspection:

CHARACTERISTICS OF THE SCHOOL

With 49 pupils on roll (20 boys and 29 girls) Summerbridge is a very small community primary school with two mixed year classes catering for pupils aged four to 11. The social and economic backgrounds of the pupils are mixed. The proportion of pupils claiming school meals free of charge is below the national average (13.4 per cent). Pupils are all from white, British backgrounds and none have English as an additional language. The proportion of pupils with special educational needs (22 per cent) is above the national average as is the number of pupils with a statement of special educational need (four per cent). The class of Reception, Years 1, 2 and 3 pupils (Class 1) is taught by the headteacher for three days a week and a part-time teacher for the remaining time. Class 3 consists of pupils from Years 3, 4, 5 and 6. In the mornings, Years 3 and 4 pupils are taught literacy and numeracy in Class 2. Both classes 2 and 3 are taught by newly qualified teachers. The existing staffing structure has only been established since September 2004 and all teachers including the headteacher are newly appointed to the school since the previous inspection. When children start at school in Reception, the majority of them have levels of attainment that match those expected for their age in communication language and literacy, in mathematical development and personal, social and emotional development. However, with such small cohorts, attainment on entry can vary considerably year upon year. The school is involved in the Leadership Development Strategy and it received North Yorkshire's Special Educational Needs Quality mark in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8245	L A Furness	Lead inspector	Foundation Stage Mathematics Science Art and design Design and technology Music Physical education Citizenship
19431	J H Holmes	Lay inspector	
32174	D P Ford	Team inspector	Special educational needs English as an additional language English Information and communication technology Geography History Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

School effectiveness is satisfactory. However, it is evident that Summerbridge Primary School is an improving school. The headteacher has made a good start in improving provision; behaviour is now good and all pupils have very positive attitudes towards school. Much more is still to be done to make many of the recent initiatives pay off in terms of raising standards. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The headteacher's good vision, drive and understanding of how to improve the school are supported well by governors and the whole staff team.
- Standards in writing by Year 6 are below those expected for the pupils' age.
- Recently introduced key policies connected with teaching and learning and assessment are not yet consistently followed.
- Assessment information is not used consistently well enough to ensure that more able pupils receive work appropriate to their needs and is not used sufficiently other than in English, mathematics and science.
- Pupils with special educational needs are well supported by the competent teaching assistants.
- Pupils have very positive attitudes towards school and greatly enjoy their lessons.
- Very good relationships are evident between staff and pupils.

Following the previous inspection when the school was judged to have serious weaknesses, a new headteacher and staff team were appointed. Since these appointments the school has rectified at least satisfactorily all of the issues identified. Leadership and management are now good, as are the procedures for the monitoring and supporting of pupils' personal development and the arrangements for the care, well-being and safety of pupils. The quality of teaching is mainly satisfactory with some good features. School improvement therefore is good.

STANDARDS ACHIEVED

Achievement is satisfactory and improving. Pupils currently in Year 2 are attaining standards that are above those expected for their age in reading and writing and match those expected in mathematics, science, information and communication technology (ICT), religious education, geography and history. In Year 6, the pupils are attaining standards that match those expected in English, mathematics, science, ICT, religious education, geography and history. Throughout the school standards in speaking and listening are good and standards in writing are below those expected for their age apart from in Year 2. These inspection findings give a more accurate picture of achievement than the National Curriculum test results because the small number of pupils make the statistics less reliable. The 2004 results show that Year 6 pupils' performance in the National Curriculum tests was above the national average in English and science and well above the national average in mathematics. In relation to similar schools; performance was well below average in English and science and below average in mathematics.

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

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

In Year 2, pupils' performance was well below the national average in reading, writing and mathematics and in the bottom five per cent of all schools and similar schools nationally in writing and mathematics. There was insufficient time during the inspection to make judgements on standards and achievement in art and design, design and technology, music and physical education. The children of Reception age have levels of attainment that match those expected for their age in communication language and literacy, in mathematical development and personal, social and emotional development. By the end of the Reception Year they are on course to meet the goals expected in these areas of learning.

Pupils' personal qualities and their spiritual, moral and social development are good. Cultural development is satisfactory. Pupils' relationships with others are very good, as is their interest in school activities. Behaviour is good. The levels of attendance are very good and pupils are keen to come to school.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching and learning have improved since the last inspection and they are now satisfactory overall with good features. Teachers have very good relationships with pupils and manage them well. They help to raise pupils' self-esteem and self-confidence. Teachers have the support of effective teaching assistants. Higher attaining pupils are not always sufficiently challenged by their work and the improved assessment procedures have yet to make an impact here. Pupils with special educational needs are taught and supported effectively. The school provides a broad range of work for pupils and a number of interesting visitors and visits support pupils' learning. A good range of extra-curricular provision effectively extends the curriculum. Care, guidance and support are good; pupils are very actively involved in the school's work. Links with parents are good as are the links with the community and other schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The leadership of the headteacher is good. The headteacher is the driving force within the school and shares a clear vision, sense of purpose and high aspirations with all staff to ensure that the school continues to improve. The overall management of the school is good. The leadership of other key staff is good. The governing body operates efficiently and has made a good contribution to shaping the new direction of the school. It has a good understanding of the school's strengths and weaknesses. Overall, governance is good and all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents have positive opinions of the school. They feel that the school offers their children a good education and that parents are effectively involved in the life of the school.

Parents say they feel valued, supported and well informed. The pupils are successfully involved in making decisions about changes and think that the staff treat them fairly.

IMPROVEMENTS NEEDED

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

- Raise standards in writing.
- Ensure all staff are consistent in implementing the recently introduced key policies in teaching and learning.
- Further develop the use of assessment information so that all pupils, particularly the more able, receive appropriately challenging work.
- Develop assessment and record keeping systems for subjects other than English, mathematics, science and information and communication technology.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, achievement is satisfactory and there is good evidence that it is improving throughout the school.

Main strengths and weaknesses

- Pupils currently in Year 2 are attaining standards above those expected for their age in reading and writing.
- Writing standards are below those expected for the pupils' age by Year 6.
- Speaking and listening skills are good throughout the school.
- Pupils with special educational needs make good progress.
- Higher attaining pupils are not always suitably challenged.

Commentary

1. Children start school in Reception with levels of attainment those mainly match that expected for their age. The emphasis placed on their personal, social and emotional development and good induction procedures mean that they settle well, feeling safe and happy and quickly become familiar with school routines. Children's achievement is satisfactory and they are on course to achieve the early learning goals that are expected for their age by the end of the Reception Year in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. There was insufficient evidence to make a judgement on creative and physical development.
2. Overall pupils' achievement is satisfactory with good evidence of improving progress. In English, pupils currently in Year 2 are attaining standards above those expected for their age in reading and writing. Pupils read clearly and accurately and show a good understanding of what they have read. They write confidently and neatly and spelling is satisfactory for their age. Presentation is good. Pupils in Years 3 to 6 have made good progress during this year, although achievement, over time, for pupils in Year 6 is only satisfactory because they have clearly underachieved in the past. Reading standards are better than writing standards. The majority of pupils are mainly working at levels expected for their age in reading but there are a significant number of pupils attaining standards above those expected. They speak confidently about different authors and show a secure understanding of a range of different texts. In writing, pupils are working at below age related expectations. Presentation is at best satisfactory and as pupils have had a previous history of working mainly on worksheets they are only beginning to come to terms with showing respect and pride for their written work. Speaking and listening skills throughout the school are well developed. Pupils speak confidently and clearly. This is the result of a strong focus on developing spoken language right from the start of the children's time in school.
3. In mathematics, pupils currently in Years 2 and 6 are working at levels expected for their age. Pupils have a satisfactory understanding of number, shape, space, measure and data handling. However, there are weaknesses in pupils' understanding of appropriate written methods of calculation. The school is rectifying this area of

weakness. In science, the majority of pupils currently in Year 2 are attaining standards that mainly match those expected for their age and in Year 6 are attaining standards that are above those expected. The good emphasis on experimental and investigative science is paying dividends. Achievement overall is satisfactory in both subjects, but it is evident from pupils' books and from discussion that progress and consequently achievement is improving because of the improved quality of teaching since September.

4. In ICT, religious education, geography and history, pupils currently in Years 2 and 6 are attaining standards that match those expected for their age and achievement is satisfactory. No judgements are made about art and design, design and technology, music or physical education as insufficient evidence was available to make a judgement on standards or achievement.
5. Pupils with special educational needs make good progress and they achieve well. The school ensures that all its pupils have full and equal access to the whole curriculum. Work is pitched at the right levels for the pupils because there are effective systems for assessing how well their skills and understanding are developing. This guides pupils' progress towards achieving their targets successfully. Teaching assistants give good support and this enables the pupils to learn effectively. Pupils who are more able however, do not always receive appropriate work. Time is sometimes wasted completing questions that they find easy and offer little challenge. As yet the school does not have criteria for identifying gifted and talented pupils with the result that work is not always planned appropriately for their needs.
6. Only seven pupils took the Year 6 National Curriculum tests in 2004 and only six pupils took the Year 2 National Curriculum tests. For this reason, the tables of pupils' average point scores are not published, as these results do not present an accurate picture of standards in Years 2 and 6. Pupils' performance in the National Curriculum tests in Year 6 was above the national average in English and science and well above the national average in mathematics. Compared with those schools whose pupils achieved similarly in Year 2, performance was well below average in English and science and below average in mathematics. In Year 2, performance was well below the national average in reading, writing and mathematics and in the bottom five per cent of all schools and similar schools nationally in writing and mathematics. Due to the very small numbers of pupils in each year group, it is inadvisable to compare attainment between year groups overtime. However, performance was low in Year 2 because no pupils attained the higher level (Level 3) in any subject. Also although these results are lower than in previous years there was a high percentage of pupils with special educational needs in this cohort of pupils. The previous inspection identified that pupils do not always achieve as well as they should because of unsatisfactory teaching. Because of improved practices throughout the school achievement is improving and is now satisfactory, although practices are new and need time to become established in all classes.

Pupils' attitudes, values and other personal qualities

The school is successful at developing very good attitudes and values in pupils and their behaviour is good. Pupils' spiritual, moral, social and cultural development is good overall. Attendance is very good.

Main strengths and weaknesses

- Pupils have very positive attitudes towards school and they really enjoy their work.

- Relationships are very good throughout the school.
- The spiritual, moral and social development of pupils is good.
- Pupils' attendance is well above the national average.

Commentary

7. Pupils really enjoy school and they have very good attitudes towards learning. They work very well together, sharing ideas and resources willingly. They listen carefully to adults and have high levels of concentration. These improved attitudes are already beginning to impact on the pupils' progress and achievement. Relationships between pupils and staff are very good. Pupils feel that they can discuss any problems with adults and if problems do arise they will be dealt with promptly and fairly. Behaviour in class and around the school is good. This shows good improvement since the previous inspection when behaviour was judged to be unsatisfactory. Pupils say that little or no bullying takes place but any incidents are dealt with quickly and effectively. There have been no recent exclusions. The noticeable improvement in pupils' behaviour since the previous inspection is a direct result of the firm and positive strategies that have been put into place by the headteacher and new staff. Pupils themselves have devised their class 'golden rules' and consequently are very clear about expectations of their behaviour. Pupils with special educational needs are valued and included well in the life of the school so that they share the same very positive attitudes to the school as their peers. They respond well to the support they receive and are keen to learn.
8. Pupils are given good opportunities to develop their spiritual, moral and social awareness in many areas of the curriculum. Assemblies very effectively raise moral issues and moral messages are given in many lessons. The recent tsunami in Asia was used effectively to raise awareness of the effects of environmental disasters on peoples' lives. Pupils clearly know what is right and wrong and when given the opportunities they make sensible decisions. They are very keen to participate in the school council, seeing this as a worthwhile opportunity to be involved in the school's work. The candidates for the council drew up campaign posters to persuade fellow pupils to vote for them and this action developed their understanding of democratic election. Pupils' personal development is much improved since the previous inspection and is good. Pupils participate in many fund-raising activities such as 'Children in Need' which successfully develops the pupils' understanding of children less fortunate than themselves. The school warmly welcomes visitors and the staff and pupils are very friendly and courteous towards them. Cultural development, although satisfactory, is less well developed in preparing pupils for living in a diverse multicultural society. The school is beginning to plan for ways to improve this aspect of the pupils' education. The school does satisfactorily raise pupils' awareness of a range of different cultures including different religions.
9. Attendance is very good. The level of unauthorised absence is below the national average with parents systematic in notifying the school of their children's absence. There are good procedures in place to promote attendance and to monitor patterns in pupils' absences. The school actively discourages parents from taking their children on holiday during term time. Registers are taken promptly and efficiently, resulting in lessons starting on time.

Attendance in the latest complete reporting year 2003-2004 (%)

Authorised absence	Unauthorised absence
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School data:	3.9
National data:	5.4

School data:	0.2
National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. Teaching and learning are satisfactory and the school has a satisfactory curriculum. Assessment procedures are satisfactory. The school provides a good quality of care and the support and guidance for the pupils are good. The school's partnership with parents is good and links with other schools and the community are good.

Teaching and learning

Teaching and learning are satisfactory with good features. Assessment is satisfactory.

Main strengths and weaknesses

- The quality of teaching and learning has improved since the previous inspection.
- Teachers effectively encourage pupils to work hard.
- Pupils with special educational needs are supported well.
- Pupils greatly enjoy their lessons and find their work interesting.
- Higher attaining pupils are not always sufficiently challenged by their work.
- The recently improved assessment procedures need to be used more systematically.

Commentary

10. The quality of teaching and learning throughout the school is satisfactory overall. This is an improvement since the previous inspection when teaching was judged to be unsatisfactory.

Summary of teaching observed during the inspection in 11 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	0	5	6	0	0	0

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

11. Since then there has been a complete new staffing structure which has only been established since September 2004. Over time there have been inconsistencies in the quality of teaching and learning which have negatively affected the achievement and progress of pupils. However, the headteacher has worked hard to improve this position. A new teaching and learning policy has been introduced and discussed with all staff. Through careful observations of teaching, the headteacher knows the strengths and what needs improving.
12. One of the significant strengths is the relationship within classes. The teachers are effective in the way that they encourage and help the pupils with their learning. In the Foundation Stage, positive relationships help the children to feel confident and secure. As a result, children approach their learning in a positive way. In all classes, pupils find their learning interesting. Clear learning intentions are usually shared with the pupils and this means they know what is expected of them. However, this is not consistently practiced and conclusions to lessons are not always used effectively to review and

reinforce learning. The teaching assistants give good help and guidance to the pupils in lessons and contribute effectively to the quality of learning. Pupils with special educational needs are supported well and make good progress.

13. Pupils have very positive attitudes towards their lessons and are happy to work hard. For example, in a science lesson for Years 4, 5 and 6 pupils, the teacher through good exposition and good questioning was effective in encouraging pupils to think carefully about healthy lifestyles. The staff are less effective in some lessons in matching the pupils' work to their precise needs. In these cases, potentially higher attaining pupils are not always catered for as well as they should be. This was seen in both English and mathematics lessons when activities given to the more able pupils lacked challenge.
14. Assessment is satisfactory overall. The teachers are beginning to use their knowledge of the performance of the different groups of pupils and plan appropriate work for them. For example, in mathematics, lower attaining pupils identified for extra help are given focused support with their work. This input is having a positive impact upon their achievement. The pupils have targets to work towards in English and mathematics and the pupils are clear about what they need to do to improve their work. Marking of pupils' work is good in these subjects with pupils clear about their successes and how they might improve. Whilst teachers are beginning to use assessment information to inform and plan the pupils' next steps of learning, this practice is not yet consistently embedded throughout the school or used in the same way in subjects other than English and mathematics.

The curriculum

Curriculum provision is satisfactory and meets statutory requirements. The breadth of curricular opportunities is satisfactory, with a good range of activities to provide further enrichment. Accommodation is good and resources are satisfactory.

Main strengths and weaknesses

- Pupils have good opportunities to practise their developing literacy and numeracy skills in other subjects.
- There is good provision for pupils with special educational needs.
- Provision for pupils' personal, social and health education is good.
- There are good opportunities for pupils to take part in sporting activities.
- Although the teachers of Reception age children make every effort to promote outside play the accommodation does not easily allow this to happen.

Commentary

15. The breadth of curricular opportunities is satisfactory and appropriate programmes of work are being developed to ensure that learning is continuous throughout the school. National guidance has been recently adapted to meet the specific needs of this small school, creating satisfactory links between subjects such as geography and history and between science and design and technology. Good emphasis is placed on promoting pupils' literacy and numeracy skills and teachers take every opportunity to allow pupils to practise their developing skills in other subjects. For example, in science, Years 1 and 2 pupils use their measuring skills to make houses from different

materials. The quality and range of learning opportunities for children in the Foundation Stage are satisfactory.

16. The provision for pupils with special educational needs is good which shows good improvement since the previous inspection when provision was judged to be satisfactory. Pupils' individual education plans now have clear targets for English, mathematics and behaviour where appropriate. Teachers incorporate these targets well into their lesson plans and pupils also know about these targets. The school works hard to ensure that all pupils have equal access to the curriculum, however, work planned for more able pupils is not always appropriately challenging. The school as yet has no formal procedures for identifying and providing for gifted and talented pupils.
17. The provision for pupils' personal, social and health education is good with a number of activities provided both in and outside the school day to support this aspect of learning. These include the after school clubs and opportunities to play a musical instrument. There is a range of sporting activities which take place on a weekly basis and these include football, tag rugby and kwik cricket. Pupils also have opportunities to take part in basketball, aerobics and athletics. Pupils take part in performances and services of celebration both in school and in one of the local churches. Visits out of school, for example, to Fountains Abbey and Eden Camp and visitors to the school, have made a positive contribution to pupils' personal development and to their overall progress and achievement.
18. Teachers' expertise gives satisfactory coverage of the curriculum. Support staff also make a positive contribution to pupils' learning. The accommodation is good overall. The premises are clean, well maintained and in a good state of repair. All available space is fully utilised and provides an attractive environment for learning with interesting and informative displays. Although the outdoor area for children in the Foundation Stage is restricted, the teachers do their best to ensure that these young children are given appropriate opportunities for learning outdoors. Resources overall are satisfactory.

Care, guidance and support

The school meets a good standard in the care, welfare, health and safety of its pupils. It provides good support, advice and guidance for its pupils, based on the monitoring of their achievements and personal development. The extent to which pupils' views are taken into account is very good.

Main strengths and weaknesses

- The school takes good care of its pupils and this is evident in all aspects of the school's work.
- The relationships in the school are very good and pupils feel they can speak to any member of staff about problems.
- The monitoring of pupils' achievement is good.
- The involvement of pupils in the school by seeking and acting upon their views is very good.

Commentary

19. The headteacher and staff have the best interests of all pupils at the heart of school activities. The headteacher, governors and staff work together effectively to ensure that the school grounds and buildings are safe and secure and risk assessments are carried out meticulously. Testing of equipment is carried out regularly. The school is maintained and cleaned to a good standard. Effective child protection arrangements are in place with the headteacher the named person and training for all staff is due to be carried out in the immediate future. This area of the school's work has improved greatly since the previous inspection when it was judged to be unsatisfactory.
20. All adults in the school are patient, kind and very supportive which means pupils feel very secure. This results in pupils' willingness to contribute ideas in lessons. They are confident that if there is a problem with their learning then someone will help them. Pupils grow in their feelings of self-worth, their attitudes to their learning and contribute effectively to school life in general. The consistent, supportive way in which the pupils are dealt with at all times underpins the quality of relationships. All pupils benefit from good opportunities to recognise their feelings and talk about them in sessions known as 'circle time'. Over time, they begin to understand how they react to situations and whether their reactions are appropriate. They also begin to understand the impact their behaviour has on others. A good anti-bullying policy is in place which is well understood by staff and pupils. The successful implementation of these initiatives gives a clear indication of the trust pupils have in the adults who work with them.
21. The school helps pupils to become confident and self-assured by the time they leave school. This is because of a good programme of personal, social and health education and a strong emphasis on pupils taking responsibilities. Pupils are rewarded for their very good behaviour and attitudes and this is helping them to become confident individuals. Strategies such as 'golden time' are having a good effect on the behaviour of pupils. Pupils with special educational needs are supported well through good programmes of work and good help from teachers and support staff.
22. Monitoring of pupils' achievement has sharpened since the previous inspection and pupils have individual targets relating to their academic progress and personal development. Staff discuss the outcomes of tests with pupils and regular marking provides helpful suggestions on how their work can be improved. This important work is underpinned by the good assessment procedures and tracking of pupils' achievements in English, mathematics and science. However, as yet the school does not have systems to monitor pupils' progress in other curriculum areas. In ICT a good system has been recently introduced.
23. The school works hard to seek and take account of the views of its pupils. There is a vibrant school council, comprising of a representative from each class. The class elects the council members and the pupils appointed take their responsibilities very seriously. The council has discussed and suggested improvements to the school. For example, pupils were unhappy with the toilet facilities and as a result of their concerns, improvements have been made. The pupils feel that now they are trusted to carry out tasks and have jugs of water on the tables at lunchtime that they can use. Pupils are also allowed to say grace themselves.
24. Induction procedures are satisfactory overall. Visits are made to the school prior to entry in Reception, when useful information is provided for the curriculum and classroom routines. The induction procedures for other pupils are being developed with the headteacher inviting parents to school for them to look round. Although no

formal system is in place for pupils to act as mentors, pupils report that they look after younger children who start at the school. The induction and friendly approach of the pupils help newcomers to settle quickly into school life.

Partnership with parents, other schools and the community

The school has established good, effective links with the parents of its pupils and the local community. The school's links with other schools are also good.

Main strengths and weaknesses

- The school's work with parents is good.
- The school has good arrangements for the transfer of pupils to the local secondary school.
- The school has good links with the local community which contributes effectively to learning.

Commentary

25. As in the previous inspection all parents who expressed a view to inspectors are supportive of the school. They find staff approachable and feel valued by them. These views are endorsed by the inspection. A minority of parents felt that the school did not consult them, did not provide sufficient homework and did not have an interesting range of activities. The inspection team judges that homework is satisfactory and the range of enrichment activities is good for such a small school. Whilst the school does not have a formal system of consultation there are opportunities for parents to be involved and make their opinions known. The innovative approach to the annual parent meeting, with the school council doing a presentation, helped to attract a larger than expected number of parents to attend. Also the newly established web site for the school is allowing parents to comment about aspects of school life.
26. The school provides parents with good information through regular newsletters, which give details of what has happened and what is happening. There is a parent consultation each term with a satisfactory annual report on pupil progress in the summer term. The reports give a clear picture of what the pupils are doing but the reports lack clear targets for improvement and what to do next to improve. The school prospectus and annual report to parents fully meet the requirements and are very helpful and informative. This represents good improvement since the previous inspection when these documents did not include all relevant information. The school takes seriously any issues of concern and the headteacher and staff are available to discuss issues with parents at the end of the day. The parents particularly like the improvements since the appointment of the headteacher. The parents of pupils with special educational needs are included in the setting of Individual Education Plans and the targets are shared with both pupils and parents. The 'Friends' Association' is very supportive and raises funds for the school, which are used to help purchase relevant resources.
27. Good links exist with the receiving school, which helps to promote a smooth transition and minimise disruption to the pupils' education. Teachers from the secondary school visit the primary school and the pupils have an induction day to help them become accustomed to the school. Liaison is strengthened by developing specialist school links. The local cluster group of schools gives good support and networking to assist the school. The school itself organises and participates in sporting activities against

other local small schools. The school also has good links with the community. The school has developed links with the parish council to look at heritage within the local area involving historians and archaeologists. The school plays a major part in the May Fete, which takes place annually in the school grounds with the children and villagers dressing up. Local farmers provide horses and carts to use in the procession through the village. The school provides work experience places for pupils from the local school.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are good. The headteacher provides good leadership for the school. The leadership shown by other key staff is good. The governing body provides good direction for the development of the school. There are good systems of management in place.

Main strengths and weaknesses

- The headteacher is clear about what is needed to improve pupils' attainment and achievement.
- The school has taken the right steps in the right order to begin to improve provision.
- Governors work very closely with the headteacher and are, therefore, very clear what needs to be done to build on the school's early signs of improvement.
- Financial management is good.

Commentary

28. In a very short time, the headteacher has provided positive and purposeful educational direction for the school. Planning for improvement is firmly based on the analysis of pupils' achievements and on a good understanding of the school's strengths and weaknesses. Secure monitoring and evaluation procedures are in place resulting in a sensible school improvement plan. Planning is prioritised in the correct order to lead to effective improvement in provision. All of the key issues from the previous inspection have been approached with vigour and enthusiasm. Structures have been put into place that have already improved the unsatisfactory behaviour seen in the previous inspection and the quality of pupils' personal and social development has improved as a result of better management.
29. The governing body works very closely with the headteacher and offers all the support it can. Because of this, it is knowledgeable about the school and keen to see the school move forward. The chair of governors is particularly supportive and a good partnership has been established between her and the headteacher. Governors are continuing to develop their understanding of their role and feedback from their visits is used increasingly to evaluate progress in school improvement. Overall, governors are effective and ensure that all statutory requirements are met.
30. A new staffing structure is now in place and there is a good team spirit which is effectively supporting school improvement. A good induction programme is in place for the newly qualified teachers and appropriate professional development opportunities have been identified which are aligned not only to the professional needs of the teachers, but link also to school improvement priorities. For example, the role of the subject leader is identified as an area for training, once the teachers have satisfactorily completed their first year of teaching. Monitoring has indicated that although there has been agreement of the features of good teaching some of the agreed practices are not followed systematically in all classes.

31. The provision for pupils with special educational needs is well managed by the special educational needs co-ordinator (SENCO). She makes sure that teachers provide her with the necessary information so that she can construct new individual education plans that have specific and measurable targets that coincide with their needs. She provides the impetus to lead the process and ensure that all teachers are aware of what needs to be provided.
32. Financial management is good. Priorities in the school improvement plan are carefully costed and funds allocated wisely. Governors ensure the principles of best value are met satisfactorily for example, consulting with parents about their views of the school, challenging staff to improve and trying to get best value from their budget. Taking account of the above average costs per pupil, the school provides satisfactory value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	291,203	Balance from previous year	9,704
Total expenditure	291,363	Balance carried forward to the next year	9,544
Expenditure per pupil	3,937		

33. The leadership and management of the school are much improved since the previous inspection. However, headteacher, staff and governors recognise that, whilst they have made a good start to improving provision, much more remains to be done. Many new systems are in place for providing better for the pupils and for checking on the effectiveness of provision. In general, they have not been in place long enough for their impact to be judged effective. However, what is clear is that the serious weaknesses identified in the previous inspection no longer remain.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **satisfactory**. Children make a sound start to their learning in a welcoming and supportive environment. Children are admitted to school full time in the September of the year in which they become five. The Reception age children are taught in a class with Years 1 and 2 pupils. There are currently three children in the Reception Year. The school works closely with parents and the local playgroup to ensure that the Reception children have a smooth start to their education. This year, attainment on entry mainly matches that expected for the children's age in communication, language and literacy, mathematical development and personal, social and emotional development. However, this can vary considerably year upon year with such small cohorts. Children are on course to reach the goals they are expected to reach by the end of Reception in these three areas of learning and in knowledge and understanding of the world. Achievement is satisfactory. In creative and physical development there was insufficient evidence during the short time of the inspection to make a judgement. Children are taught by two teachers; the headteacher for three days a week and a part-time teacher for the remaining time.

Leadership and management are satisfactory. The curriculum is satisfactory and covers all the areas of learning recommended for these young children. Work is regularly assessed, progress is recorded well and the information is used satisfactorily to plan future work. The environment is much improved since the previous inspection with areas clearly designated for reading, writing and structured play activities. Resources are also much improved and although the outdoor area is small, teachers try hard to maximize outdoor opportunities for learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Good relationships and positive attitudes are evident.
- Behaviour is good and children are happy and settled.
- There are too few opportunities for children to initiate their own learning.

Commentary

34. Teaching is satisfactory. The children show good levels of confidence when they tackle new learning and when sharing their successes with the rest of the class. They make effective relationships with adults and most have formed good relationships with other children. The three children work well together as a group and have a good understanding of the need to listen to the contributions of others, to take turns and to share resources for example when working on sand and water activities. Behaviour is good. The provision for children to make choices about what they can do and the opportunity to initiate their own ideas is insufficient in terms of both scope and frequency. This was an issue identified in the previous inspection which is still in need of development. As a result, the children's independent learning skills and their ability to make decisions about their work are only satisfactory. Overall, the children are

happy and enjoy participating in the range of experiences that are provided. Achievement is satisfactory and children are on course to meet the goals expected of them by the end of the Reception Year.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Good teaching ensures that children achieve well.
- Speaking and listening skills are good.
- Activities are sometimes too adult directed.
- Reading and writing skills are well promoted.

Commentary

35. The children achieve well in this area of learning and the teaching is good. There is a good combination of activities that are led and directed by an adult, such as the daily word-building sessions and writing activities. Speaking and listening skills are developed well and staff are effective in the way in which they use incidental opportunities to extend the children's vocabulary. Children listen to stories with interest and enjoyment and show a good understanding of the main points. They join in well with well-known stories, such as 'The Three Little Pigs' and, during the inspection, showed developing levels of confidence as they re-enacted the story using puppets, under the guidance of the teaching assistant. However, at times these activities are over directed and as a result the children do not have the opportunity to use their own imagination. Children have their own reading books, which they take home regularly. Frequent opportunities for them to practise in class and the good support from home, ensure that the children achieve well in this aspect of their learning. The promotion of early writing skills is good and children are encouraged well to write for a variety of purposes. Children are on course to at least meet the goals expected in this area of learning by the end of their Reception Year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children are developing their understanding of number and shape satisfactorily.
- Occasionally learning resources are not used appropriately.
- There is a good emphasis on the development of mathematical vocabulary.

Commentary

36. The children achieve satisfactorily and the quality of teaching and learning is satisfactory. Occasionally when children are working with an adult, consideration is not given appropriately to ensuring all children can see and use the resource, for example, a number mat. On one occasion, a child was viewing numbers upside down which

made it difficult for the child to contribute to the activity. Children are developing their understanding and knowledge of number and count and recognise numbers up to ten with satisfactory levels of confidence and accuracy. All children have a satisfactory knowledge of shape, such as circle, triangle and square. Their use and understanding of language such as 'more than' and 'less than' are appropriately developed and some children are able to carry out simple calculations by combining groups of numbers. The children's previous work shows that they have been provided with a suitable range of activities, which help them to understand the language of comparison, such as 'longer than', 'shorter than', 'heavier' and 'lighter'. Good ongoing development of the children's vocabulary is helping them to explain their mathematical ideas clearly. Children are on course to meet the goals expected of them by the end of the Reception Year.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children's curiosity is stimulated well by a satisfactory range of first-hand experiences.
- Children enjoy learning about the world.

Commentary

37. Children are given a suitable range of first-hand experiences and teaching and learning is satisfactory. For example, children use the environment to learn about how everyday objects work. They learn about the dangers of electricity and how to switch electrical appliances on and off. They develop a satisfactory awareness of the past, through the opportunity to look at ways that information was sent long ago. An awareness of religious and cultural traditions is suitably enhanced through stories and play activities. The children's ICT skills are suitably developed and they have created some colourful paintings using a computer program. Children's work with construction kits and games introduces them effectively to modelling and making structures. Children enjoy this area of learning. They are enthusiastic learners who show good levels of interest in all activities. Achievement is satisfactory and children are on course to meet the goals expected of them by the end of the Reception Year.
38. There was insufficient evidence during the inspection to make judgements on children's physical and creative development. The teachers' planning shows that these areas are covered satisfactorily and assessment records indicate that children are making satisfactory progress in despite of the restricted outdoor accommodation which affects children's physical development. Teachers do their best to ensure that children are given appropriate opportunities for learning outdoors.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Speaking and listening and reading skills throughout the school are good.

- Standards in writing are below age related expectations by Year 6.
- Pupils with special educational needs are supported well.
- More able pupils are not consistently challenged.
- Teachers' marking recognises achievements and identifies ways to improve.
- Leadership and management are good.

Commentary

39. Pupils currently in Year 2 are attaining standards that are above those expected for their age in both reading and writing. In Year 6 standards in reading match those expected for this age group with good evidence of higher attainment. Writing standards are lower than reading standards and are below expectations for the pupils' age. These standards are similar to those attained in the previous inspection. Pupils' achievement is satisfactory overall and there is evidence that this is improving. There has been good improvement in this subject since the last inspection.
40. Speaking and listening skills throughout the school are well developed. Pupils are articulate and can discuss and explain ideas well. They speak confidently about what they have done and understand what they need to do to improve. There is a good emphasis throughout the school of developing pupils' spoken language. Most pupils enjoy reading and all are encouraged to take books home regularly. By Year 2, pupils read with fluency and accuracy as was seen as they read aloud the dialogue they had written for the story of 'The Three Little Pigs'. More able pupils show a good understanding of the text they have read. Year 6 pupils speak confidently about their favourite authors, giving good reasons for their preferences. They suggest accurately where to locate specific sources of information to support their learning. There is good evidence of the regular teaching of letter sounds for pupils in Years 1 and 2 and this is beginning to impact on spelling skills. In most classes, pupils write for a wide range of purposes and this includes poetry, stories, letters and instructions. The majority of pupils by Year 2 use punctuation accurately and some are using speech marks. They form letters correctly and are beginning to join them as they write. By Year 6, the majority of pupils use a joined and legible style and both handwriting and presentation are improving although still only satisfactory. Progress can be seen in all pupils' books. However, pupils throughout the school and particularly in Years 3 to 6, do not write at length for purposeful reasons and for extended periods of time. Some pupils are not clear about the features of different types of writing, for example a non-chronological report. There is limited evidence of higher attainment in writing apart from in Year 2.
41. Teaching and learning are satisfactory overall with some good features. Teachers' planning identifies activities which encourage and engage pupils in their learning. In some lessons however, the activities planned do not sufficiently challenge all the pupils and teachers' expectations are not sufficiently high. Teachers do not always make clear to pupils what is expected of them and occasionally time is wasted as pupils lose concentration. In one lesson in Class 3, homework was used well to support developments in writing a non-chronological text. A particular strength is the way that teaching assistants and other adults are used to support the pupils with special educational needs ensuring they are well included in all parts of lessons. All pupils have very positive attitudes to their work and they work well both independently and collaboratively. This shows good improvement since the last inspection. The teachers' marking identifies where pupils have been successful and points to appropriate areas for improvement.

42. Leadership and management are good. The action plan appropriately identifies the need to develop writing across the school and the need to evaluate the school's approach to the teaching of spelling. The subject leader has a good understanding of standards based on lesson observations and the scrutiny of pupils' work. Test data is analysed well and all pupils have learning targets to help them to improve. The subject leader provides a good model for other staff and is strenuously committed to achieving improvements in standards and provision.

Language and literacy across the curriculum

43. Pupils are successfully encouraged to use their developing language and literacy skills in other subjects. For example in history, Year 6 pupils have written a persuasive letter to the Spartan Army and produced a newspaper report about the Marie Celeste using ICT. Year 2 pupils have written a set of instructions for making a 'string telephone' and in geography they have listed some of the features of Summerbridge. Speaking skills are well developed, with all teachers giving pupils time to express their ideas in lessons and all pupils are given roles in school productions and church services.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils with special educational needs make good progress.
- More able pupils are not always sufficiently challenged.
- Pupils have very good attitudes towards mathematics.
- Assessment information is carefully analysed.
- Opportunities for pupils to use their numeracy skills in other subjects are good.

Commentary

44. The majority of pupils currently in Years 2 and 6 are attaining standards that mainly match those expected for their age with good evidence of higher attainment, particularly in Year 6. By Year 2, pupils have secure understanding of number, shape and measure. By Year 6, pupils are able to partition numbers to solve multiplication and division problems, find fractional parts of numbers and shapes and identify the relationship between fractions and decimals. Achievement, although satisfactory is improving and pupils' books indicate that progress since September is good. This is because of the improved quality of teaching and learning that the pupils are receiving. Pupils with special educational needs make good progress because of good focused support.
45. Teaching and learning are satisfactory with some good features. There was no unsatisfactory teaching seen, which is an improvement since the last inspection. Planning is thorough and is clearly linked to the National Numeracy Strategy. However, although planned activities are appropriate for the less able and the average

pupil, there is evidence of some lack of challenge for the more able pupils. Pupils sometimes waste time solving problems which they find too easy. Teachers usually share the learning intention of the lesson with pupils so they clearly know what is expected of them. Resources are used well to engage pupils' interest and to encourage all of them to take part in questioning activities. This was seen in Years 1 and 2 as the teacher used a puppet effectively to encourage pupils to count. At times however, adults do not consider appropriately whether all pupils can see the learning resource clearly and therefore maximize learning opportunities. Pupils have very positive attitudes towards mathematics and during independent work they collaborate well, sharing ideas and resources effectively. Behaviour is much improved since the last inspection and lively mental mathematics sessions show pupils willingly explaining the mental strategies they have used. This was seen in a good lesson for Years 5 and 6 pupils when the teacher's skillful questioning encouraged pupils to calculate degrees around a compass point. Marking is used effectively to identify pupils' successes and what they need to do next to improve. Teaching assistants are deployed well to support pupils with special educational needs ensuring they are able to access all parts of the lesson.

46. Leadership and management are satisfactory. Although the subject leader is very new to the post she has already thoroughly reviewed policy and practice. Test information has been analysed and from this analysis, weaknesses, such as the pupils' methods of written calculation, have been identified. An appropriate action plan has consequently been implemented in order to improve this aspect of learning. A good tracking and target setting system is now in place and as pupils are becoming more aware of their targets, achievement is starting to improve. Information and communication technology is used satisfactorily to support learning. Overall there has been good improvement since the last inspection.

Mathematics across the curriculum

47. Pupils have good opportunities to use their numeracy skills in other curriculum areas such as science, history, geography and design and technology. In science for example, Years 4, 5 and 6 pupils have used data handling skills to collate information about growth. In Years 1 and 2, pupils collect and display information about different pupils' heights. In geography, pupils use their knowledge of co-ordinates to read maps and atlases.

SCIENCE

Provision in science is **good**.

Main strength and weaknesses

- Good emphasis is placed on investigative and experimental science.
- Teaching and learning are good.
- Pupils have very positive attitudes towards science.
- By Year 6 pupils have a good scientific vocabulary.
- A good action plan to raise standards is in place.

Commentary

48. The majority of pupils currently in Year 2 are attaining standards that mainly match those expected for their age. Pupils currently in Year 6 are attaining standards that are

above those expected. Achievement overall is satisfactory, but it is evident from pupils' books and from discussion that progress and consequently achievement is improving because of the improved quality of teaching since September. The subject leader has identified that over a number of years low teacher expectation and very limited investigation and experimental work has slowed pupils' progress. Action has been taken as a matter of priority and has already shown success.

49. Since September 2004, the majority of work is now based on investigation, enquiry and first hand practical learning with greater attention given to pupils' knowledge and accurate use of scientific vocabulary. Pupils learn to become scientists, to plan investigations and to test out their ideas. This contributes to improved achievement. The quality of teaching and learning is now good and has improved since the last inspection. The subject leader teaches science throughout the school. Lessons are planned well and explanations are given carefully to pupils about what they will be doing and why. Subject knowledge is good leading to skilful questioning, probing understanding. There is a clear commitment to the inclusion of all pupils in the learning opportunities, by providing practically based lessons, high expectations of behaviour and tasks that provide sufficient challenge. Teaching assistants provide good support to those pupils with special educational needs.
50. Learning through first-hand experiences and good questioning are key features of the teaching. This contributes to pupils' very positive attitudes and improved behaviour. The teacher plans practical tasks that capture pupils' interest and make them enthusiastic about what they are doing, so that they learn well. As a result, most pupils try hard and enjoy their work. For example, in a Years 1 and 2 lesson, pupils successfully built on their knowledge of materials deciding upon appropriate materials to use in their design and making of a house. In Year 3, pupils planned a 'fair test' when investigating the absorbency of types of paper. They worked well together in small groups, sharing ideas and coming to a conclusion. Years 4, 5 and 6 pupils discussed together sensibly the features of a healthy diet, using terms such as vitamins, carbohydrates and proteins with understanding. There are good opportunities for pupils to use their developing literacy and numeracy skills in this subject.
51. Leadership and management of the subject are good. The subject leader is knowledgeable and enthusiastic and working closely with the headteacher has a good action plan in place to raise standards and review progress. Assessment procedures are effective. Pupils' knowledge, skills and understanding are tested at the end of each unit of work and the results of these findings are used to plan future work. Information and communication technology is used well to support learning and overall improvement is good.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils enjoy using ICT and work well together.
- Pupils' skills in using modelling and control are insufficiently developed.
- Teachers' subject knowledge is good.
- Pupils are encouraged to share and exchange information and ideas and to present and evaluate their ICT based work.

Commentary

52. Standards match those expected for pupils' age by the end of Year 2 and Year 6. Pupils' achievement is satisfactory. Standards have been maintained since the last inspection.
53. Pupils in Year 2 speak enthusiastically about the use of the computer. They have used a variety of CD-ROMs to support their learning and they confidently use a graphics package to create pictures. All pupils use the keyboard, mouse and menus competently to access and select information. As pupils progress through the school they demonstrate an increasing confidence and independence in using ICT. By Year 6, pupils load and save information and use websites, word processing programs and spreadsheets. All pupils in Year 6 assess the usefulness of information as they find out about Viking place names and they are able to cut, paste and print out relevant passages. Records indicate that pupils have had few opportunities to develop the ability to use the modelling and control aspects of the curriculum.
54. Teaching and learning in ICT are satisfactory. Teachers' subject knowledge is good, as was seen when Years 4, 5 and 6 pupils were engaged by the teacher's effective demonstration of how to select relevant information from a website. Pupils have very good attitudes and are confident when using ICT to support their learning. They work well together sharing their ideas and resources willingly. Teaching assistants provide good support particularly for those pupils with special educational needs ensuring they take a full part in all activities.
55. The subject leader is a newly qualified teacher who is very new to the role. He has good ideas and is very enthusiastic but as yet has not had opportunities to monitor and evaluate provision. Training is to be provided once he has completed his initial year of teaching to enable him to develop the role of subject leader. Assessment and record keeping systems are satisfactory and pupils are involved in making assessments of their own progress. Resources are satisfactory.

Information and communication technology across the curriculum

56. The school is using ICT to support learning satisfactorily in a variety of subjects, including English, geography, religious education and history. Work on display shows that pupils have used the Internet to find, select, save and print pictures to support work in history. Pupils have also produced poems using word processing skills and have edited their initial drafts to improve their work.

HUMANITIES

Religious education

There is insufficient evidence to make a judgement about provision in religious education overall.

Main strengths and weaknesses

- Religious education makes a good contribution to the pupils' spiritual, moral, social and cultural development.
- Pupils understand well how religious education can help to shape their everyday lives.
- Assessment and recording systems are insufficiently developed.

Commentary

57. Insufficient lessons in religious education were seen to make an overall judgement about provision and teaching and learning in this subject. However, standards by Year 2 and Year 6 are judged to match the expectations of the locally agreed syllabus. This is the same as in the previous inspection. Much of the work covered in this subject centres on discussion and therefore, there was limited written work to examine. However, the scrutiny of the work available and discussion with pupils indicate that achievement is satisfactory throughout the school. Pupils with special educational needs also achieve satisfactorily.
58. All pupils are interested in the subject and show respect for other faiths. Year 2 pupils understand why Christians celebrate Christmas and Easter and are able to speak about feelings and how these are determined by different experiences in life. Year 6 pupils show a good understanding of the key principles of Christianity. They speak with growing confidence about the features of other world religions including Islam, Buddhism and Judaism. As a result of much of the work being based on discussion, there are few opportunities for the development of pupils' independent writing skills. The local vicar comes into school to take regular acts of worship and all pupils recently visited the local church to take part in harvest festival celebrations. This satisfactorily enhances curricular provision.
59. Leadership and management of the subject are satisfactory. The subject leader has a satisfactory understanding of standards through school, based on the monitoring and evaluation of teachers' planning and pupils' work. Assessment and recording systems to support the monitoring of pupils' progress are not sufficiently developed and therefore activities planned do not always build on pupils' prior knowledge.

Geography and History

60. In geography and history, work was sampled as no lessons were seen during the inspection. It is not possible therefore to make an overall judgement about provision in these subjects. However, evidence from pupils' work and from talking to them enables judgements to be made about standards and achievement. Standards in both history and geography by Year 2 and Year 6 match the level expected for their age and pupils' achievement is satisfactory.
61. Year 2 pupils have a satisfactory knowledge of their local environment. They name other countries of the world and suggest correctly the differences in life in these countries from life in England. Pupils know some of the physical features of Summerbridge and can describe their route to school. They know that maps, atlases and globes can be used to locate different places in the world. By Year 6 pupils speak confidently about their work on Ghana and their study of life in the village of Addokorpe. They have created maps of the region and used photographic evidence, CD-ROMs and the Internet to list similarities and differences between Summerbridge and Addokorpe.

62. In history, Year 2 pupils speak accurately about events which happened in the past and can name famous people who lived long ago. In recent work when investigating different forms of communication they have examined the similarities and differences between the typewriter and the computer. They have recorded different facts about forms of communication today and in the past including, letters, text messages, the telephone and pigeon post. Pupils in Year 6 have a good knowledge and understanding of the life and culture of ancient Greece and can make appropriate links to modern day democracy. Pupils speak enthusiastically about how the first marathon took place and how the use of masks represented different emotions in Greek theatre. They have used the Internet to research information to support their learning about ancient Greece and the Vikings.
63. It is not possible to make a judgement on leadership and management of the subjects. The subject leaders in both subjects are newly qualified teachers and are very new to their roles. Training is to be provided to develop understanding of the subject leader's role. There have as yet, been no opportunities to monitor and evaluate provision. Developments in these subjects have been completed by the whole staff under the leadership of the headteacher. Procedures for assessment and recording are insufficiently developed and therefore do not currently ensure that activities planned build effectively on pupils' prior knowledge.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

64. The subjects of **art and design, design and technology, music and physical education** were sampled during the inspection. There was insufficient evidence to make a judgement on provision, standards, achievement, teaching and learning and leadership and management. However, discussions with pupils indicate that they enjoy these subjects and curricular planning shows that national guidelines are being adapted to meet the needs of this school. As yet there are no assessment and record keeping systems in place to check on pupils' progress.
65. Pupils speak enthusiastically about the range of sporting activities that are offered to enhance the physical education curriculum. These include football, tag rugby, kwik cricket, basketball, aerobics and athletics. Music opportunities are also good with pupils being encouraged to play the violin and the guitar. There is an after school recorder club and an opportunity to join the choir. Pupils' work in art and design and design and technology is effectively used to enhance the learning environment. For example in design and technology, Year 2 pupils have designed and made string telephones and in art and design they have produced collage and drawings of nocturnal animals. An art club is also available and is well attended by pupils.
66. The leadership and management responsibilities for design and technology and physical education have been assumed by the two newly qualified teachers. Both are enthusiastic and have good ideas for the subjects. Training is being provided to help them to develop an understanding of the role when they have completed their first year of teaching. Very little has been done with art and design or music since September with the school's main thrust being on English, mathematics and science. The work that has been implemented has been led by the headteacher who has been checking on breadth and balance in all four subjects. Resources overall are satisfactory and they are used effectively by all staff.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

67. This subject was sampled during the inspection. Planning indicates that the school places strong emphasis on developing pupils' personal, social and health education and their awareness and understanding of citizenship. Well organised and structured teaching guidelines ensure that these aspects are promoted successfully through work in many subjects, as well as in regular timetabled lessons when pupils explore and talk about pertinent personal, national and world-wide issues, such as the recent Asian tsunami. Very good relationships between adults and pupils enable difficult and sensitive issues to be openly discussed. As well as regular timetabled lessons, the school provides many opportunities for furthering pupils' learning in this area of the curriculum. For example, pupils extend their understanding of a healthy lifestyle through work in science, physical education and the national initiative to encourage children to eat more fruit and vegetables. The school council very effectively promotes understanding of citizenship with two councilors being democratically elected from Years 1 to 6. The maturing and more responsible behaviour of pupils since the previous inspection is a direct result of this provision. The subject leader, who is very enthusiastic and well organised, has a strong influence on the development of the subject throughout the school. She provides good leadership and manages the subject well.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

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

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