

INSPECTION REPORT

THORNEY ISLAND COMMUNITY PRIMARY SCHOOL

Emsworth

LEA area: West Sussex

Unique reference number: 125868

Headteacher: Mr Peter Greenwood

Lead inspector: David Welsh

Dates of inspection: 7 – 9 March 2005

Inspection number: 268109

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 to 11 years
Gender of pupils:	Mixed
Number on roll;	118
School address:	Thorney Island Emsworth Hampshire
Postcode:	PO10 8DJ
Telephone number:	01243 371317
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Appropriate authority:	The governing body
Name of chair of governors:	Mr C Hallam
Date of previous inspection:	26 April 1999

CHARACTERISTICS OF THE SCHOOL

The characteristics concerning pupils with special educational needs and those who are in the early stages of learning English at Thorney Island Community Primary School have changed significantly since the last inspection. It is therefore not possible to make comparisons between the standards currently achieved and those attained at the last inspection.

The school serves its local community within the army base of Thorney Island and a very small number of families from the outskirts of Emsworth. It is rarely oversubscribed. The number of pupils who join and leave the school part way through their education is high. Many of the pupils have attended a number of different schools. The proportion of pupils eligible for free school meals is well below the national average and reflects the full employment on the base. With 118 pupils from Reception to Year 6, the school is smaller than most. Most children come with some previous pre-school experience and this ensures they have some understanding of early literacy and numeracy skills. Nearly all pupils are of white British origin. The school works closely with other schools in the area to develop good practice.

Characteristics that have changed significantly include attainment on entry, which is now below average overall. There are four pupils who are at the early stages of learning English. Thirty-one pupils have special educational needs; the most common being speech and communication and moderate learning, and this is a higher proportion than the average. There are two pupils with a statement of special educational need who require considerable help with their learning and this is a proportion similar to most other schools.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10992	David Welsh	Lead inspector	Mathematics Information and communication technology Music Physical education
9769	Margaret Morrissey	Lay inspector	
20534	Nichola Perry	Team inspector	Special educational needs English as an additional language English Art Design and technology
17811	Catherine Shirley	Team inspector	Foundation Stage Science Geography History Religious education Personal social and health education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a school that provides its pupils with a satisfactory education with many good features and gives satisfactory value for money. Pupils achieve well: standards by Year 6 are average in English, mathematics and science. The quality of teaching is satisfactory and the school's management is satisfactory overall.

The school's main strengths and weaknesses are:

- Pupils are very well cared for.
- The school sets high expectations of pupils' conduct and works very well to achieve them.
- Pupils' relationships with others are very good.
- Although teaching is good in Years 3 to 6, work is not challenging enough in Years 1 and 2.
- Children in reception are not given enough opportunities to develop independence.
- Provision for pupils with special educational needs and those who are in the early stages of learning English is good.
- Guided reading is not effective enough in raising standards in reading.
- Subject coordinators are not sufficiently involved in monitoring and developing the quality of teaching in their subject.
- The school's procedures for assessing and tracking pupils' progress are not related closely enough to the national curriculum.

Improvement since the last inspection is satisfactory. The school has addressed the key issues from the last inspection. The outdoor and indoor environments at the Foundation Stage have been improved though the outdoor area is not used enough. The school now has a distinct and dedicated non-fiction library area. The design and technology scheme of work meets statutory requirements. Staff are more confident in teaching information and communication technology (ICT) and, with improved resources, standards are improving. A systematic programme of monitoring and evaluating teaching has been introduced, although coordinators are not sufficiently involved in this. Other improvements include enhanced accommodation and more effective procedures to monitor attainment and raise standards. The capacity for improvement is good.

STANDARDS ACHIEVED

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

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

Pupils achieve well. Attainment on entry to the school is below average generally and when pupils leave the school attainment is average. Results in the national tests vary from year-to-year as a result of the high mobility of pupils and the small number of pupils in each year group. They do not give a reliable indication of how well pupils learn. The average length of time pupils spend in the school is about two years and whilst there, they make satisfactory progress in reception and Years 1 and 2. They make good progress in Years 3 to 6. Those very few pupils who have attended the school since reception have achieved well, as indicated in the school's tracking documents. Boys and girls, pupils with special educational needs, those for whom English is an additional language and children from minority ethnic backgrounds achieve as well as other pupils.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. By Year 6, pupils work independently and collaboratively and most have the self-discipline to work on their own. Pupils have good attitudes to school and they behave well because all adults have high expectations. Their attendance is good.

QUALITY OF EDUCATION

The overall quality of education provided by the school is satisfactory. Teaching and learning are satisfactory. Teaching is consistently good in Years 3 to 6 and sometimes very good because it is challenging. It is the reason pupils achieve well. Teaching is satisfactory at the Foundation Stage and in Years 1 and 2. Guided reading is not having enough impact on raising standards in reading because it is not taught well enough. Teaching in ICT has improved since the last inspection. The school has some good procedures for tracking pupil's progress across year groups but they do not refer enough to National Curriculum levels. The school provides a sound curriculum, which is enriched well by a range of visits and visitors. It is augmented very well by after-school activities. The provision for pupils with special educational needs and those who are in the early stages of learning English is good because clear explanations enable pupils to learn as well as others. The school cares very well for its pupils and their health and safety. Pupils receive good support and guidance. The arrangements for the induction of pupils of all ages are very good. The school welcomes parents' views and works closely with them. Links with the local community and other schools are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. Leadership by the headteacher is good. He has a clear understanding of the priorities for school improvement and gives strong leadership in supporting pupils' pastoral development. He is well respected and supported by the deputy and staff and those who work at the school form a good team. Whilst leadership by curriculum coordinators is satisfactory, there is a need for them to develop their knowledge of practice in other classes through lesson observations. Governance of the school is good and all statutory requirements are fulfilled.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very good opinions about the work of the school. They believe that the school is led and managed well and they are pleased with how approachable the school is. They also appreciate the manner in which they are kept well informed about how their child is getting on. Pupils say they like being at this school. They have to work hard, but staff are fair and there is an adult they would talk to if they were worried about school. Inspectors share the confidence of parents and pupils.

IMPROVEMENTS NEEDED

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

- Raise teachers' expectations of what pupils can achieve in Years 1 and 2.
- Provide children in reception with more opportunities for self-directed learning activities.
- Improve the quality of teaching guided reading.
- Further develop the procedures for assessment and tracking pupils' progress in relation to the national curriculum.
- Develop the role of subject coordinators to monitor and improve teaching in their subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement in Reception and Years 1 and 2 is satisfactory and in Years 3 to 6 it is good. By Year 6, pupils' attainment is average in English, mathematics and science. Pupils who are talented and gifted or bilingual, and those with special educational needs, make good progress against the targets set for them.

Main strengths and weaknesses

- Extraordinarily high pupil mobility is a significant barrier to learning which the school manages very successfully so that pupils achieve well overall in spite of this.

Commentary

1. Foundation Stage children achieve well in their personal development as a result of the good teaching in this aspect of the curriculum. They achieve satisfactorily in all other areas of learning although standards are below average overall. They start school with skills that are below average overall and this is lower than that found at the last inspection, mainly as a result of the proportion of pupils who have special educational needs entering the school.

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

Standards in:	School results	National results
reading	14.4 (16.0)	15.8 (15.7)
writing	13.5 (13.0)	14.6 (14.6)
mathematics	14.9 (15.0)	16.2 (16.3)

There were 19 pupils in the year group. Figures in brackets are for the previous year.

2. In the 2004 National Curriculum tests for pupils in Year 2, results were the poorest in the past five years, but this was the result of the significant increase in pupils with special educational needs admitted to the school in this age group. Despite these poor results, most pupils attained the expected level 2 in reading and writing, and nearly all attained the expected level 2 in mathematics. One fifth of the pupils attained the higher level 3 in reading and one sixth of the pupils attained the higher level 3 in writing and mathematics. Inspection evidence confirms that standards are currently below average in reading, writing and mathematics but given the below average academic starting point and the exceptionally high mobility of pupils, they are making satisfactory progress overall.

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

Standards in:	School results	National results
English	26.6 (27.4)	26.9 (26.8)
mathematics	25.8 (26.3)	27.0 (26.8)
science	27.0 (28.1)	28.6 (28.6)

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

3. Last year the results in the National Curriculum tests for pupils in Year 6 were not as good as predicted in the statutory targets because of the high mobility of pupils and the significant

increase in the proportion of pupils with special educational needs admitted to the school in this age group. Nevertheless, nearly three-quarters of the pupils attained the expected level 4 in English and science and two-thirds of the pupils attained the expected level in mathematics. Just over one quarter of pupils attained the higher level 5 in English and mathematics and one third of the pupils attained the higher level in science.

4. The school's results over time are below the national trend, but this is not based upon reliable data because of the significant change in the proportion of pupils with special educational needs admitted to the school in the past two years. Also, the results are likely to vary significantly from one year to another because of the small cohort and the high proportion of pupils who join the school other than at the time pupils are usually admitted, or who leave the school other than when pupils usually leave. This means that comparisons with previous year groups, those found at the previous inspection or those found nationally are not comparing like with like and are therefore not reliable. The extraordinarily high pupil mobility in and out of the school is a very significant barrier to learning, which the school manages well.
5. The school sets itself challenging targets in the National Curriculum tests in English and mathematics, but it has fallen short of nearly all because of the changes to the cohort of pupils involved in taking the tests. The high mobility of pupils entering and leaving the school results in changes to the cohort within weeks or even days of taking the national tests, and there is no facility for the revision of targets based upon assessment of the individual pupils attending the school. This makes the setting of targets overall rather an irrelevant activity.
6. Inspection evidence confirms that standards in English, mathematics and science are currently average. With the exception of those pupils with specific learning needs and those who are in the early stages of learning English, nearly all pupils in Year 6 are on track to attain the expected level 4 in English, mathematics and science, and several are on course to attain the higher level 5 in these subjects.
7. Pupils with special educational needs and those who are talented or gifted or bilingual, make good progress against their targets, especially in Years 3 to 6. They are supported effectively in class, often in the form of additional support from teaching assistants. There is no significant difference between the attainment of boys and girls.
8. It was not possible to judge overall standards in ICT, which were reported as below average at the last inspection. However, the scheme of work now meets statutory requirements and resources and teacher expertise have been improved. Those pupils who were observed using computers during the inspection showed good skills in ICT. From limited evidence, standards in religious education appear to be below those expected by the end of Year 6.
9. It was not possible to judge overall standards in design and technology, which were reported as below average at the last inspection, but the scheme of work has been revised and now meets statutory requirements.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour is good and they have good attitudes to learning. Attendance and punctuality are good. Pupils' personal development is good.

Main strengths and weaknesses

- Pupils' good behaviour and attitudes contribute to good learning.
- Very good relationships and harmony exist throughout the school.
- Pupils' social and moral development is very good.

Commentary

10. Pupils' behaviour is good overall. It is good in lessons and when pupils come together for assemblies and lunch. However, a small minority of older pupils sometimes find self-discipline difficult, particularly in lessons. The school is aware of this and has very good procedures that are used effectively to ensure there is no disruption to learning. Pupils are polite and show courtesy and respect to other people, including visitors. They understand the consequences of their actions and are keen to be praised for good behaviour; they respond well to rewards and sanctions. No incidents of bullying were seen during the inspection. Parents and pupils are confident any issues are dealt with swiftly.
11. Pupils have good attitudes towards school. They are happy and secure; they enjoy school life in an atmosphere where all are valued. In lessons and in discussion they display an open enthusiasm for learning. They show keen interest and involvement in activities, as seen in many lessons, particularly in a Year 3 maths lesson. Pupils in all years make a significant contribution to class discussion. They are able to sustain concentration and to persevere, organising their own work with growing independence. Pupils work well in groups co-operatively, sharing and valuing ideas. Only six pupils in Year 6 have been in the school since reception, others having attended a number of schools. All have made a good adjustment to the school's expectations.
12. Relationships between pupils and adults are very good and make a significant contribution both to learning and to helping build pupils' self esteem and confidence as learners. Pupils respond well to the good examples set by all staff, treat each other with care and mostly demonstrate that they learn from their mistakes.
13. Provision for spiritual awareness is good, which is evident in a number of lessons and particularly in the everyday life of the school. There are good opportunities for pupils to develop self-knowledge and spiritual awareness. Moral development is very good; all understand right from wrong and show evidence of this in their daily actions. In Year 4/5 pupils were given very good information on animal welfare and demonstrated their ability to make moral and social decisions on right and wrong in the care and protection of threatened animals. The school promotes fairness, tolerance and honesty, with time given for reflection and discussion in lessons. Social development is very good with pupils keen to take responsibility for themselves and for others. Pupils are aware of their own culture and traditions. A range of activities ensures pupils' understanding of life in a multi-ethnic society is also developing well, particularly through art, music, religious education and links with families in their own community.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.0	School data :	0.2
National data:	5.5	National data:	0.4

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

14. The school has good procedures to promote attendance working closely with other agencies including the Education Welfare Officer to support families with problems.

Exclusions

There were no exclusions in the last academic year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory overall and the curriculum is sound. Pupils are very well looked after and they enjoy being at school. Good partnerships have been established with parents and other schools. Good links have been made with the local community.

Teaching and learning

Teaching and learning are good overall. Assessment is satisfactory.

Main strengths and weaknesses

- Teaching at the Foundation Stage promotes pupils' personal and social development well, but does not provide children with sufficient opportunities for independent activity.
- Teaching is consistently good in Years 3 to 6 and sometimes very good.
- Pupils need more challenge in Years 1 and 2.
- Guided reading is not effective enough in raising the standards of reading.
- Classroom assistants provide effective support, particularly for pupils with special educational needs, but they could do more to support teachers with the assessment of pupils.

Commentary

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	10	11	2	0	0

The 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.

15. Teaching at the Foundation Stage is satisfactory overall. The adults work well as a team and they are good role models for the children. The children's personal development is promoted well because the adults make very clear what is expected. Children have access to a large outdoor area, but not enough opportunity to use it and the range of interesting resources that are available. Activities indoors are well planned, but there are too many that are teacher directed and this restricts the children's opportunities to develop autonomy and the disposition to learn.
16. Teaching and learning in Years 1 and 2 are satisfactory. Expectations of pupils, although satisfactory overall, need to be higher. Pupils, particularly the higher attainers are not challenged sufficiently by some of the activities. Exercise books are not always used efficiently with large spaces left on some pages and there is too much dependence on published worksheets and workbooks.
17. Teaching is consistently good in Years 3 to 6, and it is sometimes very good. Planning is thorough and makes clear the learning objectives, although teachers do not consistently share these with pupils so that at the end of lessons, pupils can assess how well they have learnt. Teachers have high expectations and use a good range of strategies to motivate pupils and retain their interest. The good learning that occurs in these years is the result of the good ethos that is established in each class and because of the very good strategies teachers and assistants use to manage pupils' behaviour. A number of pupils in each class find self-discipline difficult but adults have developed effective ways of managing outbursts of wilfulness or inappropriate behaviour and other pupils have learned to ignore such behaviour.
18. Teachers have insufficient understanding of the objectives of guided reading, which results in inconsistent practice, some of which is unsatisfactory. Some pupils are not sufficiently challenged during this activity and therefore, progress in extending their reading skills is limited.

19. Classroom assistants work well in partnership with teachers. They are well briefed on their role in lessons and they provide good support to the pupils in their groups. Pupils with special educational needs and those who are in the early stages of learning English make good progress in their learning as a result of the clear explanations they receive and the effective questioning which helps their understanding. However, during the teachers' introductions and at the end of lessons, assistants could be more active in making assessments of pupils' understanding.
20. Strategies for teaching ICT are limited by the current distribution of resources. Teaching ICT to all pupils in the class is hampered by the lack of a screen large enough for the whole class to see and only having two computers in the classroom. The school has plans to provide interactive white boards in all classes in the very near future and this should enable teaching and learning to become more effective.
21. Teachers get to know the strengths and weakness of their pupils very quickly and use this information to appropriately group pupils for tasks. It also enables them to form positive relationships with pupils. The school is developing procedures to improve assessment and to place more emphasis on pupils being responsible for their learning but this is not being implemented consistently across the school. Targets in English and mathematics are listed in pupils' books and pupils are involved in recording when they have been met, but this is not a systematic process yet. In addition, there are thorough systems to track pupils' progress in reading and mathematics, but not in English overall or in relation to national curriculum levels. Marking is generally satisfactory with positive comments where they are deserved. In the best instances, it shows pupils how they may improve their work.
22. Identification and assessment of pupils with special educational needs and those who are in the early stages of learning English is speedy so that the limited time that most pupils are in school is best used. Class teachers take a major responsibility for the support and progress of pupils with special educational needs and those who are in the early stages of learning English and they are most often involved in writing the individual education plans. Parents are invited to share in the review process and to be involved in setting targets. A support teacher with considerable experience of special educational needs provides good assistance to pupils by working with them individually for short periods of time.

The curriculum

The curriculum, accommodation and resources are satisfactory. Opportunities for enrichment are good.

Main strengths and weaknesses

- The range and quality of the extra-curricular activities are very good.
- The teachers take great pains to meet the curricular needs of all pupils, many of whom experience upheaval in their education.
- The outside learning area for children in the foundation stage is still underutilised and this restricts the range of opportunities available for the reception class for at least part of the week.

Commentary

23. The curriculum meets statutory requirements as well as the needs of children with special educational needs and those who are in the early stages of learning English, ensuring all are given the support they require to help them learn.
24. Personal, social and health education is planned satisfactorily in most parts of the school through specific lessons but in Years 4, 5 and 6, it is most often integrated into other subjects. The school has revised the curriculum to include citizenship as staff and governors recognise that the teaching of citizenship is important to them in order to sustain a strong school

community. The school is currently in the second year of its two year cycle and plans to carry out a review at the end of this year.

25. Considering the frequent changes to the roll due to the army community it serves, the school is very successful in integrating pupils quickly into school life to ensure pupils receive a good range of curriculum opportunities. The fluctuations in roll and class size, the lack of stability in the education of pupils and the mixed age classes put great pressures on teachers. However, the staff take great pains to meet the curriculum needs of all pupils.
26. The range and quality of the after-school activities are very good. They add significantly to the quality of pupils' learning and in the activities observed, the quality of teaching is very good. The teaching engages children and the range of tasks makes learning fun, for example in the country dance club. Sports are a good balance of learning new skills, practising skills and putting them into use during games. The Environmental club taught children about the importance of planting trees and how to do it. During the session, the pupils were actively and enjoyably involved in planting about thirty trees in the school grounds.
27. Overall, the accommodation is satisfactory, though the hall is rather small for physical education for the older pupils. There is no computer suite available to teach ICT skills and the library is solely non-fiction and very cramped. These place a restriction on how teachers might teach some parts of the curriculum. The reception classroom is good with access to the outside and to the large playground for wheeled vehicles.
28. Resources are good for the Foundation Stage and satisfactory in the remainder of the school. Spending on resources has been restricted by the fluctuations in the pupils on roll and the impact this has on the budget. Quite rightly in the circumstances, staffing sometimes takes a larger slice of the budget than in most schools and this has an effect on the amount of funding available for building up a wider stock of resources.

Care, guidance and support

The care, guidance and welfare of pupils are very good. Support, advice and guidance are good. The school seeks and acts on pupils' views well.

Main strengths and weaknesses

- The school provides a very safe and caring environment.
- Relationships are very good between pupils and adults.
- The school has effective arrangements for the induction of pupils at all stages.

Commentary

29. Pupils are very well cared for, feel safe and secure in school and are confident to ask for help. Child protection procedures are very good. The governing body has agreed a policy that is well known to the staff and there are very good working relationships with all relevant support agencies. The continuing awareness of health and safety is very good.
30. The procedures and practice for pupils' welfare and guidance during the induction into school of reception children are very good. There are very good procedures for any pupils joining the school at other times and for the transition through the school, particularly important in a school where high pupil movement is inevitable.
31. The support and guidance offered to pupils is good; pupils have some awareness of individual lesson targets; learning objectives are often explained well although not all assessment is effectively reflected in lesson planning. They are involved in setting academic targets and assessing when they have been attained but this process is not yet systematic enough for pupils to be quite clear about how well they are progressing. Pupils are confident to ask for

help and respond well to class teachers and teaching assistants. Pupils' relationships with adults and each other are very good and have a positive impact on their learning.

32. Although the school does not currently have a school council, pupils state that the school takes good account of their opinions and acts on them when appropriate. The recent pupil survey confirms pupils' good feelings about the school.

Partnership with parents, other schools and the community

Overall, links with parents are good. There are good links with other schools and with the community.

Main strengths and weaknesses

- Parents are involved well in the life of the school.
- Transfer arrangements are very good.
- Community links make a good contribution to pupils' learning and social awareness.

Commentary

33. The school works effectively with parents who feel they are encouraged to be involved in children's learning in an open and welcoming atmosphere. Good information and guidance is provided to enable parents to make a good contribution to their children's learning. Parents are supportive of homework and mostly agree the school provides the right amount of work. A good amount of written information is also provided on both academic work and pastoral care which enables parents to support learning at home. Parents appreciate the school's strong commitment to pastoral care and are well aware of the great efforts it makes to support pupils and their families especially when faced by some challenging circumstances. The school regularly seeks the views of parents and ensures their response is used positively. Parents say their views are well received and acted on and that the school regularly seeks them out for help and information sharing. All are very confident to approach the school with any questions or problems and equally confident they will receive a satisfactory response as the headteacher and staff are always readily available.
34. The Friends of the School Association makes a good contribution, helping establish relationships between home and school and raising funds. The committee provides a range of events and also supports in many other ways in the school.
35. Links with other schools are good. Pupils are very well supported before and during transfer to secondary school and other schools when pupils leave prior to the age of 11. A range of initiatives exists with the Local Authority to provide training and support for staff in other link schools and to ensure staff have the opportunity to share the good practice of others.
36. There are good links with the local community. Members of the community visit the school to support the curriculum, broaden pupils' learning and extend their wider environmental awareness. Community links are further strengthened by liaison with local churches and the camp Padre: this helps extend pupils' learning and develops their awareness of other beliefs and cultures.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are satisfactory overall. Governance and leadership by the headteacher are good. The leadership of other key staff is satisfactory. Management's effectiveness is satisfactory.

Main strengths and weaknesses

- The headteacher provides clear and purposeful leadership.
- Inclusion and equality of opportunity for all pupils, taking into account the very special circumstances under which the school operates, is very good.
- The governing body is well informed and well led, which enables it to make secure judgements.
- The management of special educational needs is good.
- The quality of learning in lessons is not evaluated with sufficient rigour through regular lesson observations by subject co-ordinators, with evaluative feedback to staff and effective follow up action.

Commentary

37. Leadership by the headteacher is good overall. Since the previous inspection, a range of measures have led to further improvement in the school's ethos and performance. With the deputy headteacher, staff and governors, the headteacher has maintained a well-organised management structure that has created a climate in which there is free exchange of ideas and views. This is used well by staff and has led to a strong sense of community in which the school's well-defined aims are shared and understood. The school's capacity for further improvement is therefore good.
38. The school is very committed to all groups of pupils and inclusion is very good. The headteacher and staff very effectively manage the extraordinarily high mobility of pupils. As a result, pupils are quickly inducted into classes so as to maximise the time they spend in the school. The headteacher has established well thought out procedures for pupils' records so that the most up to date information is immediately available to the receiving school when pupils leave. This approach contributes strongly to good achievement for most pupils.
39. Key issues from the previous inspection have been met satisfactorily. Further improvements are required in the development of ICT and elements of the design and technology curriculum, and action is already planned. The headteacher monitors teaching termly and provides feedback so that all teachers have access to criteria for good teaching and learning. However, subject leaders' knowledge of how their subjects are taught in other classes is limited because they are not involved in systematic evaluative monitoring of teaching.
40. Leadership of the Foundation Stage is satisfactory overall. There have been significant improvements to the teaching and outside play areas since the previous inspection. However, although staff show a secure understanding of how young children learn, children are not given sufficient opportunities to develop independence.
41. The provision for pupils with special educational needs and those with English as an additional language is well managed. Pupils' needs are promptly identified and the school readily enlists the expertise of a specialist teacher and outside agencies, when this is required. Individual education plans are well produced and parents are consulted and briefed about their children's progress.
42. The governing body, under the leadership of an astute and hardworking chair person, provides the school with good advice and support. Governors know their school well because they take a close interest in the performance of pupils and in the ethos of the school. They are sharp in seeking information and explanation on the school's progress towards further improvement and are not complacent about the school's success. The governing body is prudent in managing a tight budget that is linked closely to strategic planning. The development plan successfully informs the work of the school because all staff and governors are fully involved in its development and review. Statutory requirements are fully met.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	397,161	Balance from previous year	13,836
Total expenditure	408,969	Balance carried forward to the next	2,028
Expenditure per pupil	3,587		

43. The school currently receives no additional funding to take account of the exceptionally high pupil mobility, which places significant additional pressure on the budget. Consequently, governors have decided to spend the maximum amount possible annually so that the pupils in the school at the time benefit. This results in a minimum carry forward at the end of the financial year. Budgetary expenditure is carefully monitored and the headteacher and governors are well briefed on its financial position. Day-to-day administration of the budget is secure and the school makes appropriate use of best value principles when purchasing supplies or services. The school offers satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is satisfactory overall. Children's achievement is satisfactory because they make steady progress from below average academic skills when they come into school. Children have opportunities to work and play with others in a range of situations and those with special educational needs, or who are at the early stages of English language acquisition, are fully integrated into all activities during the school day.

Leadership and management are satisfactory. The teacher and other adults work well as a team. The issue for the Foundation Stage from the last inspection has only been partly addressed. There is now a designated outside area and the children also have access to the large playground for the use of large wheeled vehicles. However, these areas are underutilised and do not feature specifically in curriculum planning. The children do not experience the full curriculum in the outside learning area for two fifths of the week.

While the six areas of the Foundation Stage curriculum are implemented, there is room for improvement in the way the curriculum is presented to children, as the formality of teaching does not sufficiently encourage the development of independence. There is a lack of opportunity for children to initiate their own play.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Adults encourage self-esteem, confidence and good relationships.
- There are insufficient opportunities for children to take decisions and operate independently.

Commentary

44. Children achieve well and their attitudes to learning are good. A few children are already achieving some of the targets they are expected to reach by the end of reception and nearly all are likely to meet most of the goals by the end of the school year. A sense of trust has been established in the class and this ensures children feel confident in school. Children learn to work and play with others in many different situations. Provision ensures children with special educational needs also feel part of the class community. When really enthused and engaged by the tasks, children display high levels of sustained and intense concentration. They know the importance of taking turns and thinking of others. Adults have high expectations of behaviour and consistently reinforce these during their dealings with children. Visitors to the classroom are welcomed and most children talk confidently when meeting new people.
45. The timetable is formally structured for part of the week. The more formal learning situations, where teachers lead tasks and direct children to specific activities, do not encourage children to learn a good level of independence. However, when these types of opportunities are provided the children welcome them and are eager to take advantage. Overall, teaching and learning are good.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Speaking and listening are developed well in formal situations.
- Children have insufficient opportunities to develop language skills through imaginative play.

Commentary

46. Achievement is satisfactory because children make sound progress as a result of the satisfactory teaching and learning. They come into school with below average starting points and, although most children are likely to achieve many of the targets they are expected to reach by the end of reception, standards are below average overall on entry to Year 1. The children are generally confident when speaking to large and small groups because they recognise that adults are interested in them and what they have to say. Also, they listen and respond to each other well during whole-class sessions. The role-play area is lacking this term and so there were insufficient opportunities for them to develop their language through imaginative play. However, children interact well and engage in conversation as a central part of their work and play. Two children played together on the computer and during their conversation, one helped with explanations and answered the other's questions. Adults intervene successfully to improve the children's range of vocabulary during more formal sessions and when children play independently.
47. Reading is encouraged and the children enjoy listening and responding to stories. Adults develop this involvement well. However, when questioned about the sounds of letters, there was some confusion as some children were able to say the sound, while others responded with the name of the 'Letterland' character rather than the letter sound. Children are encouraged to put pencil to paper when writing. Some children attempt to spell unknown words, while others observe teachers as they model writing by scribing what the children say. These children are then expected to copy the writing in their books and the pencil grip of most children is good. Children's concentration is frequently good, though during the more formal recording tasks children focus less well.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children are very eager to be involved during teacher led sessions.
- Numeracy is not sufficiently well supported by the general learning environment or through opportunities for play.

Commentary

48. Achievement is satisfactory as children make steady progress from a below average starting point. Although most children are likely to achieve many of the targets they are expected to reach by the end of reception, standards overall are below average. All children participate in counting to five and sometimes ten. They are learning to describe the properties of the flat shapes in the teacher led sessions. They are enthusiastic and enjoy using the feely bag to describe shapes. Many children know the names of some shapes and understand about corners and sides.

49. The children are frequently directed to a range of related activities, some of which are practically based and encourage them to increase their awareness and understanding of shapes, but others are simply colouring exercises on worksheets. The children's levels of engagement and interest are markedly less when given formal recording tasks. In whole-class sessions teaching and learning are good, but there are few other opportunities to choose an activity with a numeracy element to the learning and numbers should be more evident in the general environment inside and outdoor, not just in the mathematics corner. Teaching and learning are satisfactory overall.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Intervention by adults promotes effective learning.
- Children are not provided with enough time to play without interruption for an extended period.

Commentary

50. Teaching and learning are satisfactory. The children are well supported in their learning generally and they are eager to engage in the activities provided. As a consequence, achievement is satisfactory. Adults participate in play with the children and judge very well when to intervene and extend the children's thinking. However, children also need opportunities to play for an extended length of time and organise the activities themselves, but opportunities are few for this to enable them to develop independence. When children are given the opportunity to access a wide range of resources their concentration is good and interest is high. Some children are confident when using the computer and manipulate the mouse competently to move the cursor. They are keen to share the activities with their friends. Although most children are likely to achieve many of the targets they are expected to reach by the end of reception, standards are below average overall.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- There are too few opportunities to use the space outdoors.

Commentary

51. Achievement is satisfactory as a result of sound teaching and learning. Standards are average overall with nearly all children on track to meet most of the targets they are expected to reach by the end of reception. Children have a good sense of balance when participating in the physical education lesson, riding bikes and building models. The teaching and learning in the hall session were satisfactory, with children running, jumping and hopping confidently around the room, making good use of the space around them and showing a sense of responsibility towards others. Achievement is satisfactory in these formal lessons and in the activities that are both self and teacher-directed.
52. The children's manipulative skills are developing well and the many opportunities to handle scissors, pencils, brushes, jigsaws, small construction equipment and a range of art materials are an important aid to their development. Their physical skills support all areas of learning. However, there are times in the week when children are not given the chance to use the outside learning areas and this limits the breadth of learning opportunities.

53. There is insufficient evidence to make a judgement on standards, teaching or learning in **creative development**.
54. The art and design resources are well organised in a prominent area of the classroom. Children are not encouraged to independently access them for large parts of the school day and end up choosing to use those put out by adults. However, the children's well-developed manipulative skills enabled them to draw round shapes, cut them out and mount them competently on paper to create a picture. They enjoy the chance to join in with simple songs.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in Years 3 to 6 because of the consistently good teaching.
- Achievement of pupils with special educational needs, or with English as an additional language, is good because they are well supported both in class and in withdrawal situations.
- The teaching of guided reading is not consistent across the school and does not make enough impact on raising standards in reading.
- The role of the co-ordinator is not sufficiently well developed because focussed, evaluative monitoring of teaching is not yet in place.

Commentary

55. Achievement is satisfactory in Years 1 and 2 and standards remain below average. Achievement is good in Years 3 to 6 and standards are average by the time pupils leave school at the end of Year 6. Because of the quality of support they receive, pupils with special educational needs, and those whose first language is not English, achieve well. In a school where mobility is high, all pupils benefit from the good relationships. Staff get to know the pupils quickly and appropriate help is provided.
56. Lessons seen, especially those in Years 3 to 6, focus appropriately on practising and improving writing so that standards are broadly average by the time pupils leave the school. In spite of evident gaps in many pupils' basic literacy skills, achievement accelerates in these year groups when pupils respond well to the higher expectations in teaching. Expectations for the quality of pupils' handwriting and presentation are satisfactory overall and these are reflected in all books and in work displayed around the school. Standards are broadly average in both across the school but whilst some teachers model the agreed style consistently in their teaching, others are not yet setting an example to their class. Standards of spelling are satisfactory in Years 3 to 6 and below average in Years 1 and 2.
57. Standards of speaking across the school are broadly average. The quality of discussion and debate in lessons is satisfactory, although language used is often limited because pupils' ability to express themselves is not well developed. However, all pupils know how much teachers value their responses, which results in pupils of all abilities being prepared to 'have a go'. Most pupils display average listening skills, although expectations in Years 1 and 2 are not sufficiently high in this respect. Pupils in Years 3 to 6 are taught to listen patiently whilst others are speaking. Pupils generally discuss work sensibly in pairs or small groups, taking account of the contribution of others when formulating their own views.
58. Pupils achieve average standards overall in reading because the school is now developing a secure grounding in learning sounds which are practised regularly at the lower end of the school. The school is aware that some older pupils, who have significant gaps in their

learning, might also benefit from this approach. The teaching of guided reading, some of which is unsatisfactory, is inconsistent across the school. Two sample lessons observed showed insecure understanding of how to teach guided reading effectively so that standards in reading are improved and approaches to writing are effectively modelled.

59. Teaching and learning are consistently good in Years 3 to 6. In the most effective lessons teachers' use of open-ended questions is good because they allow pupils plenty of time to think about their responses, express their views or justify opinions. Lessons are varied and well organised. Tasks offered to higher attaining pupils, regardless of age, are appropriate and objectives offer sufficient challenge. Lessons are well paced with clear and challenging objectives and high expectations regarding independence for their own learning. This broadly reflects the position at the previous inspection. Pupils respond well to interesting work. An appropriate amount of time is allowed for independent writing so that pupils have ample opportunities to achieve well. Teaching in Years 1 and 2 is satisfactory, but the lack of challenge is limiting achievement. Across the school, teachers develop a close working relationship with their pupils that makes them eager to learn and achieve.
60. Leadership and management of English are satisfactory overall although monitoring of lessons by the co-ordinator, with feedback and follow up action to staff, has not yet been established. This means that there is insufficient information about strengths and weaknesses in the teaching of English which is particularly relevant to improving the quality of teaching in Years 1 and 2. Improvement since the last inspection is satisfactory.

Literacy across the curriculum

61. Pupils' writing, reading, speaking and listening skills are being appropriately developed in all subjects. In Years 3 to 6, opportunities to develop basic skills in writing are generally well used whenever possible and this is helping to raise standards for these pupils.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in Years 3 to 6 as a result of the consistently good teaching.
- Classroom assistants provide good support in lessons, particularly to those pupils with special educational needs.
- Good use is made of ICT in lessons.
- Procedures for involving pupils in assessing their learning are developing well, but are not yet implemented consistently across the school.

Commentary

62. Achievement of pupils in Years 3 to 6 is good because teachers have high expectations for their success and teaching is consistently good. Pupils learn well and in Year 6, standards are currently average with nearly all pupils on track to attain the expected level 4 and a significant proportion the higher level 5 but this could change as a result of pupil mobility. Pupils' achievement in Years 1 and 2 is satisfactory. The current Year 2 class is performing at below average levels because teaching is only satisfactory in Years 1 and 2. Teachers' expectations are not high enough. Work is not always sufficiently challenging, particularly to the higher attainers. Pupils are capable of achieving higher standards and working harder.
63. Where teaching is good, teachers have high expectations of pupils, both in behaviour and in the amount and quality of work completed. Work is generally set out neatly and nearly all pupils take a pride in their work. Teachers make clear the objectives of the lesson, both for the mental activity at the start and for the main activity. Pupils are expected to think and

record quickly in the mental activities and teachers use effective questioning to extend pupils' thinking and to ascertain their understanding. Good use is made of pupils as exemplars, such as when pupils in Year 3 were asked to demonstrate how to partition numbers and add them when calculating $23+26$. In the main part of the lesson, pupils work productively, but the pace is not quite so fast because teachers do not make sufficient use of time targets to encourage higher levels of concentration. In the very good lessons, teachers explain the relevance of the activity to everyday life, such as when working with percentages and measures. Practical activities, such as weighing a range of objects lead pupils to an understanding of the type of scales that would be most appropriate. Very effective questioning by the classroom assistant lead to pupils of lower ability understanding the value of estimation before measuring.

64. Teachers and classroom assistants work well together to provide pupils with appropriate tasks and effective support. Pupils with special educational needs and those who are in the early stages of learning English, particularly benefit from this close liaison because of the prompt help given when faced with difficulties. Whilst classroom assistants often support individuals effectively in the introductory and concluding parts of the lesson they are not used so well at these times to help with assessing individuals' learning. The adults and pupils have very good relationships and this enable pupils to quickly settle to work.
65. Most lessons conclude with a revision of the learning that has taken place in relation to the learning objectives. However, pupils are not sufficiently involved in evaluating how well they have progressed. The school is developing procedures for involving pupils in assessing their learning by setting targets and recording when they have been met but these are not being referred to often enough.
66. Teachers make good use of the small number of computers in each class to help pupils with their learning. During the inspection, pupils were observed using computers for short periods of time in almost all lessons. Programs that develop pupils' mathematical understanding and enhance their arithmetical skills are used widely and effectively.
67. Leadership and management are satisfactory. The coordinator is not sufficiently involved in the monitoring of teaching to monitor weaknesses and develop strengths. Analysis of test results and assessment data are satisfactory given the mobility of the pupils, but assessment data would be more helpful if it were linked to national curriculum assessments. Improvement since the last inspection has been satisfactory.

Mathematics across the curriculum

68. Teachers look to include mathematical skills and knowledge wherever possible in other lessons, such as graphs and tables to record data in geography and science and measurements in design and technology. This helps pupils to consolidate their mathematical skills and to understand their relevance. However, these opportunities are not yet planned systematically and this is an area for improvement.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The emphasis on investigation in science enhances the quality of learning.
- Teaching and learning are not monitored systematically by the coordinator to ensure consistency of practice in the school.

Commentary

69. By the end of Year 6, pupils achieve well as a result of good teaching and learning in Years 3 to 6. The investigative approach has a positive impact on pupils' attitudes because pupils find science interesting and challenging. It is not possible to make a judgement about achievement or standards in Years 1 and 2 as no lessons were seen and the range of evidence was insufficient for that purpose.
70. Teachers in Years 3 to 6 have a good understanding of the subject and employ a range of teaching methods. They are aware of those pupils who need more structured questioning and help to complete their tasks. The teaching is focused well on the learning objectives of the lesson. Pupils display an enthusiasm for the subject, behaving well and working together effectively when given the opportunity.
71. The subject is planned well to cover all aspects of the science curriculum and pupils are encouraged to learn through the use of an investigative approach. Numeracy skills are employed effectively to present their ideas and to support learning in science. Pupils are learning to use a range of measuring scales in their work including temperature, newtons, mass and length. They measure their pulse rate when learning about the circulatory system, and how to stay healthy.
72. Leadership and management are satisfactory. Monitoring is carried out through a scrutiny of work and of teachers' plans, which ensures all aspects of science are taught in Years 3 to 6. However, this is not as frequent as it might be to ensure the scheme of work is adhered to. The scrutiny of work indicates some inconsistencies in provision and this is not helped by the coordinator's lack of knowledge of what happens in classrooms. The lack of evidence makes it difficult to make an overall judgement about coverage of science in Years 1 and 2. The coordinator is very clear about some aspects of what needs to be done in parts of the school. She has a science background and offers support to teachers with ideas and advice when they talk with her while collecting resources. The school development plan outlines areas for improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

73. It is not possible to make secure judgements on provision or teaching and learning as no ICT lessons were observed during the inspection. Evidence was gained from observing a few pupils working on computers in several mathematics and English lessons, the school portfolio, work on display, discussions with pupils in Year 6 and discussion with the coordinator.
74. The pupils interviewed in Year 6 are making satisfactory progress and achieving standards close to those expected of pupils aged 11. They are on track to cover all elements of the scheme of work by the end of Year 6 but in some elements they will have had little opportunity to consolidate learnt skills, such as the use of electronic mail.
75. Although no lessons of direct teaching were observed during the inspection teachers made good use of the computers in many lessons. Teachers are now confident in using the computers as a result of in-service training, the acquisition of their own laptop to enable practice and the lease/purchase of new equipment such as computers, printers and scanners, which are more reliable than the previous equipment. Pupils worked enthusiastically at their tasks and required little assistance in finding the appropriate program and using it effectively. As the result of an additional class in the school in this academic year, there is no space in which to provide a room to house all the computers so that class lessons can take place. Demonstrations are therefore currently not easy to follow because each class has only two computers with small screens. However, the school development plan indicates that interactive white boards are shortly to be placed in each class and the headteacher confirms

that the arrangements for their placement are in hand. Teachers spoke with excitement about

the potential of these boards and this should aid further improvements in the teaching and learning of ICT.

76. Leadership and management are good, and this has led to good improvement since the last inspection. Equipment and expertise are much better. The school is in the process of setting up its own web site and the capacity for further improvement is good. Additional computers in each class or all the computers in one room would enable more pupils to work at any one time and thereby benefit from direct teaching to the whole class.

Information and communication technology across the curriculum

77. This is an area of the school's work that is developing well. During the inspection, pupils were observed using computers for English and mathematics. Work on display, in the school portfolio and in pupils' individual files indicates that pupils use ICT for reading, writing in a variety of genre, art and design, control of a floor robot and the recording of scientific investigations. Pupils are able to access information from the Internet, for example in history and geography. These opportunities enable pupils to effectively develop and consolidate ICT skills and to appreciate the many uses of ICT.

HUMANITIES

78. Geography and history were not foci for the inspection. No history lessons were observed during the inspection and only two geography lessons were seen in Year 6 on the topics of the greenhouse effect and deforestation of the rainforest. Therefore, no overall judgements can be made on provision, standards or teaching and learning in history or geography. Geography and history planning is flexible as numbers of pupils fluctuate and frequently classes contain more than one age group. There is a two-yearly cycle of topics to ensure all aspects are covered and planning issues from the last inspection have been addressed.
79. In **history**, books contain a good range of work on the Victorians in Year 6 and on famous people in Year 2. From discussions with Year 6 pupils can talk about aspects of their work related to the Vikings, Romans, Anglo-Saxons, Victorians and World War 2. Work is well presented in Year 6, but less so in Year 2 where there is an over-dependence on worksheets to record the aspects studied.
80. In a Year 6 **geography** lesson, teaching and learning were satisfactory overall. Both work in lessons and a scrutiny of pupils' work shows standards are in line with those expected nationally. Pupils have studied different environments, including their local area, and have learnt to use a compass to find their way. The lessons were well planned. Sometimes the learning objectives are used effectively to help pupils understand what they have learnt and in one lesson the pace was good, with pupils concentrating well and interested in the topic.
81. It was not possible to observe lessons in **religious education** as none were timetabled during the inspection. Therefore, no overall judgements can be made on provision or teaching and learning. On the basis of the small amount of work presented for scrutiny and the scheme of work, the curriculum meets the expectations of the Agreed Syllabus. However, from discussions with pupils in Year 6 it is clear that religious education is not accorded the status it merits and standards fall below those expected by the Agreed Syllabus. Their recall of previous work is unsatisfactory and they lack understanding of religious practices. They can name religious buildings such as churches, synagogues, mosques and temples. Pupils know that Hindus worship different gods, although they could not name them and that Diwali is one of the festivals celebrated. They can name Christian festivals such as Christmas and Easter and they wrongly state that Advent is a 'countdown to Easter'. They know that Jesus had twelve disciples. Although pupils cannot explain the reasons, they know that Muslims fast at Ramadan and that Christians do so in Lent. They were aware that Jesus spent 40 days and nights in the desert, but were not sure why.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

82. Art and design, design and technology, music and physical education were not foci for inspection. Only one lesson was observed in design and technology, music and physical education. No art and design lessons were seen so it is not possible to make judgements on provision, teaching or overall standards.
83. In **art and design** and **design and technology**, there has been satisfactory improvement since the previous inspection. Schemes of work for both subjects are now fully in place and there is some evidence of assessment developing. However, assessment procedures need to be further developed based on national curriculum levels so that teachers and pupils are clear about progress being made and what needs to be done to improve.
84. Both subjects are taught through topic and in Years 3 to 6 teachers make good links with other subjects so that pupils can see the relevance of their work. However, greater attention must be given to the teaching of specific skills if standards are to be raised significantly. Discussion with pupils and scrutiny of work in sketch-books and on display around the school shows gaps in their learning of specific skills. In design and technology this means that pupils do not yet have practical knowledge or experience of the techniques that enable them to plan and make successfully. Standards in the Year 2 lesson observed were below average because pupils did not have the knowledge and understanding of how an axle might work. This made successful planning difficult. In art and design, whilst there are still gaps in pupils' skills development, standards of work seen are broadly average by the end of Year 6.
85. Work is effectively displayed in the Year 3 to 6 classrooms and in corridors around their classrooms so that teachers are providing good role models for pupils. As a result, pupils are rightly proud of their work. Display of art and design work in the lower school is limited. In both subjects, there is satisfactory development of basic literacy skills when pupils write lists, label diagrams, write instructions for recipes or evaluations of their designs. Sewing and cooking are well represented in the design and technology curriculum but use of ICT in both subjects is not yet fully developed.
86. In **music**, pupils' singing was heard in the hall in assemblies. This was satisfactory. Pupils are given opportunities annually to participate in whole school activities such as a musical production and carol service. In the one lesson observed in Year 3, standards were below those expected. However, teaching and learning were very good. The teacher was a good role model. Pupils were asked to repeat rhythms by clapping their hands after listening to their teacher. This led to selected pupils in turn, creating their own rhythm for the remainder of the class to copy. Pupils approached this exercise with enthusiasm. The teacher introduced the main part of the lesson, which was to compose a *tala*, a rhythmic pattern of eight beats in Indian Folk music. The teacher made good connections with geography by asking pupils to look at a map and to search for the southern part of India, where this tune came from. Pupils then listened intently while the dance was played to them. The teacher most effectively used a variety of strategies to ensure all pupils, including those with severe behavioural problems, remained on task. When the compositions were completed, pupils in small groups took turns to play them with unpitched percussion and as they finished, those who listened spontaneously applauded, which showed how they appreciated the efforts of others and the good relationships amongst pupils. This lesson strongly promoted pupils' awareness of another culture.
87. Pupils are offered opportunities to learn the recorder in school and a few pupils learn other instruments. This helps to extend pupils' understanding of music and raises their levels of achievement.

88. **Physical education** is seen as a strength of the school although currently it does not offer pupils the opportunity to learn to swim because of restrictions on the use of the nearest pool. The school provides many sporting extra-curricular activities, three of which were observed during the inspection: netball, judo and country dancing. They are well attended by pupils and these significantly enhance their achievement.
89. The one lesson seen in Year 3 was based on dance and pupils were challenged to create, practise and perform a movement sequence. Teaching and learning were good. The teacher was a good exemplar and she effectively led pupils through warm-up exercises as well showing how to perform the dance steps. Praise was used well to ensure pupils stayed on task and responded to teacher's instructions. Different strategies were employed to ensure pupils managed to complete the task well. Learning objectives were not introduced to the pupils at the beginning of the lesson and at the end pupils were not given the opportunity to assess their learning, which would help them to know what they have to do to improve.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

90. No lessons were seen in **personal, social and health education** and so it is not possible to make judgements on provision, teaching or standards.
91. From observations of lessons at the Foundation Stage, pupil behaviour in lessons and assemblies, class timetables and discussions with pupils, it is apparent that pupils' personal development is an important part of the school's work and the concepts inherent in personal, social and health education permeate all of the school's activities. There are good opportunities for pupils to discuss their feelings and to reflect on their own circumstances during lessons and, sometimes, in assemblies. Timetables indicate that specific PSHE lessons occur regularly from reception to Year 3 but not so often in Years 4, 5 and 6 where issues are included in other lessons. Although there is no school council, pupils say that by asking the headteacher, who is readily accessible, their suggestions for improvements are given consideration and sometimes acted upon. The school has revised and implemented a new scheme of work and this is progressively being introduced through the school. Drug education and citizenship are important elements of the curriculum. The governing body has agreed that sex education should not be included as part of the curriculum.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	3
Attitudes	3
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	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
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	4
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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