

INSPECTION REPORT

TIBBERTON CE PRIMARY SCHOOL

Tibberton

LEA area: Telford and Wrekin

Unique reference number: 123505

Headteacher: Mrs Janette Harris

Lead inspector: Jeff White

Dates of inspection: 4th to 6th July 2005

Inspection number: 268126

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 controlled
Age range of pupils: 5-11
Gender of pupils: Mixed
Number on roll: 137

School address: Off Maslan Crescent
Tibberton
Newport
Shropshire
Postcode: TF10 8NN

Telephone number: 01952 550472
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Appropriate authority: Governing Body
Name of chair of governors: Katrina Baker

Date of previous inspection: 22/03/1999

CHARACTERISTICS OF THE SCHOOL

The school is smaller than average with 137 pupils on roll, 21 of whom are in the reception. Pupils are drawn from the village of Tibberton and the surrounding area with about 30 percent from outside the catchment. Eligibility for free school meals is well below the national average. The percentage of pupils with special educational needs, including statements, has risen and is now broadly average but the percentage of statements is well above average. The school is within the catchments of the only selective grammar schools within the LEA. The percentage of pupils from high social class households is above average. There is some variation in the attainment of children on entry to the school. In the current reception, attainment was broadly average. The school has Investors in People status and has received the Schools for Health award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17242	Jeff White	Lead inspector	Science, art and design, design and technology, music, physical education
9003	Bryan Findley	Lay inspector	
29989	Pauline Goodsell	Team inspector	Mathematics, ICT, religious education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good school** with significant strengths. Most pupils achieve very well and overall standards are above average. The school is very well led and the commitment to improving pupils' performance is strong. Teaching and learning are good overall and there is some very good teaching. Most pupils have positive attitudes and behave very well. The school provides good value for money.

Main strengths and weaknesses

- Standards in Year 6 are well above average in mathematics and science
- Assessment of pupils' performance is very thorough and successful action is taken to improve achievement
- Provision for special educational needs is very good
- Links between subjects are very effective
- Links with other schools have resulted in some outstanding pupils' work
- Links with parents and the community are very good
- Pupils' knowledge and understanding of diverse cultures are too limited
- Marking of pupils' writing and presentation of work is not consistently thorough
- The behaviour of a small minority of boys too often disrupts other pupils

The school has improved well since its last inspection and the key issues pertaining to provision for information and communication technology (ICT) and the quality of assessment have been addressed thoroughly. Standards in the work seen in Year 6 have risen in mathematics and science. Improvements have also been made in the overall quality of education.

STANDARDS ACHIEVED

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

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

Overall achievement is very good. Children in the reception achieve well and almost all exceed the expected learning goals in personal, social and emotional development, mathematical development, knowledge and understanding of the world and creative development. Children are meeting the goals in the other areas of learning. Achievement by the end of Year 2 is good in English, mathematics and science and standards are above average. By the end of Year 6 overall achievement is very good in the latter subjects. Standards are above average in English and well above average in mathematics and science. Standards throughout the school are above average in art and design and in design and technology and there are examples of outstanding work. Standards in ICT are satisfactory overall but are improving quickly. In history, standards are satisfactory in Years 1 to 2 and good in Years 3 to 6. Standards are good in religious education. There was not enough evidence to evaluate overall standards in geography, music and physical education.

Pupils with special educational needs (SEN) make very good progress. Gifted and talented pupils and the most able also achieve very well.

Pupils' personal qualities including their spiritual, moral, social and cultural development are good overall. The promotion of pupils' knowledge and understanding of their own culture is strong but not enough is done to develop their understanding of the diverse cultures in British society. Although attitudes and behaviour are often very good a small minority of boys are sometimes disruptive.

QUALITY OF EDUCATION

The overall quality of education is good. Teaching and learning are good and there are examples of very good teaching. Teaching assistants are used very well and they make a significant contribution to pupils' learning. A good feature of the teaching is the thoroughness and constructive use of assessment but marking of pupils' writing and presentation is not consistently effective. The very good teaching is characterised by very high expectations of pupils' performance. The vast majority of pupils work very productively.

The overall curriculum is very good and enhanced very well by a wide range of enrichment opportunities. Links between subjects are especially strong. The provision for equal opportunities, including for pupils with SEN, is very good. Pupils' care, welfare, health and safety are good. The support for pupils is very good and they have opportunities to express their views. Links with parents, other schools and the community are very good. The school's links with other schools have resulted in pupils' work of a very high standard.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. Monitoring and evaluation of pupils' performance are especially thorough and followed by successful action to improve achievement and raise standards. Subject co-ordinators work very hard and lead their subjects very well. Governance is good and governors take an active role in strategic planning and in taking account of the school's work. Statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are well satisfied with the school. Pupils, in general, like the school and feel their views are valued.

IMPROVEMENTS NEEDED

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

- Improve pupils' knowledge and understanding of life in a culturally diverse society
- Ensure pupils' writing is marked more thoroughly and set higher expectations of their presentation of work
- Ensure that the behaviour of a small minority of boys does not disrupt other pupils

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is very good overall. Standards are predominantly above average.

Main strengths and weaknesses

- Standards in speaking and reading are well above average
- Standards are well above average in mathematics and science in Year 6
- Pupils often do not take enough care in spelling and presentation

Commentary

1. In the national tests over the period 2002 to 2004 Year 2 pupils' performance was well above the median in reading and above the median in writing and mathematics. In 2004 in comparison with similar schools pupils performed highly overall. In the tests for Year 6, pupils' overall performance over the three years was very high in English, mathematics and science. These results represent good achievement on the school's part. The latest unverified test results indicate that pupils have continued to achieve their potential especially in the case of the most able pupils and those with SEN.

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

Standards in:	School results	National results
Reading	17.9 (16.6)	15.8 (15.7)
Writing	16.1 (15.0)	14.6 (14.6)
Mathematics	18.3 (16.0)	16.2 (16.3)

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

2. Many opportunities are provided for pupils to develop their speaking skills. Teachers encourage discussion and welcome pupils giving their own views. Pupils are confident and articulate and respond well, for example, in paired discussion with a classmate. Skills in reading are taught thoroughly so that as pupils become older they confidently tackle unfamiliar words. Pupils like reading and many with the support of their parents read a good range of books. For example, pupils in Year 6 talk well about their favourite authors. The school's focus on writing has helped standards to rise. By Year 6 pupils write for a good range of purposes and in different genre. Some very good writing across the curriculum has been engendered by the close links with other schools. Pupils' research skills are developed very well and good use is made of ICT. Often when pupils write, not only in English but in other subjects, they are too careless in spelling and presentation.
3. Standards in mathematics are above average in Year 2 and well above average in Year 6 because very good use is made of assessment findings to plan pupils' work. The tracking of pupils' performance is rigorous and indicates how well pupils have progressed over time. The overall teaching is good and sometimes very good. Productive links are made with other subjects such as science, ICT and history. Standards in science match those in mathematics. A significant strength of pupils' work is the development of their enquiry skills. Pupils throughout the school are used to

responding to scientific questions and as they become older they are encouraged to pursue their own ideas. Very high expectations in the teaching in Years 5 and 6 enable many pupils to attain very high standards. The older pupils are especially adept at explaining their scientific reasoning. A key reason why standards are so good in the core subjects is because they are very well led by the co-coordinators.

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

Standards in:	School results	National results
English	29.7(31.8)	16.9 (26.8)
Mathematics	28.6 (30.0)	27.0 (26.8)
Science	29.7 (32.1)	28.6 (28.6)

There were 11 pupils in the year group. Figures in brackets are for the previous year

4. Standards are good in art and design, design and technology and history. Standards in all other subjects, where there was enough evidence to make a judgement, meet expectations for pupils’ ages. Some of the work inspired by the network with other schools is of excellent quality.
5. Almost all the children in the reception reach the expected learning goals and many exceed them in personal, social and emotional development, mathematical development, knowledge and understanding of the world, and creative development. A key contributory factor to their good progress is the good overall teaching coupled with the support from teaching assistants.
6. The school has high expectations that the pupils with SEN will achieve well, particularly in literacy and numeracy, but also across all other areas of the curriculum. It is successful in reaching this aim because it makes very good provision for pupils’ individual needs. The most able pupils, included the gifted, are challenged extremely well especially in mathematics and science.

Pupils’ attitudes, values and other personal qualities

Pupils’ attitudes to learning and their behaviour are good overall. They mature well during their time in school and provision for their spiritual, moral, social and cultural development is good overall. Attendance rates and punctuality are very good.

Main strengths and weaknesses

- Pupils are stimulated to learn by good teaching and very good levels of support
- Inappropriate behaviour by some boys at times disrupts the free flow of lessons
- Pupils’ own culture is promoted strongly but their knowledge and awareness of different cultures are not developed enough
- The vast majority of pupils take a keen interest in lessons

Commentary

7. Pupils like coming to school and those who have attended other schools say they enjoy their time at this school more, because of interesting lessons and the friends they make. Pupils co-operate well with school routines and settle down quickly to work. They also attend school clubs in large numbers. Parents agree that their children like school.

8. Most pupils are motivated to learn and achieve high standards because the teaching captures their interests. They are given a clear idea of what they are learning and activities are absorbing and within the capability of what they can do. Pupils with SEN participate fully in activities because of the very good support from teachers and teaching assistants. Parents feel their children are challenged well by the work they are given.
9. The vast majority of pupils behave very well and take a keen interest in lessons because good relationships lead to polite responses and helpful contributions. Pupils understand and follow school routines well and playtimes are characterised by harmonious activities with few problems. The wide range of play activities helps this aspect of pupils' behaviour. A few parents have concerns about the behaviour of a few pupils and some of the children say they are often irritated by the behaviour of some boys in the classroom. This concern was found to be justified because immature behaviour by some boys is not always nipped in the bud quickly enough. However, there have been no exclusions, so the table that usually appears at this point in the report is not included.
10. Pupils generally develop well during their time in school. Spiritual development is good because pupils gain positive values that guide them in the views they express and in their behaviour. In assemblies, they are given opportunities to reflect on their experiences and learn the values of faith, particularly the Christian ethos. Pupils develop a good sense of right and wrong and they apply this in daily routines, for example, in keeping to play boundaries. They are polite to each other and co-operate well in lessons. Pupils also carry out their responsibilities sensibly, such as when supporting younger pupils in assemblies and when discussing school matters through school council meetings and classroom discussions. Pupils learn about their own culture in music, art and history and about other faiths in religious education, including a visit to a Sikh Temple in Hadley. They also celebrate the festivals of some of the major faiths but pupils' knowledge and awareness of different cultures are not sufficiently developed because not enough focus is given in the broader curriculum to learning about life in a culturally diverse society. Pupils with emotional and behavioural problems are well supported by structured programmes that address their needs and good use is made of outside agencies to support this work.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.0
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good.

Teaching and learning

Teaching and learning are good overall and assessment findings are used very well.

Main strengths and weaknesses

- Teaching is often very good in the core subjects
- Pupils with SEN are very well catered for
- Discipline is not always as effective as it could be

Commentary

11. The teaching in the reception is good overall. The teacher and teaching assistants work well together to ensure that pupils' needs are met following on from thorough assessment. The mix of teacher directed activities and opportunities for children to choose activities is well managed.
12. Basic skills are taught thoroughly and are refined as pupils move through the school so that, for example, they become very competent readers. Discussion is a common feature of lessons and ensures that pupils are not only at ease when asking for help but also speak out confidently when airing their views. For instance, in mathematics and science pupils are encouraged to explain their work and pursue their own ideas. The very good teaching in English, mathematics and science is characterised by very high expectations of pupils' performance so that they not only attain high standards but also achieve very well. A generic strength of the teaching is the promoting of links between subjects thus enabling pupils to apply their knowledge and skills regularly, for instance in the use of ICT.

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	11	5	0	0	0

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

13. The co-ordinator for SEN, teachers and the teaching assistants plan together very productively and as a result pupils' needs are very well met. These needs are clearly identified by assessment and strategies to address them are then effectively implemented. In lessons the teachers interact well with the pupils and ensure that they are integrated into the work the class is doing. The teaching assistants provide very good extra support that focuses well on pupils' needs and enables them to achieve well within classes and when they are withdrawn so that their specific needs can be addressed. Throughout the school there are pupils of high ability and some have been identified as gifted or talented. The inspection finds that these pupils are challenged very well. For example, in the national tests for Year 6 the high attaining pupils have consistently achieved a higher proportion of National Curriculum level 5s than in other schools.
14. Generally, teachers' discipline is effective and they capture pupils' interest and attention quickly. There are occasions when unacceptable behaviour of a small minority of boys is not dealt with quickly enough.

The curriculum

The quality of the curriculum is very good overall. The accommodation and resources are good.

Main strengths and weaknesses

- Imaginative use is made of external networks to plan a curriculum that makes very good links between subjects
- Very good enrichment of the curriculum effectively promotes the pupils' enthusiasm for learning
- Pupils with SEN are very well provided for and, consequently, they make very good progress
- Planning and use of ICT skills across the curriculum are now systematic and successfully underpinning learning in other areas

Commentary

15. All of the pupils achieve very well because there are consistent approaches to teaching the key skills of literacy, numeracy and ICT and to applying them across the curriculum. The curriculum is evaluated regularly and rigorously and innovations are carefully managed to meet changing requirements. The school is committed to developing cross-curricular links between subjects and this can clearly be seen in the school's planning. This means that the pupils often have good opportunities to make connections in their learning. A good example of this is seen in the history topic of the evacuation of children in the Second World War where writing, art and historical investigation combine to provide striking and vibrant displays. The school plans topics with other schools to extend the pupils' opportunities for learning. For example, recently the older pupils have been involved in a project constructing 'buggies' and liaising by email with another school who were making the bridges for the vehicles to drive over.
16. Visits and visitors are very well used to generate an interesting curriculum offered to all the pupils. The very good enrichment promotes pupils' enthusiasm for learning and contributes well to their spiritual, moral, social and cultural development. The pupils are encouraged by the enhancement of the learning opportunities to have a very good awareness of western culture and society but there are too few opportunities to experience cultures outside of their immediate experience.
17. The school is now well resourced to deliver the curriculum for teaching ICT skills, knowledge and understanding. Each class has a mini suite and these are used regularly to promote learning across areas of the curriculum. Good use has also been made of the interactive whiteboards and other ICT applications such as programmable vehicles, digital microscope and cameras. A teaching assistant contributes expertise and supports the teachers in delivering the ICT curriculum.
18. There is full access for pupils with disabilities and the teachers and teaching assistants provide very well for all pupils with SEN. Very good support enables the pupils to sustain their attention and concentration and to participate in lessons and other activities. Pupils' Individual Education Plans (IEPs) are good. Their targets are broken down into small steps, reviewed at least half yearly, and some more frequently when new targets are set.
19. There is a good and varied curriculum for the children in the reception class. The teacher plans thoroughly and liaises very well with the learning support assistants in order to provide a good variety of learning opportunities for the children. There is a good range of well-planned activities in all the areas of learning with a good balance of free choice and teacher directed activities. The learning support assistants are well informed about what it is the children need to learn and work very effectively to support their learning. However, many of the language and mathematics activities are very teacher directed and this prevents the children from exploring and investigating independently.

Care, guidance and support

The school provides well for the care, welfare and safety of pupils. The provision of support, advice and guidance is very good. Very good account is taken of pupils' views.

Main strengths and weaknesses

- Arrangements for health and safety are very good
- The support provided by teaching assistants is very good
- There are very good arrangements for the induction of pupils into the school
- The school council gives pupils important influence in school matters

Commentary

20. Health and safety procedures are very good because site inspections are carried out regularly and risk assessments made for different practices, special events or visits out of school. Members of the governing body monitor all arrangements closely. First aid expertise is on hand at all times and members of staff are trained to tender to special needs. Child protection procedures are in line with those recommended locally.
21. Pupils receive very good levels of support and guidance because assessment data is used so well to plan for individual needs. Teaching assistants are included in the assessment and the planning of work, so that support is properly targeted and pupils are able to take a full part in activities. Pupils' personal development is also monitored very well. Teachers make notes of any concerns and information is shared amongst the staff where appropriate. This is used to direct support, such as for developing confidence or coping skills in different circumstances, for example, anger management support using the expertise of outside agencies. The school records and responds well to more serious problems such as racism or other forms of oppressive behaviour.
22. Pupils are very well cared for when starting at the school and parents are pleased with these arrangements. There are very productive links with the pre-school provision in the village. Children become familiar with the school from visits to events and the shared use of facilities. There are also induction visits tailored to ease the transition into school life. Pupils joining from other schools are given a peer mentor while they settle in. An induction evening is held for parents and they are encouraged to spend part of the day in school with their child when they first start.
23. Pupils value the opportunity they have to express their views in the school council. Every pupil is involved in discussing school matters either as a representative on the school council or in class discussion about school council business. The school consults with pupils over things that affect them directly, such as the rules for the use of playground equipment.
24. All statutory requirements with regard to special educational needs are being carried out. Throughout the school the pupils receive very good support from the adults within the school. The special educational needs co-ordinator, teachers and teaching assistants are fully committed to helping the pupils to make progress in meeting their targets and to achieve well. A wide range of outside agencies effectively supports the school's work with pupils with SEN.

Partnership with parents, other schools and the community

The school promotes a very good partnership with parents. Links with the community and with other schools are also very good.

Main strengths and weaknesses

- Parents respond very well to encouragement to help with their children's learning
- The school consults very well with parents over school development
- Involvement in a local network of schools is very beneficial for pupils' learning
- The school is very well integrated within the local community

Commentary

25. Parents continue to be very involved in their children's learning, either by supporting work at home, helping with school activities or raising funds for school improvement through an active parents' group. A good example of this support has been the response to a school travel plan, which has successfully encouraged pupils to walk or cycle to school. The school encourages parental involvement through good information and consultation. Parents have very good access to teachers at the start and end of each day and are kept well informed about the school by newsletters. A very detailed website is now ready to be launched. Reports on pupils' progress are very detailed about academic attainment, especially in mathematics, English and science, for which targets for improvement are indicated. Learning targets for the following year show where parents can help. Information does not always indicate particular strengths or weaknesses, nor give a clear picture of progress made over the year and this was a weakness noted at the time of the last inspection.
26. The school recognises that parents take a keen interest in their children's education and consults with them very well, either through general surveys of satisfaction or over particular reviews of policy, such as when recently revising the behaviour policy. These arrangements for consultation are very successful, get a huge response from parents and have brought about changes, for example, by addressing concerns over safety in the school.
27. Links with other schools are very good because of the effectiveness of a local network of schools and the benefits it brings to pupils, especially those with particular talents. The school is also part of a national network learning community, which it draws on for expertise and into which it feeds the benefits of local initiatives, such as work done on writing and collaboration. The local network benefits greatly from involvement with specialist secondary schools in mathematics, music, design and technology. This has opened access to specialist provision, such as visiting artists and a wider range of activities, such as work in ceramics for pupils in Year 2. There are very good arrangements for transition work that match the high levels of attainment being achieved, including work with secondary schools on higher levels of work for pupils in Year 6 from the beginning of that year.
28. Links with the community are very good and the school is an integral part of village life. Links with the church are very strong and the school works very well with local agencies, such as the community police officer. Pupils are involved in village events and school productions are open to all members of the community. Highly beneficial visits are made to places that enrich the curriculum, including local producers but also

far reaching locations, such as the Tate Gallery at Liverpool and the Birmingham Repertory Theatre.

29. The parents and carers of pupils with SEN are invited to contribute to and attend the reviews of the progress their children are making. Parents are always made aware of the targets set for their children in their individual plans and suggestions are made about support that can be given at home to extend the work being done in school. The good support and assistance given by the parents greatly help to promote pupils' progress and achievement.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. Governance is good.

Main strengths and weaknesses

- Monitoring of pupils' performance and taking action are highly effective
- The headteacher is very successful in promoting the school's links with other schools and the community

Commentary

30. The headteacher continues to provide very strong leadership. She and the staff and governors are very committed to raising pupils' standards of work and improving their achievement. The commitment to inclusion is also strong. Rigorous systems for tracking pupils' progress and using the results of assessment ensure that pupils' individual needs are met well, especially in the core subjects. Test results are analysed thoroughly and clear targets are set for improvement. The headteacher and co-ordinators work hand in hand to monitor and evaluate teaching and scrutinise pupils' work. Effective action as a result has included improving guided reading and giving stronger attention to problem solving in mathematics. Governors are well informed about pupils' performance in the core subjects. Most parents who expressed a view feel that the school is well led.
31. The school development plan (SDP) is comprehensive and includes a very useful evaluation of the success of the previous plan. Governors are well involved at an early stage and discuss the progress of the plan regularly. The SDP identifies the role of governors, for example, the governor for literacy, in monitoring the school's performance. Subject co-ordinators' roles are developed very well. They work hard and have a strong influence on developments in their subjects, especially in the core subjects. Their annual reviews of their subjects inform the SDP.
32. The headteacher works tirelessly to enhance the school's provision by gaining funds from other sources and by working closely with other schools. The school's involvement in the small schools' network and the "cross over projects" has results in some outstanding work especially in art and design and design and technology.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	Balances (£)
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Total income	400,540
Total expenditure	402,228
Expenditure per pupil	3,142

Balance from previous year	4,750
Balance carried forward to the next	1,689

33. Finance is controlled efficiently and projected costs are clearly identified in the SDP. The school's latest audit indicates that governance arrangements constitute best practices and budget monitoring procedures are effective.
34. The overall approach of the SEN co-ordinator to review procedures and documentation is thorough and well organised. The co-ordinator works very well with teachers and teaching assistants to promote very good provision in terms of the curriculum and support. The governors are very supportive and provide extra resources of teaching and support time, and this is effectively contributing to the pupils' very good overall progress.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

35. Children are admitted in September and January each year and at the time of the inspection twenty-one reception children were being taught in a class with nine Year 1 pupils.
36. The quality of the teaching is good overall, with some very good elements, which include the teaching of personal and social skills and very good opportunities for the children to develop their creativity and their knowledge and understanding of the world. The children are assessed thoroughly and regularly and the information is used very well to check their progress, to provide individual targets and to form a profile of each child's achievements. Together with the good teaching, this makes a positive contribution to the good and sometimes very good progress that the children make. The good relationships between parents, teachers and the learning support assistants combined with a very good induction programme, mean that the children settle into school life quickly and easily. The attainment of the children when they start at the school varies from year to year and assessment information for the children currently in the reception class shows a range of ability that is broadly average. The children achieve well in all the areas of learning and, by the time they start in Year 1, almost all of the children will exceed the goals set for them in their personal, social and emotional development, in their mathematical development, their knowledge and understanding of the world and in their creative development. In the area of communication, language and literacy the children will attain the goals set and several will exceed them. The children will attain the goals set for their physical development. Leadership and management of the reception class are good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Personal, social and emotional development permeates all activities
- The children quickly develop independence and self-confidence
- They co-operate well with each other and with adults
- Children develop a good understanding of what is right and wrong

Commentary

37. The children achieve well because they are taught well and most of them are on course to exceed the goals set for them by the time they start in Year 1. There is a good emphasis on this area of learning and the teacher and support assistants take every opportunity to highlight appropriate behaviour and kindness towards each other. Almost all of the children follow instructions and know what is expected of them. They respond well to the class teacher's calm approach, and they generally behave well, although some are still learning to listen. The children learn to share and work together in a variety of situations, such as role-play, playing with sand, or working at the computer. They are encouraged to make choices and to take some responsibility for their own learning during 'planning time' when they plan what they will do during an afternoon

session. They are eager to learn new skills and usually put effort and concentration into their work. The children show good levels of independence when dressing for practical and physical activities.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The children have very good speaking skills
- The children are encouraged to develop their communication, language and literacy skills in all the other areas of learning
- The teacher uses a range of stories, as well as good questions in order to enrich the children's vocabulary and to encourage speaking, listening and early reading skills

Commentary

38. The children achieve well because this area of learning is well taught. They make good progress and all of them are on course to achieve the learning goals by the time they start in Year 1 with many children exceeding them, particularly in speaking and in learning to read. Regular opportunities to share news, knowledge and information as well as to listen to stories and poems help the children to improve and gain confidence in using spoken language. Good questioning by the teacher and learning support assistants plays a key part in this process. The children's reading skills are developed through the sharing of books and the learning of initial letter sounds and key words. The teacher also encourages the children to use picture clues and to predict what comes next as a successful strategy for understanding what is read. A further good strategy is the use of the computer to reinforce early reading and comprehension skills. The reception class has a range of books and the children enjoy daily reading activities where they play word games or choose a book to read to themselves or share with others. All the children practice writing patterns and letter shapes and there are some good examples of their developing early writing skills as they use labels, lists and simple sentences to record their learning. For example, several of the average and more able reception children can write words or a sentence about the animals in The Gruffalo story. However, there are occasions when expectations of the quality and the quantity of the children's writing could be higher. All of the reception children recognise their name and can write it unaided. They also use tape recorders and listening centres confidently in order to improve their listening and comprehension skills.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Well-planned activities enable the children to learn about numbers, shapes and money
- The children's mathematical learning is consolidated and extended through games, role-play and links to the other areas of learning
- Early counting skills are reinforced well and provide a good foundation for developing the children's learning about numbers

Commentary

39. The children achieve well and most of the reception children are on course to exceed the goals set for them by the time they enter Year 1. From the start, the reception children are taught to use correct mathematical language. The teacher and support assistants use a variety of counting apparatus as well as rhymes and counting games to help make the learning of numbers fun and this has a positive effect on the children's progress. The teacher has high expectations and all the children learn the importance of 'pointing, matching and counting' to ensure accuracy. For example, the children are confident when using a number line to help them when adding numbers up to ten and many of them show a good knowledge of numbers beyond ten. However, when recording their work, only a few of the children could remember and use the plus sign. The teaching is generally good and learning is extended well through the teachers' good questioning skills. Additionally, the teachers' use of correct mathematical language ensures that the children's mathematical knowledge and understanding develop well. The teachers make good links with other areas of learning, such as when the children are asked to consider size, shape and position when playing independently with shapes, large bricks and construction materials.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The children have very good relationships with the class teacher and learning support assistants who provide very good role models and who are a knowledgeable source of information
- The planned activities are effective in improving the children's observational skills and in evoking discussion, curiosity and enthusiasm
- The use of the computer, tape recorders and digital photography help the children's early understanding of new technology

Commentary

40. Almost all of the children will exceed the goals set for them in this area of learning by the beginning of Year 1. This is because this area of learning is well planned to include a variety of interesting visits and visitors that stimulate the children's interest in the topics covered. Additionally, the children's learning is improved further due to the good links made to other areas such as role-play and work in art and design. The teacher and the learning assistants have a very good understanding of the range of experiences children need to develop and they support the children well in their practical activities. They ask pertinent questions and make good links with what the children already know. Their awareness of the natural world and conservation is well emphasised as they learn about animals and insects in the rainforest and enjoy a Rainforest Roadshow. They study caterpillars over time and are thrilled to watch them change into butterflies. They also observe newly hatched chicks. Their knowledge of the local area is increased as the children carry out a traffic survey and, as a group, walk a safe route to school. The children learn about the past when they compare some of the television programmes watched by their parents and grandparents with those of the present day. They gain good early computer skills and reinforce their learning as they use the mouse and the cursor to point, click and drag items on the screen. The children also use the computer programs competently to reinforce their learning in early reading and number skills as well as in art and design.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The children's confidence, independence and dexterity develop well through the planned activities

Commentary

41. The children are on course to attain the expected levels in their physical development by the time they start in Year 1. Their achievement is satisfactory overall. There is an attractive outdoor play area that is an improvement since the time of the last inspection. Equipment for playing generally supports the children's overall achievement well although there is no large climbing apparatus. Planned outdoor and indoor physical education sessions develop the children's awareness of space. Construction materials, simple tools and malleable materials are widely available to help the children develop control over smaller movements. The children make good progress and show developing dexterity as they use pencils, brushes and scissors. For example, some of the children use scissors with a sound degree of skill and control when they cut out pictures for a sequencing activity as part of their language work.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The children experience a good range of creative activities that include art and design, model making and music
- There are good opportunities for drama and imaginative play

Commentary

42. The children achieve very well in the creative area of learning and almost all of them are likely to exceed the goals set for them by the time they start in Year 1. They have numerous opportunities to develop their creative skills through art and design, music and construction activities, working individually or with others as part of a supervised group. All the children handle materials confidently because they are widely available. Sand, paint, play dough and collage materials of different textures are accessible for the children to explore on a regular basis and they make good use of these to develop their senses and to investigate colour. As part of the school's Lowry Project, the children were inspired and stimulated to produce some outstanding paintings in Lowry's style and, after learning about the story of Joseph, the children painted, printed and tie-dyed fabric in a range of vibrant colours to produce a version of his coat. There are good opportunities for imaginative play. For example, the children are well supported and guided by the learning support assistant as they take on the roles of chef, waiters and customers in the restaurant. The children's own play of 'Prince Jamie and Princess Olivia' is acted out after a visit to a pantomime. The development of their musical skills is encouraged with several opportunities to sing, dance and play instruments.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

English

Provision in English is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good
- Pupils of all abilities achieve well, including those with SEN
- Standards in writing are continuing to improve and the quality of writing is extended through very good links with other subjects
- There are weaknesses in the pupils' spelling skills
- There are inconsistencies in the quality of marking and also in the pupils' handwriting and the presentation of their work
- The subject manager leads and manages the subject very well

Commentary

43. By the end of Year 2 and Year 6 standards in English are above average. Standards vary from year to year because of the make-up of particular year groups but, over the past three years, in the national tests Year 2 pupils have performed well in writing in comparison with similar schools with some very high standards in reading. Over the same three years, the performance of the Year 6 has been well above average. This represents good and sometimes very good achievement and progress. All of the pupils achieve well with the junior pupils achieving very well. There is no significant difference in the achievement of girls and boys. The pupils with SEN achieve very well. They are very well supported by the learning support assistants who ensure they understand the tasks set for them and frequently ask well focused questions in order to help the pupils succeed.
44. The school has identified writing as a priority in order to raise standards to match those in reading. Under the good leadership of the co-ordinator, lesson planning has been revised to increase the emphasis on writing and to provide strategies, such as 'mind maps' to help the pupils plan their writing in a more structured way. Targets are also set for groups and individual pupils. The school makes good use of national initiatives such as the Further and Additional Literacy Strategies and the Progress in Phonics programme. These are having a positive impact on standards overall and particularly on raising the achievement of the less able pupils so that almost all of them attain at least the expected levels.
45. The pupils' standards in speaking are very high. They generally listen well to their teachers and to other adults and follow discussions keenly. They can put forward their own ideas and challenge those they do not agree with in a very articulate, fluent manner. In almost all of the classes the teachers use pertinent questions very successfully to encourage the pupils to express their thoughts and opinions and a further good teaching strategy is the paired discussion to encourage even the youngest pupils to share their knowledge and ideas.

46. The teachers are successful in teaching a love of books and almost all of the pupils enjoy reading. Reading standards are very high throughout the school. The older pupils have favourite authors and can give reasons for their preferences. For example, some of the older boys say they can identify with the schoolboy spy in Anthony Horowitz' books while many of the younger girls enjoy the humour as well as the underlying reality in the books of Alan and Janet Alhberg. The infant pupils have a range of strategies to help them to read unfamiliar words. These include using their knowledge of sounds in order to build words as well as using picture and context clues. Most parents are highly supportive in helping to develop the pupils' reading skills and this makes a valuable contribution to the good progress they make and to the high standards the pupils reach. The pupils' research skills are very well developed. Most of the older pupils know how to find the information they need in library books and they are confident and competent in using the Internet to research their work and extend their learning.
47. By Year 6 pupils can write for a range of purposes and audiences and there are many examples of high quality, thoughtful and analytical writing. Their work shows a good understanding of how the careful choice of vocabulary can have an evocative impact on the reader, for example, when writing poetry or when comparing characters from different books they have read. The pupils have regular lists of key words to learn and all the pupils learn the sounds for reading and spelling. However, these are not applied consistently in their written work. Consequently, spelling standards are too variable across the school. Similarly, across the classes, standards in handwriting and presentation reveal inconsistent teacher expectations of the quality of finished work.
48. The overall quality of teaching and learning is good and sometimes very good, and in all the classes the teaching is never less than satisfactory. This results in some good and very good achievement from pupils of all abilities. Lessons are usually brisk and enjoyable. Most teachers use well targeted questions to make the pupils think more deeply and they use paired discussion as a very successful strategy for sharing knowledge, views and ideas. The teachers have high expectations of the pupils and ensure that there is a high level of involvement in the lessons. The pupils usually respond well to the many opportunities for them to ask and answer questions, offer opinions and listen to others in the discussions in literacy sessions and in lessons in other subjects. The teachers have a good knowledge of how pupils develop their literacy skills and implement the National Literacy Strategy well, modifying the format to take account of the work being covered and the pupils' capabilities. The lesson planning ensures that the more able pupils are stretched. Those who need more support with their work get it and the pupils with SEN are well supported across the school, which contributes to their very good progress and achievement.
49. The co-ordinator leads the subject well. Together with the headteacher and the deputy, she monitors planning and the quality of teaching in order to raise standards further. Assessments and careful analysis of test results are used very effectively to identify strengths and weaknesses in the subject as well as to plan the focus for continued improvements. The pupils have individual targets for improvement, and discussions with them show that they are well aware of these. The marking of the pupils' work is carried out conscientiously, but marking is not used effectively by all the teachers to support the target setting procedures by informing the pupils of how well they are doing and what they need to do to improve. Similarly, the pupils are not yet well enough involved in assessing their own work.

Language and literacy across the curriculum

50. There are very good opportunities for the pupils to use their spoken language and their writing skills in a range of other subjects. For example, the Year 3 pupils use knowledge of vocabulary to evoke a picture of life during the Blitz. Across the school, in subjects such as science, the pupils achieve very well as they use their speaking skills to present information and their writing and research skills to devise charts, graphs and tables to illustrate different aspects of their learning.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are above national averages in Year 2 and well above in Year 6
- Systems to assess and track progress are thorough and individual pupils are very well supported to improve their learning
- Teaching in mathematics is consistently good and often very good and enables the pupils to make very good progress by the time they leave the school
- Leadership and management are very good and contribute to the high standards

Commentary

51. Standards in the work seen in Year 2 have been maintained consistently since the last inspection. In Year 6 standards have risen and the number of pupils achieving the high National Curriculum level has also risen. This very good rate of progress is maintained for several reasons. Systems to assess and track the progress of pupils are systematic and very good use is made of the information gained. Pupils are grouped by ability and the teachers match the work carefully to their needs. Clear targets are set for development and most pupils know what they have to do to improve and reach their next target . Extra support is provided where pupils need help and this is used very effectively to promote pupils' confidence and progress.
52. Teaching is good overall with some very good teaching. Work is planned at a challenging level and pupils are given good opportunities to work things out for themselves. The school plans to increase occasions when pupils can use their skills and knowledge to solve problems or decide which operation to use. Teachers generally have very good relationships with their classes and the pupils respond by working well and trying hard to complete their work. However, on occasions time is wasted by teachers having to remind pupils of the behaviour expected and then waiting while they all settle down. The pupils with SEN are very effectively supported to ensure that they understand the work that is planned, maintain their interest and develop their self-confidence.
53. Mathematics is very well led and managed. The co-ordinator is enthusiastic and hardworking and provides a very good role model for other staff. There are regular opportunities to monitor teaching and learning in lessons and the co-ordinator makes good use of the information gathered together with that from detailed analysis of standardised and external assessments to set new priorities for development. The very good leadership and management contribute well to the maintenance of high standards because they provides a very clear vision of how the subject can be further improved.

This includes continuing to track pupils' progress, setting targets for improvement systematically and expanding the opportunities for real-life problem solving as part of the regular mathematical curriculum.

Mathematics across the curriculum

54. Throughout the school there are good opportunities for pupils to use and develop their mathematics in other subjects. ICT skills are well used to display and interpret data collected. Mathematical skills are frequently used in science to measure and record data from experiments in different forms. For example, Year 3 pupils chart the volume of sound during an enquiry to find out how sound can be blocked and Year 6 pupils record the scale of the rate of freezing water. Throughout the school the pupils are helped to develop a sense of time passing through their learning in history and use co-ordinates in map reading.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are above average in Year 2 and well above average in Year 6
- Much of the teaching is very good

Commentary

55. Standards overall have risen since the last inspection. Scientific enquiry is a strong feature of the provision throughout the school and ensures that knowledge attained is applied regularly. Pupils are used to suggesting and exploring their own ideas for investigations. Scrutiny of the pupils' work since September 2004 shows very clearly that by Year 6 pupils have made very good progress.
56. Pupils in Years 1 and 2 develop their skills of recording findings from enquiry and rapidly move from using pictures and simple captions to more lengthy writing. In Year 2 they begin to develop skills of predicting and understanding of fair testing. They show good understanding of life processes and living things. Pupils are encouraged to devise their own questions for investigations. For example, in a very good lesson in the Year 3/4 class pupils offered a good range of suggestions on what affects the growth of seeds, As they began to identify approaches to answer scientific questions some were close to attaining well above average standards. A significant effective feature of this lesson was the very good achievement of pupils with SEN because of the very effective support from the teacher and teaching assistants. Pupils in Year 5 often work at a level that is well above average for their age, for example in studies of forces. In the Year 5/6 class very high expectations in the teaching ensure that pupils are suitably challenged. Pupils make especially good progress in using scientific evidence to support their conclusions from investigations. In a very good lesson pupils' interest was captured very well as they grappled with the problem of investigating what factors affect the strength of tea when using a tea bag. Pupils used scientific terminology very well when they explained their ideas. In some of the work in all classes pupils do not take enough care with their writing and presentation.

57. Teachers promote discussion with the pupils well, most of whom are highly articulate. Occasionally boys are not as attentive as they should be. Questions are usually well focused and exposition is suitably clear. In the best of the teaching the questions challenge all pupils irrespective of their abilities. Teachers also often intervene when activities are underway to ensure that when pupils are devising questions they are scientifically precise. Teaching assistants for pupils with SEN often have a quiet word in a pupil's ear to ensure they are listening attentively. They also make sure that, when working in small groups, pupils co-operate well. Teaching assistants are well informed and consequently make a significant contribution to pupils' learning. Good links are made with mathematics and ICT.
58. The subject is very well led by the deputy headteacher. Pupils' performance is monitored regularly and the findings influence the planning of pupils' work. More precise marking of pupils' work is an aspect for improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards in CT have risen since the last inspection
- The subject is increasingly integrated into learning across many areas of the curriculum
- The quality of teaching is good and the teachers are very well supported by the expertise of the co-ordinator and a well trained teaching assistant

Commentary

59. The skills and knowledge displayed by pupils throughout the school and the sample of work seen show that standards are now in line with those expected in Years 2 and 6. Provision for learning ICT and the standards achieved have improved well since the last inspection and are continuing to do so. The pupils achieve well in lessons, and there are many examples of work showing that the pupils' ICT skills are developing at a good rate.
60. The teaching of ICT is good throughout the school. The learning opportunities are well planned and the pupils demonstrate confidence and competency because the work is well matched to their needs. The profile of ICT throughout the school is high and the skills that the pupils learn are frequently used in a range of contexts across the curriculum. The teachers are enthusiastic in their use of the interactive whiteboards and use them effectively to involve the pupils in their own learning. The support given by teaching assistants is of a very good quality, they are well trained and confident, and use IT applications very well to promote the learning, especially when they are working with pupils with specific needs.
61. The leadership and management of the subject are very good. The co-ordinator is promoting an atmosphere in which standards of attainment are rising rapidly and the range of the pupils' experiences is being extended. This is being done through the successful management of resources, the improving level and range of equipment and the increase in the expertise and confidence of the staff in using IT applications with the pupils

Information and communication technology across the curriculum

62. The use of ICT across the curriculum is developing at a rapid pace and is consistently built into the planning for a wide range of subjects. From the earliest classes the pupils develop their skills in word-processing and use these to write accounts, stories and poems choosing the format that is the most appropriate as well as editing their work. Pupils communicate with each other and other schools using email systems, digital cameras and video conferencing. The older pupils are adding control devices to direct and drive the buggies they have built in design and technology. Throughout the school pupils are learning to put together Power Point presentations using photos, Internet sites and word processing skills to show what they are learning in geography, history and literacy.

HUMANITIES

63. No lessons were seen in **geography** so no judgement of provision can be made. The evidence from talking to pupils and from a scrutiny of work in folders and in portfolios indicates that by the end of Year 2 and Year 6 the majority of the pupils achieve satisfactorily. Planning and teaching are based securely on national guidelines and learning is enriched and supported by visits and visitors to the school. The work carried out in geography frequently makes good use of computers, for example, to present projects in booklet form. The pupils also use the Internet for research and know how to add pictures, graphs and charts to their work.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards exceed the requirements of the Locally Agreed Syllabus for religious education
- Good use is made of communication and literacy skills
- The subject contributes well to the development of the pupils' understanding of faiths and religious traditions

Commentary

64. Standards are good in Years 2 and 6; a similar picture was found at the time of the last inspection. The school plans the coverage of the syllabus in whole school topics that match the work appropriately to the different age groups. The pupils are very knowledgeable about Christianity and display interest in the traditions of other religions.
65. Teaching and learning are good. The teachers use a variety of teaching methods and good use is made of literacy skills to retell stories and explain ideas in pupils' own words. Pupils are given good opportunities to explore ideas about the nature of God and the personality of Jesus. The work is enhanced by regular contact with the clergy and visits to the local church. Some pupils have recently had the opportunity to visit a Sikh gurdwara to begin to understand how Sikhs worship and lead their lives according to their religious tenets. Increasing use is made of ICT to support learning in religious education.
66. The headteacher is the subject manager and provides good leadership and management. She supports her colleagues by helping them to gain the necessary knowledge and understanding they need to teach about the range of faiths. The school has a satisfactory range of resources to promote learning about a range of religions. In

assemblies and religious education lessons pupils have opportunities to develop the spiritual, moral, social and cultural dimensions of their education.

History

Provision in history is **good**.

Main strengths and weaknesses

- Teaching is good overall
- Very good links are made to other curriculum subjects
- The pupils make a range of visits to support their work
- Computers are used very well for research and as a resource

Commentary

67. By the end of Year 2 standards in history are as expected for pupils of their age. As they move through the school, the majority of pupils including those with SEN achieve well. They make good and sometimes very good progress so that, by the end of Year 6 standards are above average. This is an improved picture to that found at the time of the last inspection. In the two lessons seen during the inspection the quality of the teaching was good in one and very good in the other.
68. Work in the pupils' books and in the school's portfolio show that coverage of the subject is thorough in all classes. The pupils progressively gain an increasing depth of factual knowledge and a good understanding of how we learn about the past through different sources of information. The pupils' learning is supported very well at all levels by visits and visitors to the school and through the use of computers.
69. The pupils' learning reflects a growing understanding of past events, famous people in history and why people acted and reacted as they did. For example, as a result of the very good teaching, the Year 3 pupils were able to use emotive language to describe the feelings of parents and children on being evacuated. In both the lessons observed the teachers successfully set time limits that motivated the pupils and kept them focussed, and they asked meaningful questions that moved their learning forward. The teachers made very good links to learning in other subjects and made very good use of books and the Internet for research. For example, the Year 5 pupils used pictures and old newsreel clips as they learned about the disruption to school life during the war. Additionally, almost all of the Year 5 pupils understood that they were using secondary sources of information.
70. Work is planned using national guidelines according to a rolling programme of topics. Teaching and learning in history follows an enquiry approach that ensures the pupils' learning is based on answers to key questions. There is an obvious enthusiasm for history in the school and, together with good quality teaching and the very good use of computers as a resource and for research, this has a very positive impact on the standards reached by the pupils and the overall good quality of their work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. No lessons were seen in **art and design, design and technology, music** and **physical education**, so provision in these subjects cannot be evaluated. However, a good range of

pupils' work was scrutinised in art and design and in design and technology. Standards in these subjects are good overall and there is some outstanding work. Pupils' skills develop well over time. Standards have been sustained since the last inspection. The school makes very good use of visiting artists.

72. Pupils in Years 1 to 2 use a wide range of media to draw, paint and create three-dimensional work. Self-portraits are closely observed and good attention is given to skin colour. Year 2 pupils' sketch books include examples of careful observational drawing. In the Year 4/5 class pupils' "shelter" art in the style of Henry Moore is very good and includes very effective use of ICT. In Year 6 pupils' sketchbooks pupils explored shades of colour after looking at Constable's *The Haywain*. Their work also included some excellent written accounts and evaluations of their efforts. Careful designing, making, and evaluations of products are significant features of pupils' work in design and technology, for example, Year 3's work on purses and Year 5's work on moving vehicles. Very good links are made with history especially in the design of Tudor purses.
73. The school's links with other small schools has captured pupils' interests and resulted in some excellent work. Pupils' work on Lowry was inspired by a visit to the Lowry gallery in Salford where pupils studied *Coming from the Mill* and *Yachts*. The whole school was involved in the project. The quality of paintings, sketches and pottery is well above what would usually be expected for pupils' ages. Very good links are made to literacy. Similarly the work in design and technology on bridges and buggy designs includes some excellent work including "keeping in touch" by email with their partner school. The school gives a high profile to these subjects and is rightly proud of the awards it has won.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

74. The Star project and other channels are effective means of advancing pupils' understanding of **personal social and health education**. The school has been accredited for several areas including healthy eating, relationships, health and safety, PE and sports, PSHE and drug education. Only one lesson was seen. The oldest pupils were encouraged well to talk about their anxieties in their imminent transfer to their next school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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