

# INSPECTION REPORT

**DAWPOOL CHURCH OF ENGLAND (AIDED) PRIMARY  
SCHOOL**

Thurstaston

LEA area: Wirral

Unique reference number: 105078

Headteacher: Mrs G Peters

Lead inspector: Mrs P K Parrish

Dates of inspection: 20<sup>th</sup> –22<sup>nd</sup> June 2005

Inspection number: 268124

Inspection carried out under section 10 of the School Inspections Act 1996

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Primary  
School category: Voluntary aided  
Age range of pupils: 4-11  
Gender of pupils: Mixed  
Number on roll: 219

School address: School Lane  
Thurstaston  
Wirral  
Merseyside  
Postcode: CH61 OHH

Telephone number: 0151 6483412  
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Appropriate authority: Local Education Authority  
Name of chair of governors: Rev Diane Watson  
Date of previous inspection: November 1998

## **CHARACTERISTICS OF THE SCHOOL**

The school is a well-established, average sized primary school, situated adjacent to the Common in the village of Thurstaston on the Wirral. It is popular in the locality and all seven classes are full. A buildings refurbishment programme is in progress and plans are in hand for an extension. Children are admitted to the Reception year, known as Foundation 2, in the September after their fourth birthday and the youngest attend part-time for the first term. When they start school, their attainment is higher than most children of their age. The school admits relatively few pupils with special educational needs (about 6%); only one has a statement of special educational need. Almost all pupils are of white British heritage and none are learning English as an additional language. At the end of Year 6, pupils move on to a range of local secondary schools, including grammar schools that set entrance examinations.

The school has gained the following recent awards: Artsmark 2004, Basic Skills Quality Mark 2004, Investors in People Award 2005 and Healthy School Award 2005. The school celebrated its centenary in June 2005.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22380	Mrs Penny Parrish	Lead inspector	English Music Special educational needs English as an additional language
8922	Mrs Brenda McIntosh	Lay inspector	
18344	Mr David Earley	Team inspector	Science Information and communication technology Geography History Physical education
29504	Mrs Shirley Herring	Team inspector	Areas of learning in the Foundation Stage Mathematics Art and design Design and technology

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very good school.** Its Christian ethos is reflected very strongly in its work; it celebrates and nurtures children's personal qualities exceptionally well. Attainment, as children start school, is higher than average. Teaching is very good, overall, ensuring good achievement and above average standards. The vision and drive of the new headteacher, working in partnership with a strong and well-organised governing body and a dedicated staff team, ensures the school's increasing success. On a relatively low budget, the school gives very good value for money.

The school's main strengths and weaknesses are:

- The school's ethos is excellent and all children are cared for and nurtured very well.
- The children's personal development is a very strong feature of the school's provision; behaviour is outstanding and relationships are exceptionally good.
- Standards in English are well above average nationally and above the average for schools with a similar background.
- Standards are high in information and communication technology (ICT) and in music.
- Teaching is very good and ensures successful and enjoyable learning.
- The school is highly inclusive and provision for pupils with special educational needs is very good, and sometimes excellent.
- Parents hold the school in very high regard and support its work very effectively.

**Improvement has been very good since the last inspection in 1998.** Provision for ICT is now very good and standards are well above average. The school has turned an issue from the last inspection into a strength. The curriculum is much broader and teachers are maintaining high standards in English and above average standards in mathematics and science by Year 6 while forging ahead in other subjects, such as art and design and music. By Year 2, standards are considerably higher than at the time of the last inspection in English, mathematics and science. Standards in Year 6 in mathematics and science are a little lower but the school has matters successfully in hand, and significant improvements are impacting very well on standards throughout the school. The quality of teaching has improved well, as has the quality of care for the pupils and the partnership with parents.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2003	2004	2004
English	A	A*	A	B
mathematics	B	A	B	D
science	A	A*	B	C

*Key: A\* top 5% of schools; 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.*

**Achievement is good, overall,** and often very good. Standards observed in Year 6 largely reflect the school's national test results in 2004 - see the above table. Standards are high in English compared nationally and above average compared to schools with pupils with similar attainment at the end of Year 2. In mathematics, the school has promptly acted to improve a fall in standards; standards are above average, with a significant increase in the

number of pupils reaching the above average level (level 5). In science, standards remain above average; a review of test results in 2004 has led to improvements in some aspects of the curriculum, which are likely to improve test results by 2006. In Year 2, standards observed are well above the national average in reading, writing, mathematics and science, maintaining the picture from 2004. Compared to schools with a similar intake of pupils, results in Year 2 in 2004 were well above average in reading, above average in writing and average in mathematics.

In music, standards are well above average at the end of both Year 2 and Year 6. In ICT, standards are above average by the end of Year 2 and well above average by the end of Year 6. In art and design and in history, attainment is above average by Year 2 and Year 6. Due to timetable arrangements, it was not possible to make overall judgements on standards in design and technology, in geography or in physical education but evidence available indicates that attainment is at least average.

In the Foundation Stage, achievement is good and children build well on their good skills evident on entry. Attainment is above average in all areas of learning and well above average for personal, social and emotional development. The learning goals set nationally for the age group are exceeded in all areas of learning.

Behaviour and relationships in the school are excellent. Pupils' personal development is impressive. **Provision for pupils' spiritual, moral, social and cultural education is very good.** Attendance is very good. Pupils attend regularly and arrive on time, ensuring full access to the curriculum.

## **QUALITY OF EDUCATION**

**The quality of education provided is very good.** Teaching and learning are very good. The very good curriculum is effectively enhanced by a very good range of opportunities for enrichment, which links very effectively with the school's very good provision for the pupils' personal development. Very good care is taken of the pupils and they thrive exceptionally well on a personal level within the school's excellent ethos. The partnership with parents is very successful and parents support and extend the work and facilities of the school very well.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The headteacher combines a very clear vision for the school with strong drive and enthusiasm for provision of high quality and much has been accomplished over her first two terms in post. The governing body is very good and provides strong momentum in securing the school's continuous development. The school is organised very efficiently and managed reflectively.

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

Parents and pupils hold the school in very high regard. A very positive and productive relationship with parents gives substantial support to the school and pupils' learning. Pupils' views are important to staff and very good opportunities are arranged for pupils to play their part in leading the school's activities forward. The school is full and spare places are rarely available.

## **IMPROVEMENTS NEEDED**

No significant further improvements are needed.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

By the end of Year 6, standards are above what is expected nationally in mathematics, science, art and design and history and well above in English, information and communication technology (ICT), and music.

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

- Pupils' achievement is good, overall, and often very good.
- High standards are very well established in the school, which has a history of generally well above average national test results in Year 6.
- A slight fallback in results in 2004 was tackled very well and standards are rising, for higher attaining pupils especially.
- Very good support for pupils with special educational needs enables them to achieve very well.

#### **Commentary**

- 1 The trend is for pupils to succeed very well. Almost all pupils reach the nationally set standards for their age and about half are reaching higher levels by Year 6. The school is adept at providing very well for pupils who need extra help in reaching average standards. These pupils are tracked particularly well and skilful support is provided for those with special educational needs. Many moderate learning difficulties are largely resolved as the pupils' progress through the school, through timely and efficient extra help, usually in very good partnership with parents.
- 2 Higher attaining pupils achieve well but the proportion at higher levels of attainment has tended to fluctuate over the years. The school is focused on improving the attainment of these pupils and is achieving significant success. A review of pupils' past work and the results in recent national tests in Year 6 show that this is where standards are rising, in mathematics especially. Results this year are similar to those in 2004 in English and science, but considerably improved in mathematics. At the end of Year 5, standards are much higher than they were a year ago, showing that the school is likely to regain its well above average position in all subjects tested by 2006.
- 3 Compared to schools with a similar background, standards are usually at least average and often above average. The only exception has been mathematics in 2004, where results in Year 6 were below average compared to similar schools. The school took successful action to improve opportunities for problem solving and mental calculations in all year groups and also set up a new system of games and other mathematical activities for homework, throughout the school. It is common that pupils in Year 6 are two or three terms ahead of the national results, as the table below describes, since one average point represents a term's progress in a subject.

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

Standards in:	School results	National results
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English	29.2 (31.4)	26.9 (26.8)
Mathematics	28.0 (28.4)	27.0 (26.8)
Science	29.7 (32.0)	28.6 (28.6)

*There were 35 pupils in the year group. Figures in brackets are for the previous year*

- 4 By the end of Year 2, pupils are achieving well, overall, and very well in reading, writing, science and music. Standards are well above the national average in reading, writing, mathematics and science. Recent results in national tests in Year 2 are a little lower overall than in 2004 but this cohort includes a higher than usual number of pupils with significant special educational needs. As the table below indicates, pupils are generally about two terms ahead of national results in English and a term ahead in mathematics. Compared to similar schools, test results in Year 2 are usually average in mathematics, above average in writing and well above average in reading, as they were in 2004. Standards are rising in the younger classes, too, in mathematics. Teachers' assessments show, for example, that attainment in mathematics is improved in Year 1 this year. Irregular timetabling of the subject in Year 1, however, means that there is room for further improvement.

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

Standards in:	School results	National results
reading	17.7 (17.4)	15.8 (15.7)
writing	16.1 (16.1)	14.6 (14.6)
mathematics	17.3 (17.1)	16.2 (16.3)

*There were 31 pupils in the year group. Figures in brackets are for the previous year*

- 5 In the Foundation Stage, children achieve well. Children build well on the good skills evident on entry. Attainment is above average in all areas of learning and well above average for personal, social and emotional development. The learning goals set nationally for the age groups are exceeded.
- 6 In other subjects, attainment is above average in art and design and history by Year 2 and Year 6 and well above average in music. In ICT, standards are above average by Year 2 and well above average by Year 6, where the teacher has considerable expertise. In design and technology, geography and physical education, insufficient evidence was available to make clear overall judgements but pupils' past work indicates that pupils' attainments are at least average in both Year 2 and Year 6.

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

Pupils have very good attitudes towards school and to learning; their behaviour is excellent. The school makes very good provision for their personal development. The school's overall provision for developing pupils' spiritual, moral, social and cultural development is very good. Attendance and punctuality are very good.

**Main strengths and weaknesses**

- Pupils are very mature, develop secure self-confidence, are very keen to learn and enjoy thoroughly all aspects of school.
- On occasions teachers do not always make full use of pupils' very good independent skills.

- Attendance levels are consistently high and well above the national average.
- High expectations for behaviour are achieved without exception; relationships are excellent.
- Pupils' social and moral development are excellent and genuine warmth is extended to everyone.
- Pupils' very good personal development underpins the work of the school and reflects its strong Christian ethos.

## Commentary

- 7 Pupils' attitudes and behaviour were good at the last inspection and have improved significantly since then. Pupils are very keen to learn and to play a full part in the school's life. In lessons, pupils are very well motivated by the teachers' generally quiet manner but strong enthusiasm and very good organisation. This gives them confidence to ask questions and allows them to share their ideas. They are inspired to do well, feel challenged by the work set and enjoy learning because the teachers make it interesting and fun. In some science and geography lessons, teachers could make more use of pupils' very good personal development and plan more opportunities for independent and investigative work.
- 8 Pupils clearly love their school and value their friendships. They describe how there is something about it that feels very special and that everyone is given equal chances to do things and achieve as well as they can. Pupils with special educational needs have equally very positive attitudes to work and are helped very sensitively, where necessary, to take a full and active part in lessons. The staff in the reception class nurture the children's personal and social development very well, enabling them to form trusting relationships and learn to co-operate, to share and to take turns.
- 9 The school and the parents work very well together to encourage regular attendance and punctuality. This results in consistently high attendance levels and makes a significant contribution to pupils' good achievement. Parents are very supportive of their children and this contributes to their very positive attitudes and their keenness to learn and do well.

### ***Attendance in the latest complete reporting year 2003/04 (96.9%)***

Authorised absence	
School data	3.1
National data	5.1

Unauthorised absence	
School data	0.0
National data	0.4

- 10 Pupils have an excellent understanding of what is right and wrong. Staff lead by example, use the school's excellent systems to promote high standards of self-discipline so that pupils are extremely well behaved and enjoy their work. All pupils, including those with special educational needs and gifted and talented pupils, are expected to give of their best in all aspects of the life and work of the school. Parents and pupils give a very clear message that the school does not tolerate bullying and occasional incidents that arise they are dealt with promptly and successfully. At playtimes, pupils play happily and energetically. The organisation of all the games and play equipment is exceptionally good due to very efficient leadership and management and involvement of pupils. Parents are very happy with

the high expectations the school has for children's behaviour and with the values it promotes. A high mutual respect exists between adults and pupils and among the pupils themselves. There were no exclusions during the last year.

- 11 The development of pupils' social awareness is given great importance. This has helped to establish very strong, warm relationships throughout school, providing very effective foundations for teaching and learning. Teachers challenge pupils well to work collaboratively either in pairs or small groups to talk things through and learn from each other. Pupils are helped to feel special and important through the many duties around school that they are entrusted with. Many pupils take on responsible roles such as school councillors, playground leaders and monitors, which contribute very well to the running of the school. Pupils in Year 6 are prepared well for the responsibility of befriending children who are new to the school. The atmosphere around the school at lunchtime is particularly positive and friendly, with all opportunities for sharing a meal and recreation very well organised and enjoyed. The 'Reading Buddies' are very proud to help their younger partners develop their reading skills and they carry out this responsibility in a very mature way. Pupils are exceptionally friendly, polite and welcoming and, on their own initiative, offer to help visitors and their peers.
- 12 Pupils' spiritual awareness is extremely well developed and underpins all that takes place in school. Throughout the school a strong Christian ethos is created through a shared sense of purpose and pride in the pupils and their achievements. There is a welcoming, peaceful atmosphere in the school. Pupils appreciate the trust that their teachers place in them. Teachers make positive comments and suggestions to help pupils learn and this develops their self-esteem and confidence. Assemblies are very carefully planned to strengthen pupils' appreciation of why it is important to distinguish between right and wrong. Carefully chosen stories from a range of religious and secular sources are used well to teach pupils that what really matters is the way we treat other people. Teachers make very good use of music, dance and artwork to enrich pupils' creative and emotional development. They help pupils to make connections across their work and to raise questions that make them think. Class discussions and debates give good opportunities for pupils to listen to varied opinions that may not match their own and they show respect for the differing views and feelings of others.
- 13 Pupils gain a very good understanding of their own cultural traditions and the diversity and richness of other cultures. They are clearly influenced by the wide range of visitors into school and show a very good appreciation and respect of others beliefs, ideas and cultures. Pupils learn about other world faiths and traditions through subjects such as art, history, geography and cultural theme days, which help them to learn about living in the diverse cultural heritage of today's society.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

**The quality of education is very good.** Teaching is very good and pupils learn very well. The curriculum promotes very good achievement; subjects are well planned, integrated and enriched. The school provides very well for the care, health and welfare of its pupils. The school works in very good partnership with parents.

### **Teaching and learning**

Teaching and learning are **very good**.

## **Main strengths and weaknesses**

- Lessons are relevant and interesting, and pupils are highly motivated to learn.
- Senior staff have very good subject knowledge, and provide effective role models and specialist advice for the continuous improvement of teaching and learning.
- The basic skills of subjects are taught very well.
- With the dedicated help of skilled teaching assistants and support teachers, teaching for pupils with special educational needs is very good.
- When marking pupils' work, teachers miss opportunities to highlight specific strengths and identify where pupils should focus their efforts next.

## **Commentary**

- 14 Observation of lessons and discussions with pupils and their parents provide ample evidence of teachers' ability to interest pupils very effectively in learning. Combined with the excellent behaviour and relationships evident in the school, a very productive climate for learning is established. Parents support their children's interest in learning well and extra practice at home with reading, mathematical games and homework topics add significantly to the pupils' success in school.
- 15 The quality of teaching in the Foundation Stage is good, overall, and sometimes very good. The children get off to a good start. The different areas of learning are well integrated to make learning relevant and this extends the children's understanding well. The co-ordinator shows a good understanding of the needs of the age group and planning is based on continuous and careful assessment of the children's changing skills. Very good teamwork between the teacher and her very skilled teaching assistant ensures consistently good standards of provision.
- 16 In Years 1 to 6, the basic skills of each subject are generally taught very thoroughly and most pupils learn the key skills of literacy, numeracy and ICT very well. Methods of enquiry are taught well in science, ICT and history. Pupils enjoy being given the responsibility of following their own paths of investigation. Pupils in Year 6, for example, carried out detailed independent research into the lives of relatives and famous people who lived a hundred years ago and, in Year 5, pupils compiled individual 'time capsules' for future generations to discover a hundred years from now.
- 17 Staff are ambitious for the pupils and keen to see them all do their best. Teachers are challenging higher attaining pupils increasingly well and the most recent test results reflect more consistency in their success. The school organises, when necessary, extra help very well for lower attaining pupils or those with special educational needs and skilled and knowledgeable staff are appointed. A part-time teacher organises very well the co-ordination of the teaching for pupils with special educational needs, safeguarding their provision very well. Individual education plans provide clear targets for learning and teaching. A very skilled special needs assistant supports the pupil with a statement of special educational need exceptionally well and excellent progress has been made. Her sensitivity and understanding of successful routes into learning are impressive. Teachers are very thoughtful about styles of learning and most present active learning methods that keep pupils involved directly throughout lessons. Debates, drama, talking partners and the use of individual whiteboards are some of the strategies used to help pupils to learn.

Teaching is enhanced by teachers' productive use of the computer linked large screens (commonly called smart boards) that are installed in some classrooms. These are used often and well by both teachers and pupils, adding extra dimensions to learning, such as when Year 6 pupils gave a multimedia presentation of their research into the famous artist, Lichtenstein. In addition, teachers ensure that pupils engage in a short physical routine, or 'brain gym', to provide a refreshing interlude between activities.

- 18 There is considerable specialist teaching expertise on the staff, with several teachers, now or formerly, involved in training or advising others locally. Specialisms exist in English, ICT and music, where the quality of teaching is consistently high. Whenever possible, the headteacher and governors secure additional expertise, such as the French assistant who has helped pupils to learn to speak in French over the past year, and the Spanish student who was in school the year before.
- 19 Assessment is good and teachers generally match learning to pupils' needs well. The school has established a new target setting system for writing and for mathematics that individualises targets more successfully and helps teachers to be clear on what can be expected from pupils of different levels of attainment. The marking of pupils' work varies in quality and is a less effective element of the teaching. It sometimes seems to lack a clear focus and opportunities are missed to make pupils clearly aware of their specific successes and areas for development.

### **Summary of teaching observed during the inspection in 42 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	19 (45%)	17 (41%)	6 (14%)	0	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.*

### **The curriculum**

The curriculum is **very good** and caters very effectively for pupils' interests and needs. Opportunities for enrichment are very good. Accommodation and resources are satisfactory, overall, but the school makes good use of resources available.

### **Main strengths and weaknesses**

- An interesting and very well structured curriculum promotes pupils' learning well.
- Teachers forge very effective links between subjects.
- Arrangements to meet the needs of pupils with special educational needs are very good.
- A broad range of additional activities provides enjoyable extensions to learning.
- The school makes very good provision for pupils' personal, social and health education and citizenship.
- Some aspects of the accommodation are unsatisfactory, particularly for the staff.
- Parents raise substantial amounts of money to help improve the accommodation and purchase resources to assist pupils' learning.

### **Commentary**

- 20 The curriculum is broad, balanced and meets statutory requirements well. Since the last inspection, the breadth and depth of the curriculum has improved very well and the school has lengthened the amount of time pupils are being taught. Teachers have worked hard and successfully to adapt and develop national strategies and plans to form a lively and interesting curriculum. Plans are well thought out and dovetail very successfully across the different year groups. As a result, pupils are really interested in new learning and consolidate skills well. The school has made very good progress in its provision for ICT; the school has set up a computer suite, supplemented resources regularly and ensured that staff have effective training. The impact is evident in the very good improvement in standards.
- 21 Teachers give good consideration to the way in which different subjects link together. Where appropriate, activities in lessons cross subject boundaries, broadening the scope of pupils' learning very well and providing them with opportunities to use the gains they are making in one subject to add to their learning in others. Some of the best examples of pupils' achievement are set within topic work that links subjects. An example is the topic in Year 6, Britain since 1948, which links history with literacy, art, music and ICT, and brings the pupils' understanding together within a multimedia presentation. To promote links across subjects, teams of subject managers and other staff have been established to focus on specific aspects of provision, such as creativity. There are frequent opportunities for pupils to practise their skills in literacy, numeracy and ICT across the curriculum.
- 22 The curriculum for the children in the Reception class is based securely on national guidance and the breadth of curricular opportunities is good. The space for learning outdoors is small but has been developed well and is effectively integrated into the whole curriculum. Limited space, both indoors and outside, restricts the range of learning activities that can be offered at any one time. Although the flexibility in the timetable across the school is generally beneficial, allowing for extended work where helpful, this is not so effective within provision for mathematical development in Reception and Year 1. In these classes, focused mathematical teaching is arranged for only two whole mornings each week, leaving an unfavourable length of time between opportunities for practice and consolidation.
- 23 Provision for pupils with special educational needs is very good. The school gives very careful consideration to the needs of these pupils and resources their learning very well. The curriculum is modified thoughtfully to ensure that pupils with special educational needs always have work that is similar to that of other pupils but matched to their needs. Classroom help is well linked to clear targets in their individual education plans. Pupils with special gifts or talents are identified and receive effective opportunities to ensure that they achieve well. The extra-curricular chess club, for example, includes a contender for the England chess team.
- 24 The school supports pupils' learning through a wealth of visits and visitors to the school. Pupils have very good opportunities to develop their sporting, practical and academic interests in out-of-school and lunchtime clubs. These include sport, French, chess, music, ICT and First Aid. The clubs are valued by the pupils and are very well attended. A residential visit for older pupils includes a wide range of exciting and challenging opportunities, as well as valuable time to learn how to live with others away from home. Parents feel that the many opportunities their children have to learn through the wide range of clubs and activities add real value to their education. Homework topics of very good quality add an interesting and exciting extension to the curriculum and pupils' learning.
- 25 Provision for personal, social and health education and citizenship is very good. Through the excellent ethos of the school and a well-planned programme of lessons, pupils are given regular opportunities to express their opinions and to reflect on the

many important issues that affect their every day lives. The school's commitment to the personal development of pupils is a dominant element of all provision. In all subjects, pupils are given ample opportunity for collaboration and debate, giving pupils frequent opportunities to consider the thoughts and feelings of others and to learn to respect their views. Suitable provision is made for sex and relationships education and for raising pupils' awareness and understanding of the danger of drug misuse.

- 26 Accommodation and resources are satisfactory, overall. The teaching and support staff are a real strength of the school because they have developed good skills and teach the curriculum well. The school has high staffing costs, however, with relatively little remaining budget for purchasing learning resources. While resources for ICT and for music are good, the quantity of books available is limited for older pupils, although supplemented well through the pupils' good use of their own books and of local libraries. Very careful management of finances by the headteacher and governors is helping to extend resources and to refurbish the building to create a very pleasant and stimulating environment for learning. There is restricted space in the small hall for teaching physical education, especially for the older pupils. The school compensates well by providing many additional physical activities at playtimes and makes good use of the field during fine weather to enable pupils' to develop their games and athletic skills. The computer suite is effectively timetabled and used but the room becomes uncomfortably stuffy at times due to a lack of adequate ventilation. The staff room is inadequate in size for all staff to be seated and they have no specific area in which to complete preparation work or assessment activities. The school's office is cramped. Good use is made of the school grounds, set in pleasant woodland, to extend pupils' learning. The classroom for pupils in Year 2 is used, for example, as a hide for bird-watching.
- 27 Parents give generously through fund-raising events and funds raised have helped purchase essential resources to assist pupils' learning. The parents' association has set aside a significant contribution towards the proposed plans for extensions to the building and further improvements to playground facilities. Parental contributions have also enabled good improvements to the outdoor area for the children in Reception since the last inspection.

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

The school makes very good provision for ensuring pupils' care, welfare, health and safety, representing good improvement since the last inspection. Staff provide pupils with very good support, advice and guidance. There are very good arrangements in place to involve pupils in the school's work and development.

### **Main strengths and weaknesses**

- There is a strong emphasis on the welfare and care of pupils and the school has a number of very successful initiatives to support pupils' personal development very well.
- New pupils to the school are made to feel very welcome and soon settle into their new surroundings.
- The information on pupils' academic achievements is used well to guide their future learning.
- Pupils are fully involved in influencing decisions about how the school can improve.



## **Commentary**

- 28 Pupils feel safe and secure in school and the very good attention paid to their care, welfare and safety allows them to concentrate on learning. All staff work hard to make the school a very welcoming place for pupils. Arrangements for health and safety are very good. Regular inspections of the building and equipment are undertaken and appropriate records are maintained. Any hazards found are quickly acted upon and remedied. Child protection procedures are very good and very well-established. At lunchtimes, clear systems and routines ensure a continuity of pupils' welfare and safety. The older pupils acting as playground leaders have a key role in helping and looking after other pupils. Pupils find their teachers kind and helpful and feel they are looked after very well. As a result they are happy at play and in their learning. Relationships throughout the school are excellent and pupils know there is always someone to whom they can turn for help if they have any concerns or worries. Pupils feel their teachers are very caring and understanding and they themselves show great empathy towards children who may have problems. Parents rightly describe the school as a place where everyone looks out for each other.
- 29 New pupils arriving at the school soon make lots of friends and are helped to settle quickly into their new surroundings. They talk with genuine enthusiasm about how welcome they were made to feel. Very good arrangements are made to help children settle smoothly in to the Reception class. Everyone is full of praise and appreciation for the buddy initiative, 'Special Friends', which links pupils soon to be in Year 6 with children about to start school. The older pupils look forward to this role and take their responsibilities of supporting the younger children very seriously. The friendships established are long lasting and sometimes go on way after pupils have left the school.
- 30 The school acknowledges pupils' successes well by celebrating and rewarding those who have made significant gains in their academic and personal progress. The school has a relatively low number of pupils with special educational needs but included are some with significant difficulties. Those who may require additional support are quickly identified and given the help they need. Individual educational plans address pupils' needs very well, enabling some individuals to make excellent progress with regard to their specific problems. Information about pupils' academic achievements is used well to guide future learning. Pupils have a good understanding of how well they are doing and what to do to improve their work.
- 31 Pupils are actively encouraged to contribute towards improving the school. Their views are canvassed and the school takes their suggestions seriously. School councillors have real power for influencing change and making decisions on how to improve the school. Councillors were observed meeting to discuss ways of extending the 'walking bus' so that more pupils could walk to school each day. Pupils' questions and issues raised were very relevant and their ideas were given due regard.

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

The very good partnership with parents and the community contributes very well to the pupils' learning and their very good personal development. Links with other schools are good.

## **Main strengths and weaknesses**

- There is a strong partnership with parents which is based upon their confidence in the school; the school listens to parents and acts upon their views.
- Very good communication keeps parents very well informed about the school and what their children are learning but the annual reports do not identify clearly enough how well pupils are attaining for their age.
- The very good use of the community and good links with other schools enhance curricular opportunities for pupils.

## **Commentary**

- 32 The school is very popular and highly regarded by parents. It has a strong standing in the community. Parents make a very good contribution to the life of the school and what it achieves through helping in classrooms, accompanying school visits and organising fund-raising events. The friends' association is highly effective and raises substantial amounts of money each year. Parents often find themselves plugging gaps in the school's allocated budget to purchase essential resources to support pupils' learning and contribute to improvements to the school building. Parents' attendance at performances, special services and meetings to find out about the curriculum and what their children are learning is excellent. They ensure that their children attend school regularly and punctually and are supportive of the schools aims and values. The willingness and high level of support given by parents to assist their children's learning at home and at school contributes well to the high standards they achieve.
- 33 The school communicates very well with parents through a very good range of information about the school and the curriculum. Regular curriculum and topic information provided through newsletters and meetings helps parents assist their child's learning at home. There is frequent sharing of information about the pupils' progress. However, although annual reports provide a satisfactory summary of pupils' achievements and progress, they do not inform parents clearly how well their children are performing in relation to their age. Some parents are right in their opinion that the reports can be impersonal and could be about any child. Often the targets identified for future learning are too general to be helpful. The school works in close partnership with parents of pupils with special educational needs and they are very well informed about their children's progress. Parents like the way that the headteacher is always outside the school at the end of the day and available for discussion if they have any concerns about their children. The school regularly seeks parents' views and a great deal of open consultation takes place through the friends' association.
- 34 The school has good links with other schools within the local cluster group that contribute to pupils' good achievement and personal development. There are regular opportunities for the sharing of training, curricular issues and staff expertise. The school has become a designated centre for mathematics and firm plans are in hand for the further development of the subject through a network of several local schools. The school makes good use of local resources in terms of working with people and visiting places to bring learning alive, which makes a very good contribution to pupils' understanding of the wider context of learning. The links with the community rangers help raise awareness of the importance of environmental issues. There are particularly good links with the local churches and these have a strong influence on the Christian ethos in school. The school is in its centenary year and is looking forward to celebrating this with the community. Pupils have made in-depth studies of the school and life in the community through research and the help of local people, which has added to their overall personal and cultural development. The schools partnership with parents and the community has strengthened since the last inspection.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **very good** overall. The headteacher's very good leadership is focused firmly on raising standards and inspires governors, staff and pupils to give of their best. The governing body is very effective and makes a very good contribution to the work of the school. Subject leaders have good expertise, and work hard to keep standards high.

### Main strengths and weaknesses

- The ethos created in the school has a very positive effect on pupils' personal development.
- The enthusiastic and determined leadership of the new headteacher provides very clear educational direction to the school, giving high priority to achievement, inclusion, and quality of education.
- The governing body is skilled, knowledgeable and conscientious, and challenges and supports the school very well.
- Subject leaders are effective.
- The school's systems for checking on how well pupils are achieving and how well they are being taught are good.

### Commentary

- 35 The all-round development of pupils is not compromised as the school seeks to reach high standards in all aspects of the curriculum. A productive climate for learning is achieved very well within a very friendly and positive atmosphere. Whatever the school attempts, it does well, involves the whole community and all enjoy doing it. Many parents consider this to be a main strength of the school. The current project is the school's centenary and staff, governors, pupils and their families are thoroughly enjoying valuable topic work of a high standard and planning for celebrations.
- 36 The new headteacher knows the school very well, having been its former deputy headteacher. No time has been wasted in putting plans into action, for example, for the long overdue refurbishment of the building. A comprehensive and ambitious long-term plan is in place, with a manager appointed to avoid a distraction from essential work. This complex task has not diverted her attention from monitoring standards and acting promptly to resolve any issues. Mathematics, for example, has been reviewed with the subject leader and issues pinpointed. Teaching has moved forward in all classes on problem solving, a long-term homework project has been established through the school and the school has been successful in applying for the role of a mathematics centre. This will put the school at the heart of improvements in mathematics for the next few years.
- 37 The new deputy headteacher provides fresh energy, drive and considerable expertise to the school's leadership and management of the school. Her very good teaching skills add significantly to the good practice in the school. A strong partnership has been achieved in less than two terms and, with the headteacher, has already set up a new target setting system for writing and mathematics, to be put into place from next term. This is in addition to leading Year 6 pupils, from a mid-point in the year, towards test results that have pushed targets forward.

- 38 The governing body is very good, very involved in the school and makes a major contribution to the school's success. It is very well organised and enthusiastic body, showing a very strong commitment to a school of high quality. Governors keep in close touch with the school's work. The chair of governors takes school assembly each week and runs a lunchtime club for pupils. Other governors form a partnership with subject leaders to keep in touch with the school. The governing body is knowledgeable, knows the school's strengths and is ambitious for its further development. Governors play a significant role in shaping the vision and direction of the school, having recently selected a new headteacher and her deputy. Written information provided for them on the school's development in the headteacher's termly report is rather limited at this early stage in her appointment but discussions more than make up for this temporary deficit. Governors liaise well with staff, pupils and parents. Many governors are themselves parents. Information from the headteacher together with comparative information on the performance of the school, their own experience through visits and links with subject leaders and their contact as parents of the school, give the governing body a clear route to evaluation. Having recently appointed new senior staff, the governors' have now embarked with the new headteacher on an ambitious building refurbishment scheme. The school's limited official budget means that the work is long outstanding and requires the very careful management of a long-term project. The governing body's finance committee is well informed and efficient management systems ensure that the best value for pupils is achieved. All statutory duties are fulfilled.
- 39 A number of the subject leaders have specialist skills and are used to helping other staff to develop their work. Time is limited for involvement in lesson observations across the school but pupils' learning is checked by reviewing the work they achieve. The headteacher tracks the overall progress of all pupils in English and mathematics, highlighting any pupils found to be making slower progress than expected in order to review their performance in the classroom. Procedures are effective and combined with well established assessment systems. The co-ordinator for special educational needs arranges and overviews support systems for pupils where necessary. The relatively low number of pupils on the list enables close attention and successful programmes for lower attaining pupils are likely to keep the list from expanding.
- 40 Financial are very well managed, with the school secretary and the bursar ensuring that systems are very efficient. The school works creatively with a much lower budget than average to provide a very good quality of education for pupils, giving very good value for money.

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

Income and expenditure (£)		Balances (£)	
Total income	495,397	Balance from previous year	-18,855
Total expenditure	478,774	Balance carried forward to the next	-2,232
Expenditure per pupil	2,186		

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

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

Provision for children in the Foundation Stage is **good**. This shows good improvement since the last inspection, with good improvement evident in the quality of teaching, assessment and the curriculum.

On admission to the Reception class (known in school as Foundation 2), the attainments of the children vary but are above what is usual for their age overall. There are 29 children on roll, all attending full time, though the school works closely with parents who are given the option for younger children to attend part-time in their first term. Very good induction procedures help the children to settle quickly into school. A feature very popular with children and their parents is the 'buddy' system that links each child with a pupil in Year 6, even before admission. Consistently good teaching and a practical curriculum based firmly on the needs of young children enables children to achieve well. Almost all children attain the nationally recommended goals in all areas of learning, with many exceeding them. The high priority given to personal, social and emotional development helps children to achieve standards that are well above average in this important area of learning by the time they enter Year 1.

The quality of teaching is good with a particular strength in developing children's personal skills. Very good assessment procedures, based clearly on observing children closely, are used well to plan work that is well matched to individual needs. The exceptional support assistant, soon to qualify as a teacher, provides excellent support, and makes a very good contribution to the children's learning.

Accommodation is satisfactory. The classroom is bright, if a little cramped, and provides an interesting learning environment. The attractive, secure courtyard is used imaginatively as an outdoor classroom, though it is a little small, limiting the number of activities on offer at any one time. However, children use the school hall and general outdoor area regularly to extend provision.

The Foundation Stage is led and managed well by a skilled practitioner who provides well for the needs of young children.

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

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

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

- Pupils respond very well to high expectations of behaviour.
- The teacher and classroom assistant provide a very good example of co-operation.
- Very good induction procedures and interesting activities help children to develop very good attitudes to school from an early age.
- Children learn to respect the opinions and beliefs of others.

#### **Commentary**

- 41 This area of learning is a strength. Teaching is very good, children learn quickly and attain standards that are well above average by the time they enter Year 1. Simple classroom rules are consistently applied; children quickly understand that they need to put equipment away, put up their hands to answer questions and not shout out. They wait politely for their turn, when choosing a musical instrument to play, for example, and behaviour is very good. The adults treat each other and the children with friendliness and respect, providing a very good

example for the children to follow. This was evident when children sat in a circle for discussion; children listened carefully to the child holding the piglet, signalling their turn to speak, and showed high levels of concentration as they passed the rain stick instrument silently around the circle. Gentle reminders, such as the need to “massage their listening ears”, quickly restore children’s concentration when necessary.

- 42 A very good aspect of the children’s introduction to school is the practice of allocating a friend from Year 6 to each child in Reception. The older pupils produce a very good booklet of information, pictures and games for their young friend and so children know they have an older pupil to talk with and to help them when they start school. This ensures that children look forward to coming to school and settle quickly. The caring atmosphere and interesting activities made available help children to develop very good attitudes to learning from an early age. Children learn about their own beliefs and learn to respect those of others through visits to church, school assemblies and good opportunities to learn about other world religions, such as Hinduism.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The systematic approach to teaching basic literacy skills helps children achieve well.
- Children’s speaking and listening skills are well above average and their literacy skills are above average.
- The very good partnership with parents contributes very well to children’s reading development.

### **Commentary**

- 43 Teaching is good and so children achieve well and attain standards that are above the expected level in reading and writing and well above average in speaking and listening by the time they enter Year 1.
- 44 Children develop very good speaking and listening skills through an extensive range of good activities, including speaking in discussions set in a circle, using the listening centre and evaluations of work achieved, such as how the Hindu mask had been made.
- 45 Letter sounds are taught systematically and well so that children are able to sound out new words when reading and make good attempts to spell words correctly when writing. Children take books home regularly for extra practice and the exceptional support from parents helps children to achieve well. The learning objectives set for the session for the whole class are sometimes too general and this limits a tight focus on specific objectives and strategies that involve all the pupils. This was seen at the start of a literacy lesson on telling stories, where children listened attentively to the teacher’s story but few joined in with their own ideas. Co-operative activities, such as children talking to a partner about what could happen next, were not arranged to encourage more children to become involved.
- 46 Children make good progress in learning to write over the year, progressing from writing over the teacher’s letters to writing their own sentences with just a little help. Higher attaining children make a good attempt at writing their own stories. Work on descriptive vocabulary, such as words that describe snails, extend the interest in their written work well.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

## **Main strengths and weaknesses**

- Suitably practical activities help children to develop a good mathematical understanding.
- There is a good emphasis on solving problems.
- Detailed assessments are used well to plan suitable work for different groups of children.
- Specific numeracy lessons are not timetabled daily.

## **Commentary**

- 47 Teaching is good, enabling children to achieve well. All children attain, and some exceed, the goals set for this area of learning by the end of Reception.
- 48 Children are well challenged and develop good counting skills through interesting practical activities, such as marching in time while counting in fives or tens. There is a good emphasis on solving problems, for example, by finding how many different ways to colour a rocket using three colours. Some children coloured their rockets in random combinations whilst higher attaining children developed a more organised method, changing just one section at a time to find all the possible combinations. Appropriate support is provided for individuals with different learning needs through a very good system of assessments. For example, higher attaining pupils complete simple calculations accurately and lower attaining children confidently match the correct numeral to a set of objects, and learn how to calculate 'one more'. Children have good experience of comparing different measures, such as 'heavy' and 'light', through a good range of play activities linked to discussions with adults.
- 49 Teaching for mathematical development is timetabled for two, and sometimes three, full mornings each week, rather than the more usual shorter, daily session timetabled for the end of the Reception year. This reduces the cumulative effect of daily practice in developing mathematical skills.

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

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

## **Main strengths and weaknesses**

- There is a good range of activities planned, inside and outside the classroom, for this wide area of learning.
- Children learn about different cultures and times well.
- The number of activities on offer at any time is restricted by the limited space available.

## **Commentary**

- 50 Teaching is good and children achieve well. All children reach, and a good proportion exceed, the recommended goals for learning by the end of Reception.
- 51 The children use a wide range of construction toys to develop their designing and making skills, as when drawing a plan and using it to build a boat. They develop a sense of history through thinking about their own family and comparing themselves to the new baby who was a welcome visitor to the classroom. Role-play in the castle led to very good investigations into footwear in Tudor times. The children develop their technology skills well when using the computers in the ICT suite and when directing the programmable toy.
- 52 The teacher makes very good use of the outdoor area to help children to plant seeds and to watch how they grow. The water tray, available outside, enables them to investigate which objects float or sink. However, the space available, indoors and outside, is limited and this restricts the range of activities which can be made freely available at the same time.



- 53 Children are provided with good opportunities to learn about their own and other cultures through celebrations, like Christmas and Divali, and by hearing stories, such as Rama and Sita. The work is interesting and thorough, and makes a very good contribution to the children's cultural development.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Children are taught how to use a wide range of tools and implements.
- There are good opportunities for children to evaluate their own work.
- The space outdoors restricts the range of ongoing physical activities.

### **Commentary**

- 54 Teaching is good and consequently children achieve well. Standards are above average; most children reach, and many exceed, the goals set nationally for the end of Reception.
- 55 Children use a good range of tools and implements in a wide range of activities, and clear demonstrations by adults help them to improve their skills. For example, the teacher showed children who were having difficulty in cutting out a puppet how to use the scissors more effectively.
- 56 In a very good dance lesson in the school hall, children developed a good sense of space and very good co-ordination when moving 'like a fish'. The teacher made good use of a piece of coral to demonstrate how fish might need to weave in and out of the coral to avoid any spikes, and this encouraged children to move on a weaving path.
- 57 The outdoor area is well planned to include activities to extend children's physical development, for example, through the use of a climbing tunnel and the setting up of a balancing area. However, the limited space inhibits the use of a larger range of equipment for promoting physical development.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Very good opportunities are provided for children to listen to and make music.
- Children show good imagination when creating their own pictures and patterns.

### **Commentary**

- 58 Teaching is good and children achieve well. Standards are above average overall: most children reach, and many exceed, the learning goals set for the end of Reception.
- 59 Very good opportunities are provided for children to listen to and appreciate music throughout the day. Background music is a regular feature of each day and children respond well. For example, soothing music had a calming effect on children as they returned from a hot playtime outside, and sitar music provided a good introduction to a lesson on Hinduism.

In a very good music lesson, based on the seaside topic, children enjoyed singing a good range of songs and responded well to the opportunities to make different sounds with shells.

- 60 A visit to the church provided an effective stimulus for children's paintings and they made good use of a range of colours. Children showed good imagination when they worked in pairs to produce large Rangoli patterns, using a good variety of rice and pulses.

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

### **ENGLISH**

Provision in English is **very good**.

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

- Standards are well above average; pupils are eloquent, keen readers and confident writers.
- Teaching and learning are very good and pupils achieve very well.
- Very good support is provided for lower attaining pupils and those with special educational needs in order for them to achieve very well.
- Some very good homework projects extend pupils' skills very well.
- When marking pupils' written work, teachers do not always make clear the strengths and how pupils might build on them.
- Leadership and management are very good.

#### **Commentary**

- 61 Standards are well above average by the end of Year 2 and Year 6 in all three elements of the subject: speaking and listening, reading and writing. This maintains the consistently high standards evident in the last inspection. Compared to similar schools, standards are above average.
- 62 By Year 6, most pupils are eloquent and articulate. Pupils achieve very well because in lessons across the curriculum, teachers include frequent opportunities for discussion and debate. In most classes, pupils are given opportunities to share and develop their thoughts with a partner or small group before contributing to the whole class. A strength is the consideration pupils show when presenting their views or listening to the views of others, which encourages open and honest debate. Pupils in Year 2 worked in pairs to decide on the possible ending for a story, with the teacher promoting their discussion with helpful prompts, such as "Think of a danger they might meet." In Year 5, pupils working in small groups were engaged in a debate of high quality based on the role of music within different advertisements on television and possible target audiences. Many different viewpoints were expressed and listened to with respect, although sometimes generating enthusiastic contradictions. Pupils expressed their arguments lucidly and tackled perceived injustices, such as sexism, with energetic counter-arguments. Pupils with special educational needs in communication are supported exceptionally well and gain an impressive confidence in taking part in class discussions, especially when a teaching assistant acts as their mentor.

- 63 Very good teaching means that almost all pupils' read with confidence and fluency by the end of Year 2. They get frequent practice in school and parents support reading at home consistently well. For those who need extra help, volunteer parents are trained as reading helpers and pupils in Years 3 and 4 act as reading buddies for those in Years 1 and 2. Pupils enjoy this camaraderie and are encouraged to spend part of many lunchtimes sharing a book. Teaching staff work very hard to ensure that pupils reach at least the level expected nationally by the end of Year 2, and a high proportion exceeds the national target. By the end of Year 6, pupils show a very good interest in books and enjoy choosing their own books and favourite authors, and can readily explain the synopsis of a story, including key points and good detail. The sharing of class books and texts is at the heart of the very good teaching. This is a time evidently enjoyed by both teachers and pupils. Pupils throughout the school listen with rapt attention as teachers read or share a text with the whole class. The teachers' own very good interest draws the pupils in, and interesting and thought provoking questions develop pupils' understanding very well. In a very good lesson in Year 2, the teacher encouraged clear understanding in geography and science by linking a story set in the African plains with factual books about animals that live in hot climates and bringing plants into the classroom with similar leaves to those illustrated in the book. As a result, pupils were fully captivated by the animal characters and the setting of the story. Finding information for work in subjects such as science, history and geography, from computer programs and the Internet as often as books, extends pupils' reading capabilities very well.
- 64 Pupils' writing develops very well because basic skills are taught effectively. Letter sounds are taught thoroughly and consistently well from the earliest stages in the school. By the end Year 2, most pupils are adept at building words and sentences are punctuated, usually correctly. Because spoken language is very good and pupils have a wide experience of books, the flow of written work is achieved quite soon. Most pupils in Year 2 reach a good level of competence although some of the higher attaining pupils are a little slow in moving to the next stage of more descriptive writing. The teacher prepares them very well to begin writing, with lots of examples and reminders about interesting opening sentences and words that describe but these skills are slow to become consistent in both Year 2 and Year 3. Teachers' marking tends to reward effort without focusing clearly on specific skills, so that pupils are not always fully clear about what they are doing well. In Year 3, pupils' writing tends to plateau because work is not routinely followed up with an opportunity to add more adjectives or adverbs, in order to add interest and information for the reader. In Year 4, pupils' creative and imaginative writing improves very well. A very good range of writing activities is completed and, for some, punctuation skills seem to rocket forward. By Year 5, pupils are writing perceptive and sensitive poetry and many entries from Years 3 to 6 for a national poetry competition are to be published. By Year 6, pupils are completing a good range of interesting work that is well organised, imaginative and suitably complex. Pupils' confidence is an asset and older pupils, especially, complete a good amount of work in the time available. In a very good lesson in Year 6, pupils improved their descriptions well of characters making an adventurous journey in a future time zone. An extra teacher supports the work of the lower attaining pupils skilfully and all pupils achieve very well. Most teachers have very good subject knowledge and know how to take pupils' learning forward rapidly. Tasks are interesting and this motivates pupils well. Homework topics, sometimes linked to history, for example, provide good and well-structured opportunities for further practice.

- 65 Leadership and management are very effective. English is given high priority and language and literacy are included in most other subjects across the curriculum. Skilled support is arranged for those pupils who need extra help and all pupils are very well prepared for the next stage of their education. Teaching is monitored continuously through a review of teachers' planning and learning outcomes in pupils' books. Lessons have been observed in each class and strengths and areas for further development highlighted. Sometimes less successful plans for lessons slip through this careful quality control system, however, and mean that not quite all lessons in the school are of the same high quality.

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

- 66 **The impact of pupils' language and literacy across the curriculum is very good.** Their very good skills of discussion enable analysis and debate at a very good level across the curriculum. A high priority is given to research from books and computer resources, and older pupils especially show very good skills in accessing information. Writing is completed quickly and usually with confidence, enabling learning to progress at a good pace.

### **MATHEMATICS**

Provision in mathematics is **good**.

## Main strengths and weaknesses

- Recent improvements have led to a good emphasis on solving problems and developing the investigative aspect of mathematics.
- Achievement is good because teaching is good, overall.
- The timetabling of lessons in Year 1 inhibits regular practise of arithmetic.
- The subject manager leads well by example.
- There are good opportunities for pupils to practise their mathematical skills in other subjects.

## Commentary

- 67 Standards are well above average in Year 2, maintaining the high standards identified in the last inspection. Standards are above average in Year 6, showing a slight fall since the last inspection. The school has been swift in taking appropriate action. The school's current focus on providing good opportunities for pupils to develop their skills through solving problems and investigating patterns has led already to an improvement in the number of pupils working at a higher level in the Year 6. Observations in lessons and an analysis of pupils' past work indicate a stronger picture for pupils in Years 4 and 5, where standards are well above average, showing the clear promise of significant improvements in test results from 2006.
- 68 Achievement is good overall in Years 1 and 2, although progress in Year 2 accelerates significantly. In Year 2, all pupils are challenged well, with very good support provided for pupils with special educational needs. Achievement is satisfactory in Year 1, where the timetabling of the teaching of mathematics for two whole mornings each week, with no lessons on the other three days, inhibits the regular practice necessary for the good development of arithmetic skills.
- 69 Achievement is good, overall, in Years 3 to 6 because work is well planned to suit the needs of different groups of pupils. Through improvements in teaching over the past year, there is now a consistent focus on challenging the more able pupils, with clear identification of potentially gifted pupils, to help them to achieve well. The impact on standards in Years 4 and 5 is clearly evident. The improvements in teaching are too recent to have impacted fully on the attainment of pupils in Year 6, although recent concentrated practice is improving their work. The support provided by a specialist teacher for small groups of lower attaining pupils and those with special educational needs is effective in developing their confidence and skills and they achieve very well.
- 70 Teaching is good, overall, in Years 1 and 2, with strengths in Year 2 where pupils learn well. In a good lesson in Year 2, pupils were given frequent opportunities to explain how they had worked things out to help them to develop a good level of understanding. By the end of the lesson, higher attaining pupils were secure in doubling *-teen* numbers by splitting them into tens and units. Lower attaining pupils gained a practical understanding of doubling numbers to 5 by painting symmetrical ladybirds, with very effective support from a skilled classroom assistant. In a satisfactory lesson in Year 1, there were good opportunities for lower attaining pupils to gain a sound understanding of addition to ten through practical games. However, these presented little challenge to the higher attaining pupils who were already confident with adding higher numbers.

- 71 Teaching is good in Years 3 to 6 and pupils learn well. The regular, planned opportunity for pupils to spot and continue patterns is a strong element in the pupils' learning. This was evident in a very good lesson in Year 4, where pupils gained a good understanding of compass points by successfully halving 360 and realising, for example, that turning from North to South East involved turning through an angle of 135 degrees. Work is generally well matched to challenge and support groups with differing needs. For example, all pupils in Year 6 worked on a similar problem, with lower attaining pupils gaining success using restricted numbers and counters to help with calculations while higher attaining pupils were required to work more systematically to find a pattern and to predict what would happen with higher numbers. Learning is enhanced throughout the school by the pupils' very good attitudes, high level of interest and excellent behaviour.
- 72 Leadership is good and the subject manager provides a clear model of good practice. Management is good. The thorough analysis of test results has led to the current focus on improving opportunities for problem solving, which is helping to improve pupils' understanding and confidence well. There are good assessment procedures with clear targets to help pupils to improve.

### **Mathematics across the curriculum**

- 73 Good opportunities are provided for pupils to practise and develop their skills in other subjects. Pupils in Year 1 compiled a graph of eye colours on the computer in ICT lessons, older pupils researched census information for history in connection with the centenary celebrations, and pupils in Year 5 compiled height and weight comparison graphs in science. There are various examples of pupils using their knowledge of shape to produce interesting patterns in art and design.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are above average in Year 6 and well above average by the end of Year 2.
- Pupils throughout the school have a good knowledge and understanding of scientific facts and vocabulary.
- The skills of scientific enquiry are taught thoroughly and well but opportunities are limited for higher attaining pupils to devise and conduct independent scientific investigations.
- Leadership is good and assessment is used well to identify targets for improvement.

### **Commentary**

- 74 Standards are above average by Year 6 and all pupils achieve well. At the end of Year 2, standards are well above average and pupils achieve very well. Since the last inspection, high standards have been maintained well in Year 2 but there is a slight fallback at the end of Year 6. The school has the situation well in hand; the curriculum has been reviewed thoroughly and teaching is on track to raise attainment to its formerly consistent very high level by 2006.

- 75 Teaching is good, overall, and a significant proportion is very good. The high standards attained by Year 2 are largely the result of very good teaching in that class. Very good teaching is also evident in Year 4. Teaching was not observed, due to timetabling arrangements, in Years 5 and 6, but a review of pupils' past work, teachers' planning and discussions with pupils and staff indicate that teaching is good, overall, and sometimes very good. Pupils are very interested in scientific knowledge and enquiry and show great enjoyment in learning.
- 76 Teaching is thorough and well organised, with high expectations set for pupils' learning. The subject leader tracks information from assessment systems very well and teaching is adjusted where necessary. A review of the outcomes of national tests in 2004 for pupils in Year 6 indicated, for example, that pupils' knowledge of forces was not as high as other aspects of the subject. Pupils' past work shows that the school is well aware of the importance of teaching scientific enquiry and older pupils have a good understanding of the importance of fair testing. Past work shows evidence of learning based on frequent opportunities for investigation throughout the school. Pupils throughout the school, including those with special educational needs, develop a thorough understanding of methods of scientific enquiry. By Year 6, pupils confidently share the planning of investigations and show a good understanding of the process. For example, within their work on light and shadows, they were able to evaluate outcomes of a class investigation and suggest ways that the experiment might be improved. There are few opportunities, however, for pupils to challenge their understanding further through planning and organising investigations independently. This limits the achievement of the higher attaining pupils in particular and explains why standards in Year 6 are not quite at a well above average level.
- 77 Pupils use scientific vocabulary well because teachers give it good emphasis during lessons. Their factual knowledge of the different aspects of science is very secure. Pupils in Year 2, for example, are very clear on the effects of habitat, light and water on the growth of plants. Pupils in Year 6, confidently discuss the effects of gravity, the operation of electrical circuits and the functions of the different parts of plants. Results are recorded and analysed in a good variety of ways, for example, using tally charts, graphs and tables. A good amount of work is covered each year and pupils accumulate a good breadth and depth in their knowledge and understanding of the subject.
- 78 Teaching is strongest where staff have secure and confident subject knowledge and this was evident in the very good lessons observed in Years 2 and 4, where teachers questioned pupils very perceptively to reinforce and extend their understanding. Throughout the school, pupils show high levels of interest and enthusiasm which help them to achieve well. This strong interest in learning is harnessed very well where teaching is very good. In Year 2, part of the class is organised as a bird observatory and pupils are very keen to extend their knowledge and experience on a daily basis, learning to observe closely and record observations. Teaching assistants give very good support to pupils with special educational needs and consequently these pupils make very good progress. The help of teaching assistants is also invaluable for lower attaining pupils who get plenty of opportunities to discuss their developing ideas in classes where teaching assistants are available. In a very good lesson observed in Year 4, imaginative teaching challenged pupils to use a wide range of scientific vocabulary, extending their understanding of terms, such as 'predator' and 'herbivore', very well. Role-play was used to extend significantly the pupils' knowledge and understanding of the relationships between creatures within food chains.

- 79 Good assessment means, generally, that tasks are well matched to pupils' learning needs. In work on food preferences in Year 2, for example, higher attaining pupils were challenged to devise their own questions with which to interrogate graphs, while lower attaining pupils were given a more simple task. In Year 4, lower attaining pupils made simple descriptions of different kinds of teeth based on pictures, and higher attaining pupils produced more extensive and detailed descriptions independently. Similarly in Year 6, higher attaining pupils completed much more detailed work on the heart and circulation system than others in the class. Teachers mark pupils' work regularly and provide supportive feedback. Some teachers add thought-provoking questions but such comments, that help pupils to improve their work, are inconsistently used.
- 80 Leadership and management are good. The co-ordinator has very good subject knowledge and supports staff and pupils well. She keeps a close eye on standards across the school through checking assessments and pupils' work but has few opportunities to observe teaching and learning in lessons.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The quality of teaching is very good and pupils achieve very well.
- Standards are well above average by the end of Year 6.
- ICT is used very well within other subjects across the curriculum.
- A good range of up-to-date resources provides a good basis for learning.
- Poor ventilation in the new computer suite reduces pupils' concentration at times.
- Leadership and management are very good.

### **Commentary**

- 81 Standards are above average by the end of Year 2, and well above average by the end of Year 6. Pupils achieve very well. This shows very good improvement since the last inspection, when ICT was identified as an issue for development. The school has very successfully turned a weakness into a strength of the school.
- 82 A significant factor in the improvement in standards has been the provision of a regularly used computer suite, which now has a very recently updated supply of computers. In addition, the number of computers available in classrooms has improved well, enhancing considerably the pupils' access to a wide range of programs and to the Internet, accessible from every class. The school is building a stock of interactive whiteboards (or 'smart boards'), which are used very well to provide significant enhancement to teaching and learning. Thorough training for staff has increased their knowledge and confidence very well. The school's advances in the subject have been recognised by the local education authority, which has seconded the subject leader to provide support in other schools. Parents provide additional support with before school computer sessions and many pupils' skills are supported by their use of computers at home.



- 83 The very good teaching is well planned so that all pupils, including those with special educational needs, build securely but quickly on previous skills. A good range and quantity of work is taught very well. Pupils in Year 2 have very good basic computer skills that enable them to approach tasks confidently. They use computers to produce and amend written work, research for information for other subjects of the curriculum, and they have experience of using electronic microscopes in science. In Years 3 to 6, pupils extend these very good skills well. They use electronic mail to communicate with other schools and make wide use of the Internet for research. In Year 3, as part of a history project, pupils confidently edited film, including the use of cutting, exchanging frames and adding their own captions. By Year 6, pupils use multimedia computer presentation programs very imaginatively to produce work for history and for art and design, including highly developed page designs and the use of a digital camera to produce video clips.
- 84 Teachers make good use of pupils' well developed collaborative skills so that they work well together on computers. Pupils often work in the computer suite in mixed ability pairs to enable higher attaining pupils to support those with less developed skills. This is mutually beneficial because the more able pupils have to refine and clarify their skills in order to help their partners, who in turn benefit from the extra support.
- 85 Leadership and management are very good. The temporary subject leader has a very good understanding of the subject and provides skilled support for staff and pupils. The review of standards, the update of resources and staff training have continued well despite staff changes.

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

- 86 ICT is used very well within other subjects and few opportunities are missed to help pupils to extend their computer skills and to improve their understanding of the application of information technology. In Year 6, for example, pupils extended their mathematical skills well when they used spreadsheets to present and analyse data and, in a similar way, pupils in Year 5 searched for anomalies within data presented in the computer in tables and graphs of different types. In science, pupils in Year 2 researched confidently for information on different habitats for plants, animals and 'minibeasts'. Throughout the school, pupils use sensors, data loggers and microscopes to extend work in science. Word processing is used frequently to extend writing skills and present finished work, such as poems on the Lady of Shallot in attractive formats. Pupils in Year 3, extend their literacy skills as they e-mail messages to other schools. Pamphlets are produced using the computer for geography, for example, and pupils in Year 1 use digital cameras to record information in their study of the locality. Pupils in Year 5 used the Internet to extend their historical research as part of their work on equipping 'time capsules' to celebrate the school's centenary. In Year 6, pupils use graphic programs well to complete impressive work based on the style of Lichtenstein.

## **HUMANITIES**

### **Geography**

Due to timetabling arrangements, insufficient lessons were observed to make clear overall judgements on provision in geography. Evidence from the two lessons observed,

discussions with pupils and a review of pupils' past work indicates that by the end of Year 2 and Year 6, standards are at least average. This represents good improvement since the last inspection, when standards were below average.

In a very good lesson seen in Year 2, teaching was imaginative and inspired in pupils' a very good understanding of different climatic regions and the effect on people's clothing. An adult dressed in costume appropriate to the climates in these locations made sure that pupils thoroughly understood and remembered the key features. Most pupils were able to identify a list of differences between hot and cold places. Lower attaining pupils and those with special educational needs identified words that described the weather in contrasting locations. The lesson built well on previous learning, when pupils compared features of Crete with those in Thurstaston.

In a good lesson observed in Year 5, pupils were challenged well to find cities in Australia from geographical clues provided. The teacher's good subject knowledge led to taxing questions and challenging tasks that increased pupils' understanding of the continent and extended their mapping skills well, including their knowledge of co-ordinates.

Pupils' work indicates that progress is at least satisfactory. Pupils in Year 2 use simple grid references, for example, and by Year 6, pupils identify locations through the use of six figure references. Visits into the locality and beyond give pupils in all year groups the opportunity to extend their skills. The school ensures that pupils consider local environmental issues through work with the local forest ranger and participation in a debate involving other local schools about the consequences for the locality of a national golf tournament held nearby. Pupils make good use of ICT to research topics such as rivers and to produce posters which advertise holidays in the Lake District.

## **History**

Only one lesson was observed in history, so it is not possible to make clear overall judgements on the quality of provision or of teaching and learning. A review of pupils' past work and discussions with staff and pupils indicate that by the end of Year 2 and Year 6, standards are above average.

Pupils make good use of skills of historical enquiry. The celebration of the school's centenary has provided an interesting starting point and pupils in Year 6 have used a wide variety of sources, such as photographs, interviews and historical documents to research life in Britain one hundred years ago. Pupils completed impressive homework projects researching the life of a relative or famous person who lived a hundred years ago. The projects were structured well in school and included, for example, reference to census information and birth and marriage certificates. Similarly in Year 5, pupils understanding was deepened when they made good comparisons between items known to be in the school's original time capsule, buried beneath the foundation stone, and their own carefully constructed time capsules illustrating important features in their own lives.

Visits, visitors and role-play add to pupils' enjoyment of history in addition to increasing their understanding. Pupils in Year 3 added significantly to their understanding of life during the Second World War, for example, when they met grandparents who had been evacuees. They visited warships in local docks and helped to make a film of their experiences. In Year 5, pupils used a contemporary water clock when they debated, in period costume, whether or not the Elgin Marbles should be returned to Greece. The school's success in bringing history alive was well illustrated in a very good lesson observed in Year 6, where pupils working in pairs used very confident computer skills to research and present an impressive

multi-media presentation on life in Britain since 1948. Good links are made across the curriculum and pupils study examples of art and music from the period.

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

### **Art and design**

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

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

- Skills and techniques are taught well.
- Pupils produce good images from direct observation.
- There are few opportunities for pupils to complete three-dimensional work.
- The subject makes a good contribution to pupils' cultural development.

#### **Commentary**

- 87 Pupils attain standards that are above average by Year 2 and by Year 6. Pupils' work on display through the school indicates a strong appreciation and use of colour. Pupils' very good attitudes and the good attention teachers give to demonstrating skills and techniques, give pupils confidence in their abilities and helps all pupils to achieve well. This maintains the good provision identified in the last inspection.
- 88 Teaching is good, overall, and pupils learn well. The lessons observed ranged in quality from satisfactory to very good, with half being of very good quality. In a very good lesson in Year 6, the teacher made very good use of the interactive whiteboard and her extensive subject knowledge to demonstrate perspective and how layering can create a three-dimensional effect. A strong feature of artwork is the study of the work of famous artists to influence and improve pupils' own work, with many examples on display of work in the style of Goldsworthy, Monet and Lichtenstein. This makes a very good contribution to pupils' cultural development, as does the appreciation of art from other cultures. This was evident in a very good lesson in Year 4, where pupils looked at materials from India to inspire their own designs of paisley patterns. Pupils are taught to look closely at objects and this improves the quality of their drawing. This was seen in a good lesson in Year 1, where pupils looked closely at the shape and colour of shells to create drawings in pastel of good quality. Pupils are given experience of a good range of materials, with pupils in Year 5 producing clay pots in connection with their study of the Greeks. However, few other individual examples of pupils' own artefacts or three-dimensional work were evident.
- 89 The subject is led and managed well and this is a factor in the subject's high profile in the school and in the achievement of an Artsmark award.

## Design and technology

It is not possible to make a judgement on provision in design and technology as no lessons were being taught during the inspection. Past work available indicates that pupils are working at a level that is at least average for their age. Pupils in Year 2 have made well-finished models of fire engines, complete with wheels. In Year 3, pupils made good use of the principles of pneumatics to design and make moving monsters. In Year 5, pupils made Greek food for their banquet in their topic on Greece, and designed and made interesting time capsules in connection with the school's centenary. All pupils contributed to the school's impressive centenary wall hanging.

## Music

Provision in music is **very good**.

### Main strengths and weaknesses

- Standards are well above average by the end of Year 2 and Year 6 and most pupils achieve very well.
- The quality of teaching is very good, overall, but varies from very good to satisfactory.
- Pupils' very good personal development means they are confident in contributing to singing and composition.
- The subject leader's specialist music skills promote a lively and interesting curriculum.
- A good range of extra-curricular activities helps those who take part to increase their skills well.

## Commentary

- 90 The well above average standards by Year 2 and Year 6 and pupils' very good achievement show very good improvement since the last inspection. The subject leader, appointed since the last inspection, has raised standards for the older pupils especially. The teacher in Year 2 has good subject knowledge and this ensures standards are high by the end of Year 2.
- 91 The quality of teaching is very good, overall, although there are times when the pupils do not achieve so well because teaching is no more than satisfactory. Differences in quality are largely dependent on the subject knowledge of the teacher. Nonetheless, there is a clear and lively scheme of work in place and the musicians on the staff provide useful support for non-specialist colleagues.
- 92 Pupils apply themselves very well and sing clearly, tunefully and harmoniously in lessons, school assemblies and in performances for parents, showing enthusiasm, enjoyment and a lively interest in performing well. They have a good awareness of the spiritual aspect of music and their singing adds significantly to the very good ethos in school assemblies.
- 93 In the lessons observed, teachers generally acknowledged the pupils' good skills and challenged them well with interesting but taxing activities, such as quite complex compositions or detailed analysis of music used everyday in advertisements on television. In a very good lesson in Year 2, pupils working in small groups composed sequences of sounds that reflected different weather conditions, with the higher attaining pupils achieving greater texture through combining sounds. A good range of

instruments enabled an interesting variety in their work. Pupils were challenged to record their sound sequences, using pictures and symbols, so that they could be reproduced accurately for the class and so that others could reproduce their work. In Year 6, very good teaching challenged pupils working in groups to produce much more complex pieces to reflect the mood of the painting of the Great Wave of Kanagawa by the Japanese artist, Hokusai. Pupils worked enthusiastically together to build their music gradually to a crescendo, before fading back. Sensitive but pertinent evaluation by the class led to some pupils noting that the crescendo was more reminiscent of the painting if the pitch of the music went up as the volume increased. Pupils are skilled in using the instruments by Year 6 and able to make creative and original suggestions. In Year 5, pupils analysed very well the likely impact of a range of different advertisements that use music as part of the message. Pupils were highly motivated to identify the advertisers' hidden intentions and analysed the music intently, learning very quickly to form opinions of the likely target audience and message in the advertisement. They worked at a well above average standard. Where teachers are less confident musicians, they tend to underestimate the pupils' skills and the lesson moves at too slow a pace to enable good achievement.

- 94 The strong interest in music in the school is nurtured by the headteacher's specialist skills. Pupils get effective opportunities to extend their skills beyond lessons, through learning to play instruments, joining the school orchestra and taking part occasionally in choral performances in the community. Musicians are frequently invited to perform in school, with guest musicians representing a range of different music and cultures. A group of Melanesian Brothers from the Solomon Islands, for example, recently shared their music with the pupils.
- 95 Leadership and management are very good. The headteacher as subject leader teaches music in Year 6, making sure that her specialist skills are effective in securing high standards for the oldest pupils. Where teaching is very good, assessment systems are supplemented very well by perceptive evaluation by the whole class.

## **Physical education**

Two lessons were observed, one in athletics and one in games, but it is not possible to make an overall judgement on provision across the whole subject or on the overall quality of teaching and learning. In the lessons observed, standards were above average.

The quality of teaching in the two lessons observed was very good and achievement was high. In a lesson in Year 4, the teacher observed pupils' athletics performance very closely and was able to intervene skilfully to improve performance very well. She used her own and pupils' demonstrations very effectively so that running skills and baton changing improved significantly. The pupils collaborated very well and competed in a very good sporting spirit. In Year 5, pupils were challenged to organise their own non-stop cricket games. They responded very well to instructions and coaching from the teacher, who showed good subject knowledge. Most pupils, including those with special educational needs, demonstrated very good understanding of skills and tactics; striking and fielding skills were generally very good.

The school is successful when taking part in competitive sport locally. Swimming is available for pupils in Years 3 to 6 and many go on to reach high standards. The curriculum is enriched by opportunities for participation in extra-curricular sports activities, including

netball, judo, tennis and football. Pupils in Year 6 enjoy taking part in outdoor adventurous activities during a residential visits. The experiences of pupils in Years 3 to 6 are widened when they make a day's visit to a local university to use the wide range of physical education facilities. Opportunities for learning are being further extended by the school's involvement in the local school sport co-ordinators' scheme, which facilitates sharing the sports expertise from local secondary schools. The school has adequate outdoor space for lessons in physical education but space in the school hall is limited, restricting opportunities for older pupils to exercise rigorously and safely.

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

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

### **Main strengths and weaknesses**

- The senior staff and governors place exceptionally high importance on providing very well for pupils' personal development.
- There are strong links with the school's Christian ethos.
- Pupils are given a good range of tasks that develop their sense of responsibility within the school community very well.

### **Commentary**

- 96 The school places a high priority upon developing pupils' personal and social development and encouraging them to keep safe and well. By the end of Year 6, pupils are very mature and responsible individuals.
- 97 Lessons cover a wide range of personal and social issues such as listening effectively, caring, consideration for others and feelings. The very good teaching and learning in English, for example, is considerably strengthened by attention to the feelings, motives and moral issues facing characters in fictional or autobiographical literature and in the pupils' own work. In a very good lesson in Year 4, sensitive questioning by the teacher helped pupils to analyse the actions and words of characters. Examples of friendship were noted, such as friendly eye contact or giving a flower "to remember a friend when they are not there". Signs of division between people were noted, such as ignoring each other, not showing friendliness or interest. Pictures were studied to note different facial expressions and their effect on others. With pupils working together in small groups, scenes from the story were dramatised to help pupils to empathise with the feelings of the characters.
- 98 In a lesson observed in Year 6, focused specifically on developing pupils' personal, social and health education, the quality of teaching was very good. In discussing ways of reducing the risks they might encounter when growing up, pupils readily accepted the rules of debate and clearly knew the boundaries of discussion and how important it is to protect the feelings of others. Parents report that pupils appreciate the opportunity to talk things through during 'circle time' discussions and to resolve any issues or concerns that arise. A 'concerns box' in each class means that pupils can bring more sensitive issues to the teachers' attention in a confidential way. School assemblies are very well planned to strengthen pupils' social and moral awareness. The chair of the governing body makes a significant contribution to pupils' personal development during assemblies and a lunchtime club for informal discussions. As the rector of the local church, pupils, staff and parents take comfort

in the knowledge that they can approach her for support with personal issues. Suitable provision is made for education in sex and relationships, and for raising pupils' awareness of the danger of drug misuse.

- 99 The school's exceptionally good ethos and the staff's success in supporting individuals provide a very good model for a successful community. Citizenship is actively promoted through the many opportunities for pupils to play an important part in helping the school to run smoothly and to improve. The school is good at providing pupils with responsibilities to help them build their confidence and self-esteem. 'Playground leaders' help other pupils to develop a sense of responsibility and help to organise games at playtimes. Pupils express their own views through the school council and so develop their understanding of democratic decision-making. Councillors have a very good understanding of their roles and responsibilities and make a very good contribution to improving the school. A group of Year 6 pupils are preparing their own brief to present their views to a debate in a 'children's parliament', held in a local town hall, on an environmental issue that affects the life of the community.
- 100 The co-ordinator is new to the role and is very keen to continue the development of the subject, which has been very well led and managed by the headteacher. The school has recently received a healthy school award.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>1</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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