

# INSPECTION REPORT

## **ULLESTHORPE CE PRIMARY SCHOOL**

Ullesthorpe, near Lutterworth

LEA area: Leicestershire

Unique reference number: 120169

Headteacher: Mrs L Lockton

Lead inspector: Mr P B McAlpine

Dates of inspection: 11-13 April 2005

Inspection number: 268159

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: 82

School address: Ashby Road  
Ullesthorpe  
Lutterworth  
Leicestershire

Postcode: LE17 5DN

Telephone number: 01455 209926

Fax number: 01455 202864

Appropriate authority: Governing body

Name of chair of governors: Mrs Amanda Read

Date of previous inspection: 15 February 1999

## CHARACTERISTICS OF THE SCHOOL

The school is smaller than most others of this type. It has 82 pupils organised into four classes, all of them mixed age. Numbers on roll have increased by about 14 per cent since the previous inspection and there is one more class. The school is popular and pupils are drawn from a wide area. About a quarter of the pupils have transport provided by the local authority. The pupils come from a wide range of family backgrounds. The social and economic circumstances of the locality are broadly average overall. Very few pupils are eligible for a free school meal. Ninety-five per cent of the pupils are from white British families; the remainder are from mixed ethnic backgrounds. No pupil speaks English as an additional language. About 20 per cent of the pupils have special educational needs; the proportion is average. One pupil has a statement of special educational needs. Attainment on entry varies considerably from year to year but is regularly below average and sometimes well below average overall. Pupil mobility<sup>1</sup> is very high, with almost double the national rate by Year 6. Those who leave are more likely to be average or more able pupils while those who join often have special educational needs.

The school is involved in the Leadership Programme. A privately managed pre-school group occupies part of the site. This is a long-standing arrangement with the local authority.

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<sup>1</sup> Mobility refers to those pupils joining the school after the Foundation Stage or leaving before the end of Year 6.

Very few of the children who go to this pre-school facility enter the school. Typically, the Foundation Stage has some children who have experienced pre-school education in other placements but a significant number of others who have no pre-school educational experience.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21552	Mr P B McAlpine	Lead inspector	English Mathematics Information and communication technology Art and design Design and technology Physical education Special educational needs
11414	Mrs A Bennett	Lay inspector	
22147	Mrs A Holland	Team inspector	Science History Geography Music Religious education Foundation Stage

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a satisfactory and improving school.** The standards achieved are satisfactory overall and are currently good in English. The pupils like the school, are polite, and they behave appropriately nearly all of the time. The quality of education is satisfactory with good features. Teaching is satisfactory. Learning is often fun and the substantial majority of pupils are making the nationally expected progress over time. The leadership of the headteacher has united the school and is giving a clear direction to its work. Value for money is satisfactory.

The school's main strengths and weaknesses are:

- standards in reading and writing are above the national average in Year 6;
- the teaching in the Foundation Stage and in Years 1 and 2 is consistently good;
- in a few lessons, learning is passive and the needs of the more able pupils are not always fully met;
- assessment is not used sufficiently to plan the next small steps in learning and to help pupils know what they must do to improve;
- the accommodation in the Foundation Stage is unsatisfactory;
- the pupils are well cared for and their views about the school are actively sought.

Improvement since the previous inspection has been satisfactory. There were no issues for improvement identified by the previous inspection. The school's self-evaluation has identified the need to raise standards in writing and to improve the achievement of the more able pupils. Action to remedy these shortcomings has been effective with standards in writing showing a marked improvement and the more able pupils in the Foundation Stage and in Years 1, 2, 3, 5 and 6 achieving satisfactorily.

### STANDARDS ACHIEVED

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

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

**Achievement is satisfactory** throughout the school and almost all pupils are making the nationally expected amount of progress between Years 1 and 6. Attainment on entry varies annually, is mostly below average and sometimes well below average, with fewer pupils having high attainment than is typically the case. Standards on entry have fallen since the previous inspection. Current standards in Year 2 are well below average in reading, writing, mathematics, and science, reflecting very low attainment on entry for this cohort. Current standards in Year 6 are above average in English, and average in mathematics and science; this cohort had average attainment on entry. Standards in information and communication technology are average in Year 2 and above average in Year 6, reflecting a good proportion of pupils who exceed the expected level for their age in this subject. Standards throughout the school are average in religious education, good in history, and average in all the other subjects where sufficient evidence is available to form a judgement. Test results vary annually and have fallen since the previous inspection. These results must

be interpreted with caution because of the small numbers of pupils taking the tests. School records show that although overall results have fallen, nearly all pupils achieve as well as predicted by their attainment on entry. The more able pupils in Year 4 are an exception to this picture as they generally make slower progress than they should because the work is not always challenging or well matched to their learning needs. Pupils who join the school after the Foundation Stage are more likely to have special educational needs than those who leave before the end of Year 6; those who leave mainly have average or higher attainment.

**The personal development of pupils, including their attitudes to learning and their behaviour, is satisfactory.** Spiritual, moral, social, and cultural development is satisfactory. Attendance is average.

### **QUALITY OF EDUCATION**

The teaching and learning are satisfactory with good features. In most lessons, the teaching is well planned and effective and enables pupils to give of their best. Learning is made interesting and active in the main. An exception is in Years 3 and 4, where the teaching relies too much on a narrow range of methods and sometimes underestimates the learning needs of the more able pupils in Year 4, allowing them to underachieve. The curriculum is satisfactory. The arrangements for curricular enrichment and extra-curricular activities are typical of the majority of schools. The curriculum for pupils in the Foundation Stage is satisfactory but constrained by the inadequate and small teaching space and the lack of dedicated space outdoors for pupils to learn through physical activity. The members of staff in the Foundation Stage work hard and make the best of the circumstances but the limitations are a constraint to learning. The teaching space for Years 1 and 2 is also unsatisfactory because it is small and vulnerable to noise from the Foundation Stage. The provision for pupils' care, guidance and support is good. The partnership with parents and the community is good. Links with other schools are satisfactory.

### **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory. The leadership of the headteacher is good. The governance of the school and the contributions of key members of staff are satisfactory. The school community is united and orderly.

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

Pupils and parents value the school. Parents like the family atmosphere and good community spirit.

### **IMPROVEMENTS NEEDED**

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

- eradicate the inconsistencies in teaching by increasing the effectiveness of all lessons to that of the best;
- use assessment information and constructive marking techniques to plan the next steps in learning and to help pupils know how well they are doing and what they must do to improve;
- improve the accommodation in the Foundation Stage, including the provision for that age group to learn through physical activity outdoor, and the accommodation in Years 1 and 2 so that it is no longer a constraint to raising achievement.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement is satisfactory overall. Almost all pupils have made satisfactory progress since their admission to the school. Current standards in Year 6 are above the national average in English and in information and communication technology, average in mathematics, science, and in all of the other subjects except history, where they are good. Current standards in Year 2 are well below the national average in reading, writing, mathematics and science and broadly average in information and communication technology and in religious education. There are no significant variations in academic performance between boys and girls.

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

- In Year 6, standards are above average in reading and writing and progress for the more able has been good this year.
- Progress in writing has improved throughout the school, reflecting the good effort made by teachers to improve effectiveness in this subject.
- The more able pupils in Year 4 are underachieving.

#### **Commentary**

1. Over the past five years the results of national tests have varied but the overall trend in results has not been as good as the national trend. In the main, the trend has reflected the fluctuations often found in schools with only a few pupils in each year group where the presence or absence of particularly gifted pupils or ones with learning difficulty can have a statistically disproportionate impact. For this reason, the test results, and the trend, should be interpreted with caution. The overall standard of attainment on entry has fallen since the previous inspection and is now regularly below average overall and, in some years, well below average. This is a contributory factor in the lower test results in Year 2 and Year 6 compared to the previous inspection. However, the lower standards have also reflected general underachievement of pupils in writing and some underachievement among the more able. This underachievement has been identified by the school and effective action taken to bring about improvement, the impact of which is evident in current standards.
2. The proportion of pupils who join the school after the Foundation Stage or who leave before the end of Year 6 is larger than in most schools. School records tracking the history of the 2004 Year 6 group show that, in the main, those who left the school before the end of Year 6 were of average or higher ability while nearly half of those who joined were of lower ability or had special educational needs. This has meant that it has been difficult for the school to attain its statutory targets, which were made out-of-date by the very high mobility<sup>2</sup> of pupils.

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

Standards in:	School results	National results
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<sup>2</sup> Mobility refers to those pupils joining the school after the start of the Foundation Stage or leaving before the end of Year 6.

reading	16.1 (14.5)	15.8 (15.7)
writing	13.3 (15.0)	14.6 (14.6)
mathematics	15.6 (15.4)	16.2 (16.3)

*There were 16 pupils in the year group. Figures in brackets are for the previous year*

3. The 2004 results in Year 2 were average in reading, well below average in writing, and below average in mathematics. The results in Year 2 were not as good as similar schools. The proportion of pupils attaining the nationally expected level was about the same as in most schools but fewer pupils exceeded that level and that was why the results in writing and mathematics were lower than the national average and the results in reading not as good as similar schools. Current standards in Year 2 are well below the national average in all subjects, with the main reason being too few pupils exceeding the expected level for their age. When the 2004 results and the current standards are compared with standards on entry it is evident that very few pupils in those cohorts entered the school with high attainment or the potential to exceed nationally expected levels. Almost all pupils in 2004 and almost all of the current pupils have made satisfactory progress since entry.

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

Standards in:	School results	National results
English	25.6 (26.5)	26.9 (26.8)
mathematics	26.6 (27.0)	27.0 (26.8)
science	26.6 (27.0)	28.6 (28.6)

*There were 17 pupils in the year group. Figures in brackets are for the previous year*

4. The results in 2004 in Year 6 were well below average in English and science and below average in mathematics. The results were about the same as similar schools in mathematics but worse in English and science. The proportion attaining the nationally expected level was broadly the same as in most schools but too few exceeded national expectations. Current standards in Year 6 in English are above average, with standards in mathematics and science being average. School records show that the progress of the 2004 and the current Year 6 pupils was satisfactory during Years 3 to 6 in reading and in mathematics but there was underachievement in writing among most pupils and in mathematics among the more able. Records also show that the most progress was made in Years 5 and 6 but that progress during Year 4 in particular was slow, especially for the 2004 Year 6 cohort. Senior management is addressing these issues, with a good measure of success. Progress in writing has improved significantly during the current academic year and all of the pupils in the present Year 6 have made up ground lost in earlier years. There is still an element of underachievement among the more able in Year 4 in English, mathematics and science, but this is not as pronounced as it was, and there is no underachievement among the more able in Year 6 in any subject.
5. Provision for pupils with special educational needs is focused on improving competence in literacy and here the pupils with learning difficulties generally do well. The progress of those with learning difficulties in mathematics is inconsistent throughout the school and a small number of pupils with low attainment in mathematics could do better. Only one pupil has a statement of special educational need; this pupil has only been in school a matter of weeks and it is too soon to evaluate progress. Pupils who join the school after the Foundation Stage generally

settle quickly and, in the long-term, make the same academic progress as the other pupils.

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

Pupils show satisfactory behaviour and attitudes towards learning. The school makes satisfactory provision for their personal development, including spiritual, moral, social and cultural. Attendance and punctuality are satisfactory.

## Main strengths and weaknesses

- The attitudes and behaviour in lessons of pupils in the Foundation Stage and in Years 1 and 2 are good.
- The provision for pupils' social and moral development is effective.
- Most pupils show interest in school and a willingness to take responsibility.
- There are insufficient constructive activities for pupils at lunchtime.

## Commentary

6. Pupils are keen to busy themselves in class, are actively involved in learning and have satisfactory attitudes towards their work. In most lessons they get on with the task set. Only occasionally, when the work lacks challenge, is their time not well used. They are able to work together well. Behaviour in lessons is satisfactory overall.
7. Pupils behave satisfactorily at break and lunch times. They use the small equipment provided but there are not enough constructive activities available for them to play together better. All the pupils in this small school know each other well, even though they may come from different villages and not socialise together out of school. About a third travel to school by bus and this also helps their social development because they have to learn how to behave responsibly. The school expects good standards of behaviour and works hard to promote them. Pupils know right from wrong and want everyone to behave well. No misbehaviour was seen. Where behaviour is reported to be not good enough, pupils and parents say that the school takes appropriate action. One pupil was permanently excluded last year. Reported incidents are dealt with effectively. A few parents raised concerns about behaviour of pupils using school transport. The headteacher has liaised with parents, the bus company, and the local authority over incidents on the school bus and the consensus is that her action has led to much improved behaviour.

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	79	0	1
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0
No ethnic group recorded	1	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

8. Older pupils have whole-school responsibilities which they undertake enthusiastically. A number are keen to participate in the planned school council and they already have some ideas. They have gained in confidence and in maturity, showing the impact of the good provision for social development.
9. Assemblies are well used to promote moral themes and to value pupils' achievements. Pupils paid very good attention in the vicar's assembly because she involved them and challenged them all through a relevant story relating to a campaign to eradicate poverty. One girl later commented "I hate poverty; I wish by magic we could get rid of it". Such opportunities effectively extend pupils' cultural development. Pupils raise funds for various charities and, through religious education, are beginning to

understand other faiths. There is satisfactory awareness of cultural traditions. Provision for pupils' spiritual development is also satisfactory; they show respect for each other's feelings and grace is said at lunchtime.

- Attendance is average. There is very little unauthorised absence. Pupils arrive punctually in the morning.

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

Authorised absence		Unauthorised absence	
School data	5.0	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 quality of education is satisfactory.

**Teaching and learning**

Teaching and learning are satisfactory with good features and a few aspects for improvement. Assessment is satisfactory but with aspects for improvement.

**Main strengths and weaknesses**

- Teaching in the Foundation Stage and in Years 1 and 2 is effectively leading to all pupils making the expected progress.
- Most lessons are interesting and exciting and pupils make worthwhile gains in knowledge and understanding.
- The pupils' learning needs are not always met in Years 3 and 4.
- Although assessment is satisfactory overall, it is underused when planning the next steps in learning.

**Commentary**

**Summary of teaching observed during the inspection in 16 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	9	6	0	0	0

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

- In all lessons, learning and progress are at least satisfactory. In more than half the lessons, learning is good. However, the amount of good and very good teaching is less than is found in the majority of schools. In all lessons, the teaching is accurate and teachers have a secure understanding of the curriculum and the knowledge and skills that they are teaching. Generally, the work is interesting and encourages pupils to give of their best. In half the lessons, teaching methods are imaginative and lead to a high level of interests from most pupils. Good use is made of resources to help pupils understand and to make learning come alive. This is particularly the case in English, mathematics, science, history, and in art and design. In most lessons, the

pupils work well independently or cooperatively and generally finish tasks in the time allotted.

12. In a few lessons in Years 3 to 6, the range of methods used by teachers, particularly in shared work, is narrow and not enough is done to inspire pupils and encourage high productivity. In such lessons, the teachers' explanations are often clear but rely too much on pupils listening passively instead of being actively engaged as learners in answering questions, talking about solutions to problems, or presenting their ideas for others to discuss.
13. Levels of challenge are variable but are mostly appropriate and pupils understand what they have to do. Relationships are constructive and there is good sensitivity to the needs of individuals. Members of staff generally know the next steps pupils need to take in their learning although this knowledge varies somewhat between classes. In most lessons there is suitable provision for pupils in different year groups but this is not always carried a stage further, particularly in Year 4, to ensure that learning needs for all ability levels within each year group are fully met. This reflects shortcomings in the use of assessment, which is not used with sufficient rigour to monitor progress and help inform next steps in learning. Teachers are introducing systems for target setting and involving pupils in this process. However, pupils do not always understand their targets or explain what they must do to improve.
14. Assessment has moved on apace under the stewardship of the current headteacher and, despite the exceptions above, is satisfactory overall. Attainment is assessed in all subjects and work has been undertaken to ensure that teacher assessment is accurate in English, mathematics and science. Assessed work for each pupil is being collated in writing and used to identify progress; this is good practice. Marking of pupils' work, however, remains inconsistent and is not always constructive. The arrangements for homework are satisfactory.

## **The curriculum**

The school provides a satisfactory curriculum with satisfactory opportunities for enrichment. The accommodation has unsatisfactory aspects, particularly for pupils in the Foundation Stage and in Year 1 who are taught in temporary accommodation. Resources for learning are satisfactory. The provision for pupils with special educational needs is satisfactory but with aspects for improvement.

## **Main strengths and weaknesses**

- The use of the school grounds to support learning is well thought out and effective.
- There is no designated outdoor area for the children in the Foundation Stage.
- The mobile classroom that is used for the Reception class and Years 1 and 2 is in poor condition and is not suitable to meet the needs of the curriculum.

## **Commentary**

15. The school has successfully tackled most of the minor issues identified in the last inspection report. The curriculum for the Foundation Stage is now planned in line with the nationally agreed curriculum for children of this age. However, there is still no designated outdoor area for the Reception class. Provision for writing is the subject of

a whole school focus and opportunities to participate in extra-curricular sport have improved.

16. Provision for children in the Reception class is good with the exception of a lack of an appropriate designated outdoor area. The curriculum is planned carefully in line with national guidance and great care is taken to ensure that outdoor activities for small groups are provided during each session. These activities are closely linked to each area of learning in the Foundation Stage.
17. The curriculum for pupils in Years 1 to 6 is satisfactory and all National Curriculum requirements are met. Teachers plan carefully to ensure that the needs of mixed age classes are met and they are generally successful except for Year 4, where the curriculum lacks challenge. The national strategies for literacy and numeracy are being implemented satisfactorily. The literacy strategy has been adapted to meet the needs of the school. The additional literacy support programme and, in mathematics, the Springboard scheme have been introduced to support learning in these subjects. The school is currently focusing on the development of writing in conjunction with the Leadership Project. In science, opportunities for investigative science are increasing but there is still overdependence on worksheets in some year groups. In most classes there are examples of teachers linking aspects of learning in different subjects. This reinforces the development of knowledge and skills in subjects. Provision for personal, social and health education is satisfactory and includes provision for drugs awareness and sex education. The school identifies gifted and talented pupils and makes satisfactory provision to meet their needs.
18. The provision for pupils with special educational needs is meeting the needs of pupils with learning difficulties in literacy. The support provided here is generally good. However, the individual education plans for pupils with special education needs vary in quality. They are not always precise in identifying the next small steps in learning and this is reducing their usefulness as a tool for measuring progress. The support provided for pupils with learning difficulties in numeracy varies in effectiveness between classes and a small number of pupils with special educational needs in this aspect could make better progress.
19. The school offers a satisfactory variety of additional activities to enhance the pupils' experiences. These include a residential trip for those in Year 5. The school received a *Sports for All* grant which enabled it to introduce coaching in rugby, unihoc and short tennis. Since the grant expired, the school has sustained coaching in football, netball and athletics. Pupils have many opportunities to explore the local environment and the school grounds are used extensively to support learning. The school makes very good use of visitors to enhance learning particularly in history and religious education. There is an after-school music club and keyboard and trumpet lessons are available to pupils.
20. Accommodation in the main school building is satisfactory. The mobile classroom that houses the Reception Year and Years 1 and 2 is small, in poor condition, and is inappropriate for a modern curriculum. There is no designated outdoor area for the Reception Class. The school has very good outdoor facilities including grassed pitches and hard play areas. These grounds are used well by staff to increase curricular opportunities for pupils. Resources throughout the school are satisfactory.

## Care, guidance and support

The school makes good provision for pupils' care, welfare, health and safety, and pupils receive good guidance. Induction<sup>3</sup> arrangements are satisfactory. Pupils' views are sought, and a school council is planned.

### **Main strengths and weaknesses**

- Pupils are known well by the members of staff and care for them is good.
- Pupils' views are sought and their opinions count.
- Governors' health and safety monitoring visits do not look at working practices.

### **Commentary**

21. The school takes good care of its pupils. Since the previous inspection there has been an improvement in the way adults are trained in care for pupils. Arrangements for child protection are now good.
22. Governors take their health and safety responsibilities seriously. However, their attention is focused mostly on structural issues, making sure that the buildings and the grounds are safe, and they do not see enough of the school during the working day. For example, they have not identified the noise interference problems in the mobile classroom.
23. Pupils have good support and guidance. Because of its size, pupils and adults all get to know each other well. Attendance is well monitored. Behaviour expectations are clear and the day runs smoothly. Pupils are beginning to evaluate their own performance and to set some targets for themselves. More pupils eat school dinners, since they have been able to order their meal in advance, and there is a greater awareness of healthy eating.
24. Arrangements made when pupils start at the school are satisfactory. Older pupils joining the school settle quickly. Pupils are asked for their views; for example a playground survey indicated the need for more constructive activities at lunchtime. The headteacher has the enthusiastic support of pupils about starting a school council. Elections are being delayed to coincide with the general election, and in this way will contribute more effectively to an understanding of citizenship.

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

Links with parents and the community are good. There are satisfactory links with other schools and with providers of pre-school education.

### **Main strengths and weaknesses**

- Teachers' annual reports on pupils' progress are good.
- The school involves and consults parents well.
- The quality of information for parents is inconsistent.

### **Commentary**

25. Parents like the family atmosphere in the school and express satisfaction with its work. The school is popular and attracts pupils from outside the immediate locality. Parents

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<sup>3</sup> Induction refers to the arrangements for receiving pupils who are new to the school, helping them to settle into school routines and to make friends.



feel that teaching is good and that their children are making good progress and are expected to do their best. Parents feel well informed about how their child is getting on; this is because there are regular newsletters and annual reports, both improved since the previous inspection and now good. Reports give clear statements in parent-friendly language and also tell the parents how their child is getting on compared with expectations for their age, often giving reasons. By contrast, some other documents are not as succinct and clear.

26. The school is good at consulting parents, getting their contributions to matters of concern. Parents offer good support for work done at home, and homework expectations are now explicit but they do not get information in advance about the work their child will be studying each term.
27. A quarter of parents had concerns about the behaviour of pupils. This has been an issue on which the school has spent considerable energy over the past year. The headteacher has taken firm action, issues are now resolved and the school's expectations of behaviour are clear and appropriate. As a result of her actions, the headteacher has the support of parents, and they are receptive to her vision for the school.
28. The community values its school and there are regular events during the year, hosted by pupils, which allow them to become involved as members of the wider community. This is helping to develop the pupils' social awareness. Links with the churches are close and pupils raise funds for local homeless.
29. Transfer arrangements to the high school are satisfactory. The local cluster of schools is mutually supportive. There is useful design and technology project organised by the high school. The school is obliging and considerate of the private playgroup on its site, but few pupils transfer from it.

## LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The leadership of the headteacher is good. She is satisfactorily supported by other key members of staff. Governance is satisfactory.

### Main strengths and weaknesses

- The leadership of the headteacher has created good teamwork and is giving it a good sense of direction and common purpose.

### Commentary

30. Leadership at all levels is competent and committed to providing effective education. The leadership of the headteacher is good and she has united the school community. She is driving the improvement of the school and is providing it with a strong sense of direction. There are clear lines of responsibility and key members of staff support the headteacher satisfactorily. They understand the school's aims and policies, and their role in achieving them. Teamwork is effective. The parents like the headteacher and think that she is responsive to their needs. Morale is high.
31. The arrangements for monitoring the performance of the school are good and its strengths and weaknesses are understood by senior management, governors and teachers. The most important weaknesses, particularly in writing and the underachievement of the more able in some year groups, are being tackled effectively and there are good signs of improvement. This reflects effective strategic planning and satisfactory management systems, which are leading to a school whose performance is as good as that of schools in similar circumstances.
32. Governance is satisfactory and all relevant statutory requirements are met. Aims and policies are in place and generally kept up-to-date. Performance management requirements relating to the headteacher and teachers are fully met. The governing body has been reconstituted and all places filled. The business of the governing body is properly conducted. Roles and responsibilities are properly defined and meetings, including committee meetings, properly convened. Governors are kept adequately informed about the school and they monitor its performance appropriately.
33. Financial management is satisfactory. The amount the school receives per pupil is consistent with the national average for primary schools. More than 80 per cent of the budget is allocated to staffing costs. The overall pattern of expenditure is similar to the majority of schools of this type and size. The very large surplus at the end of the financial year 2003-2004 was considerably reduced during the financial year 2004-2005 that had just ended at the time of the inspection. The surplus was earmarked for improvements to the building and for information and communication technology equipment. Taking into account the standards achieved, the quality of education, the effectiveness of management, and the cost of educating each pupil, value for money is satisfactory.

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	279,863	Balance from previous year	38,033

Total expenditure	266,167
Expenditure per pupil (92 pupils)	2,893

Balance carried forward to the next	51,729
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## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

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

Provision is good with the exception of that for outdoor activities, which is unsatisfactory. The curriculum has improved considerably since the previous inspection. Achievement is satisfactory in each of the nationally agreed areas of learning and current standards are average overall except in communication, language and literacy, where they are below average.

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

- Teaching is effective and achievement is satisfactory.
- Members of staff plan carefully to ensure that children have regular, well-supervised activities outside which are closely linked to the indoor curriculum; they make the best they can of the limited facilities.
- Members of the support staff are used very well.
- There is no safe, secure designated outdoor area for children in the Foundation Stage.
- The accommodation is not appropriate for children in the Foundation Stage.

#### **Commentary**

34. Teaching provision for the ten children in the Reception class is good and ensures that they are well prepared for their transfer to Year 1. Teaching is consistently good and sometimes very good. Teaching is carefully planned in line with the nationally agreed curriculum for children of this age. It takes account of the needs of individual children and particular care is taken to ensure that all children have regular access to outdoor activities throughout each school day. Classroom accommodation is very small for children of this age but the members of staff work hard to provide appropriate activities. Resources are good and there is provision for large wheeled toys outside which are used regularly. There is no safe, secure outdoor area attached to the Reception class. The school is very aware of the need for this and is looking at ways in which this can be achieved, preferably in conjunction with improved classroom accommodation.
35. The overall trend of attainment on entry is below average and has fallen since the previous inspection. There are wide variations from year to year. In the current year, where standards are broadly average, around 80 per cent of the children have typical or better attainment for their age and this is similar to most schools. However, the proportion with attainment that is higher than is typical is smaller than is usually found in other schools. Even so, most children currently in the Reception class are likely to attain the national goals for early learning in most areas of learning except communication, language and literacy; few are likely to exceed them. Records relating to the previous four years show that in three of those years, half or more of the children entered the Foundation Stage with attainment that was lower than typically found and few had high attainment.
36. Not all children have had pre-school educational experience and those that have, come from a wide variety of pre-school providers. Induction procedures for children entering the Foundation Stage are satisfactory. Currently, coordination of the Foundation Stage is shared with the teacher of the Year 1 and 2 pupils and leadership

is satisfactory. Children are assessed regularly and the information obtained contributes to their individual profiles. Members of the support staff make a significant contribution to the children's learning.

37. Achievement in **personal, social and emotional development** is satisfactory and standards are average. Most of the children are likely to attain the national goals for early learning by the end of the Foundation Stage because of the good teaching they receive. They are developing self-confidence, they have good attitudes to learning and they are becoming increasingly independent. They have many opportunities to work in groups, take turns and to share. Activities are planned to give children opportunities to initiate their own learning. Members of staff have very clear expectations of behaviour and the children respond positively. Their understanding of right and wrong is developing well and they are familiar with the daily routines of school life. Most children sustain good levels of concentration.
38. Achievement in **communication, language and literacy** is satisfactory but standards are below average overall. Standards in speaking and listening and in reading are broadly average but standards in writing remain below those typically found. Most children enter the Reception class with levels of spoken language that are typical for their age. Most children are likely to attain the national goals for learning in speaking and listening, and higher attaining children to exceed them because these skills are fostered well by the members of staff and the teaching is very effective. In all situations, children are encouraged to express themselves using the correct language. Children have many opportunities to write, most can write their own name independently but standards in writing remain generally below the national goals for early learning. However, they are making sustained progress. Children are introduced to letter sounds at an early stage and their phonic knowledge reflects this. More able children are already applying these skills to the written word and can read simple texts with confidence and pleasure. All children enjoy books and texts are well chosen to support their learning.
39. Most children are likely to attain the national goals for early learning in **mathematical development** and more able children will exceed them. Achievement is satisfactory. Teaching is effective with very good features. In a very good lesson, children were learning to identify coins and apply their basic number knowledge by choosing the right coins to pay for items. The activity outdoors was very well planned; children rode the large wheeled toys into various *car parks* and a *carwash*, they had to pay the correct entrance fee. Within the classroom, all the activities supported the learning and throughout the lesson there was a real element of fun. As a result, children are enjoying their learning. Number rhymes are a regular feature of mathematical development and the children know a wide range of relevant rhymes and songs.
40. Achievement in **knowledge and understanding of the world** is satisfactory. Teaching is satisfactory. Most children are working at levels typical for their age. During the inspection, the children were learning to take care of their pets. The role-play area was adapted to a *Vet's Surgery* and children brought an imaginary pet to school for the day. Their curiosity was stimulated by a variety of activities, for example choosing an item from a bag and explaining how an article, such as a dog bowl, could be used for a pet. The school grounds are used effectively to support this area of learning. Children have regular access to computers, they know how to access programs, click and drag pictures and use the mouse.

41. Only one session with **physical development** as the focus was observed. This was a well-planned dance lesson in the hall, which linked with work in the classroom on pets and animals. Achievement is satisfactory. Scrutiny of planning and discussions with staff indicate that this area of the curriculum is covered satisfactorily. Although there is no designated outdoor area with easy access for the children, every session includes planned opportunities for outdoor experiences. There is a selection of good quality large wheeled toys which are used on a very regular basis and children handle these well, with confidence. From the limited evidence available, children appear to be on target to attain the national goals for early learning in this aspect.
42. No sessions were observed where **creative development** was the focus. An examination of work on display, which includes a variety of painting and collage work, indicates that children have many opportunities to use a variety of creative materials and achievement is satisfactory. Opportunities for role-play are good, children sing well and they enjoy singing in assemblies. Assessment records indicate that all children are making satisfactory progress in this aspect of their learning.

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

### **ENGLISH**

Provision in English is satisfactory. Achievement is satisfactory throughout the school. Standards are above average in Year 6 but well below average in Year 2. Teaching is satisfactory throughout. Management of the subject is satisfactory.

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

- Standards in reading are above average in Year 6 and achievement in this aspect of English is good.
- Standards in writing are improving quickly reflecting the effective action taken by the headteacher and subject leader to raise achievement in this aspect.

#### **Commentary**

43. Throughout the school, almost all pupils are making satisfactory or better progress in relation to their attainment on entry. The more able in Years 1, 2, 3, 5 and 6 are well challenged and they are generally making better progress than expected. In year 4, the more able pupils are not consistently well challenged and records show that they sometimes do not make enough progress during that year. Throughout the school, pupils of average ability make the expected progress in reading. Records show that progress in writing has been mixed and that there was underachievement last year and in the previous three years. This underachievement in writing is being remedied and provision is now satisfactory. The less able pupils and those with learning difficulties are generally well supported and they mostly make good progress.
44. Children entering Year 1 usually have typical attainment for their age in reading and writing but few of them exceed the typical level. The quality of learning in Years 1 and 2 is satisfactory, with good features, and the pace of progress in these year groups is consistent with national expectations in both reading and writing. Those in Year 2 achieve as well as pupils of similar ability in other schools. Almost all of them are on course to attain the nationally expected level by the end of the school year. Only a few are likely to exceed that level, reflecting attainment on entry. The pupils in Year 2 read

familiar text comfortably and are developing the skills to tackle the pronunciation of unfamiliar words and to predict their meaning. They can write short stories without adult help, spell the expected range of words independently, and show typical knowledge of grammar and punctuation.

45. The quality of learning in Years 3 to 6 is satisfactory with good features. Progress in reading is consistent with national expectations. Almost all pupils in Year 6 read independently, obtain pleasure from reading, and are developing pronounced tastes for author and type of story. In Years 3 to 6, pupils with special educational needs are appropriately supported and being helped to overcome their difficulties in reading. Progress in writing is good and the pupils in Year 6 are making up ground lost in previous years. In recent years, test results in writing have not been as good as in reading and there has been underachievement. This was identified by the headteacher soon after her appointment. Effective action is quickly remedying the shortcomings. Almost all pupils in Year 6 are organising their writing for a suitable range of purposes consistently with the expectations for their age; grammar, punctuation, and spelling are satisfactorily accurate. Overall, about 80 per cent of the pupils in Year 6 are on course to attain or exceed the nationally expected level in the subject, with more than a third likely to exceed the expected level in both reading and writing and this is better than in the majority of schools.
46. Standards in speaking and listening are average. The substantial majority of pupils are confident speakers, with good vocabularies and a willingness to explain details that help listeners to understand. In lessons, pupils are attentive and follow the main points. A few pupils are less confident speakers and sometimes struggle. The small class sizes, and often the individual attention that they receive, is helping them to improve.
47. Teaching is satisfactory with good features. Planning is effective and lesson objectives are generally achieved. Lessons in Years 1 and 2 often have interesting practical activities that excite the pupils. Levels of motivation in Years 3 to 6, however, vary between classes and, although satisfactory, lessons sometimes leave pupils uninspired. Most pupils make worthwhile gains in lessons. The planning makes suitable provision in mixed age classes for pupils of different abilities. Subject leadership and management are satisfactory. The most important issues for improvement have emerged from monitoring, and from analysis of performance, and action is being taken to raise standards, with good signs of success. Resources are satisfactory in quality and range, with some good use of information and communication technology.

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

48. The development of language and literacy skills across the curriculum is satisfactory. Teachers regularly develop these skills in other subjects. Good examples were found of skills being developed through information and communication technology and of reasons for writing emerging in science and other subjects.

### **MATHEMATICS**

Provision in mathematics is satisfactory. Achievement is satisfactory in relation to attainment on entry and this is leading to the current average standards in Year 6. Current standards in Year 2 are well below average but this reflects the very low overall attainment

on entry for this year group. Teaching is satisfactory. Leadership and management of the subject are satisfactory.

### **Main strengths and weaknesses**

- The more able pupils are appropriately challenged and often make better than expected progress.
- The climate for learning is stimulating.
- The work for pupils with learning difficulties is not always well matched to their educational needs.

### **Commentary**

49. The provision is helping pupils to increase their knowledge, understanding and skills at nationally expected rates. The achievement of pupils by Year 6 is satisfactory compared to their attainment on entry to Year 1. The more able pupils in Years 1, 2, 3, 5 and 6 are making good progress across the full range of the National Curriculum and they are exceeding the nationally expected levels for their respective ages. Learning needs are not always met for the more able pupils in Year 4, reflecting inconsistent levels of challenge for these pupils in the teaching. Pupils of average ability are making satisfactory progress in all classes and year groups and attaining the relevant nationally expected levels. Pupils with learning difficulties make variable progress in the subject and a small number in Years 3 to 6 could make better progress, reflecting insufficient use of assessment in some classes to identify the next small steps in learning and to match work closely to learning needs.
50. Current standards in Year 6 are average; about 80 per cent of the pupils are on course to attain or exceed the nationally expected level for their age by the end of the school year, with around 20 per cent likely to exceed that level. This is a big improvement on the results in 2004 though this improvement partly reflects higher attainment on entry. Standards in Year 2 are currently well below average; approaching 80 per cent are likely to attain the nationally expected level for their age by the end of the school year but none are likely to exceed it. The overall standard on entry to school for the present Year 2 was well below average and their progress since then has been satisfactory.
51. Teaching is satisfactory overall with good features. In a good lesson in the combined Year 5 and Year 6 class, for example, the mental warm up helped the pupils consolidate and extend their knowledge of the 6 and 7 times tables in a climate for learning that was enjoyable and challenging. In the same lesson, the pupils learned to interpret data presented in various charts and then they extended their knowledge of frequency through methods that involved challenge, practical activity, investigation and enjoyment. In a good lesson in the combined Year 1 and Year 2 class, the teacher's expectations of the pupils were high. They responded with enthusiasm, were actively involved in the learning, and showed good gains in their understanding.
52. The curriculum in all of the classes covers the full National Curriculum range. It is taught in a stimulating manner in the main, with methods that actively engage pupils used widely in Years 1, 2, 5 and 6 but more narrowly in Years 3 and 4. In Years 3 and 4, pupils are sometimes too passive as learners and a small number become inattentive for short periods. Curricular planning is satisfactory. The use of assessment is satisfactory overall. The school is beginning to track the progress of pupils and



monitor their progress from year to year. The use of assessment to plan next small steps in learning is only in its infancy and not used as widely as it should be. The setting of curricular targets is being introduced to all classes. As yet, most pupils do not fully understand their targets, which are not helping them to consistently know how well they are doing or what it is that they must do next to improve.

### **Mathematics across the curriculum**

53. The use of mathematics across the curriculum is satisfactory and typical of the majority of schools. Pupils generally have sufficient competence in mathematics to apply skills in other subjects, such as in science when using charts and graphs to analyse and interpret data.

### **SCIENCE**

Provision in science is satisfactory. Improvement since the last inspection is satisfactory.

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

- There is very good use of the school grounds to support learning in the subject.
- Greater use should be made of the analysis of test results.
- Marking does not always identify the next steps in learning.
- In some classes, there is an overdependence on the use of worksheets.

#### **Commentary**

54. Achievement is satisfactory and pupils throughout the school are making satisfactory progress. Most pupils are working close to their potential as predicted by their attainment on entry. The teacher assessments for pupils in Year 2 in 2004 were above the national average and above those of similar schools. However, the number of pupils exceeding national expectations was well below those in other schools. Results of the national tests in Year 6 were well below the national average in 2004 and well below those of similar schools. The proportion of pupils with high attainment was smaller than other schools. Current standards in Year 6 are better than in 2004, with more high attainment and the substantial majority of pupils likely to attain or exceed the nationally expected level.
55. Teaching is satisfactory with some good features. In a good lesson in a mixed Year 1 and Year 2 class, the teaching effectively enabled the pupils to develop their knowledge of plants and insects and to understand that insects need different types of environments to survive and that their survival is linked to plant life. In this lesson, good use was made of the school grounds to support the pupils in their learning. The teaching was imaginative and stimulated curiosity in pupils. Pupils were also given opportunities to test their own theories. Pupils are learning to record their own findings using the correct language. Pupils work in Year 2 indicates that although standards remain well below those expected nationally, there are pupils who are likely to exceed the nationally expected level. The school's focus on raising standards in writing is likely to support improved standards in science.
56. In Years 3 to 6, two lessons were observed; one was satisfactory and in the other was good. The good teaching was characterised by the opportunities the pupils had to plan their own investigation on how to design a switch for an electrical circuit. A wide range

of resources was readily available and the pupils had time to test their own ideas. They worked very well together and could explain their ideas clearly to the class. Pupils were focused and made good gains in learning.

57. There are occasions when opportunities to develop the use of English in the subject are missed by a dependency on worksheets. Pupils would benefit from consistently recording their own findings using technical language. Targets are not set consistently and marking does not inform pupils of either the level they are at or what they need to do next to improve in the subject. Currently, there is insufficient analysis of the results in national tests. More rigorous assessment and the identification of areas for improvement would help a greater number of pupils to attain higher levels in tests and assessments. The school is aware of these shortcomings and has identified them as areas for development. The use of information and communication technology and mathematics in the subject is satisfactory.
58. Management of the subject is satisfactory. The correct areas for development have been identified and the school is currently examining improved forms of assessment. Assessment could be developed more thoroughly to set individual targets for pupils and to track their progress more carefully. The school has increased opportunities for pupils to undertake their own investigations and recognises that recording their own work will accelerate their learning in the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is satisfactory with good features. Achievement is satisfactory and standards are average in Year 2 and above average by Year 6. Leadership and management are good.

### **Main strengths and weaknesses**

- Almost all pupils are confident and competent users of information and communication technology.
- The subject is well taught in Years 5 and 6 and this is leading to quick progress.

### **Commentary**

59. Almost all pupils are gaining confidence and making progress at expected or better rates. Throughout the school the vast majority of pupils in each year group are attaining standards that are broadly consistent with or exceed the nationally expected levels for their respective ages. In Year 6, the proportion exceeding expectations is higher than typically found in other schools. The pupils in Years 1 and 2 know how to switch computers on and to select programs. They know how to use the internet and can describe it in simple terms. The pupils in Years 3 to 6 have good word processing skills. They can use a range of editing skills, enter and amend text quickly, and know how to load and save their work. They are aware of a good range of programs. Pupils in Years 3 and 4 have a limited use correct terminology when talking about the subject but those in Years 5 and 6 have a more confident grasp of these terms. By Year 6, the pupils have extended their knowledge of presentational programs to include PowerPoint and can incorporate sound, animation and graphics into their presentations, choosing what they need for different purposes. Previous work shows that the full curriculum is taught.

60. Lessons were sampled during the inspection rather than observed in full. Even so, the evidence is sufficient to conclude that the teaching is competent and effective, with teachers having good subject expertise. The coordinator leads effectively through the example of her teaching. Good use is made by teachers of interactive white boards to demonstrate programs to large teaching groups. Resources are sufficient to meet the needs of the curriculum. Subject leadership and management have worked hard and successfully to raise standards among the pupils and to develop the competence of teachers. Pupils' progress is monitored appropriately by the coordinator and she provides good support for teachers to help them develop professionally.

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

61. The use of information and communication technology across the curriculum is generally good. Programs are regularly used in English, mathematics, science to extend, broaden and enrich knowledge and understanding in other subjects. The older pupils are confident users of the technology for research purposes and their skills in this respect are generally good.

### **HUMANITIES**

62. It was not possible to make a judgement on provision for **geography** as the subject was not an inspection focus and no lessons were seen. A discussion with Year 5 and Year 6 pupils indicated that all aspects of the National Curriculum programme of study are taught. Pupils demonstrate a satisfactory knowledge of the subject and an awareness of the skills required in the subject. They particularly valued the opportunities the subject had given them to explore their own environment.
63. Although work was only sampled in **history**, with only part of one lesson seen, observations in that lesson, work in books, displays around the school and discussions with pupils indicate that provision in the subject is good. Standards of work seen are good in Year 2 and in Year 6. Discussions with pupils in Year 5 and Year 6 make it clear that visitors to the school play an important part in making the work interesting and relevant. Pupils spoke with enthusiasm of a visit in connection with work they undertook on both the Tudors and the Egyptians. They are able to recall a great deal of detail from these experiences. More recently, a visitor has related his personal experiences in World War Two. Pupils also visit the locality and are aware of, for example, Victorian buildings in the area. English, art and information and communication technology are used well to enhance learning in history. Across the school, teachers are successful in bringing the subject alive for pupils. Leadership and management of the subject are good and a good range of resources has been acquired. These and the use of visitors and themed days support learning in the subject and accounts for the good progress pupils make. There is limited monitoring of teaching in the subject.

### **Religious Education**

Provision in religious education is satisfactory.

### **Main strengths and weaknesses**

- Pupils are offered a broad range of religious faiths to study.
- Pupils recognise the importance of faith in their own lives.

## Commentary

64. The school has sustained the standards reported at the time of the last inspection. Pupils' achievement is satisfactory overall, higher attaining pupils are likely to exceed the expectations of the local syllabus by the end of Year 6. From Year 1, pupils are introduced to a range of world religions and by the time they reach Year 6 they can talk with confidence and understanding about the similarities and differences in world religions such as Islam, Hinduism and Judaism. Pupils have developed a satisfactory overall knowledge of the subject by the time they leave the school, including a satisfactory knowledge of stories from the Bible. They know about places of worship and they study the main Christian festivals and those of other religions, such as Diwali.
65. Only two lessons were seen, a good lesson in a mixed Year 1 and 2 class and a satisfactory one in a mixed Year 3 and 4 class. In the good lesson, pupils were learning about the importance of belonging to a group; this was linked to people belonging to different faiths. The pupils could identify the similarities between the precepts of Buddhism and the Ten Commandments. The teacher's introduction of the subject through clubs and groups the children belong to enabled them to relate more readily to the concept.
66. Discussions with pupils in Year 6 show they are beginning to link religious teaching with everyday life, they know that the Ten Commandments give us a code for living. They are also aware that all major faiths have a structure of guidance for their followers. This indicates that pupils are being given opportunities to discover the meaning behind religions as well as facts. Effective use is made of visits to the local church and visitors. The local vicar takes assemblies on a regular basis and she is well known to the pupils. The subject is managed effectively by the headteacher and assessment in the subject is satisfactory.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

67. The creative, aesthetic, practical and physical subjects were not a focus of the inspection. **Art and design**, and **design and technology**, were sampled and only parts of lessons were seen. The work on display, conversations with pupils about their work, and seeing pupils participating in lessons, point to good enthusiasm and interest in the subjects and to standards that are at least average. In the parts of lessons seen, teachers presented ideas about sculpture clearly and effectively, with satisfactory results in terms of pupils' increased understanding. Outcomes produced by pupils in the parts of lessons seen showed satisfactory learning and good creativity. Work on display shows levels of knowledge and skills that are consistent with the relevant national expectations for each year group. The organisation of the curriculum is appropriate and teachers show interest and expertise.
68. No **physical education** was seen. Resources for gymnastics and for outdoor games are sufficient to teach the curriculum. The planning indicates that National Curriculum requirements are met.
69. No **music** lessons were seen. Singing in assembly is clear and the pupils sing confidently with or without music to accompany them. Music is played as they enter and leave assembly and this is discussed with the pupils. They can identify instruments, for example, the guitar and the piano, by listening carefully. There is a

music club after school where pupils can learn to play the recorder and they are introduced to percussion instruments. Pupils have opportunities to learn to play the keyboard and trumpet, and music groups visit the school. There are plans to form a choir.

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

70. No lessons were seen in personal, social and health education. The school has a satisfactory programme of work to develop pupils' knowledge and understanding in these aspects of the curriculum. This provision is through circle time, religious education, assemblies, and other subjects. Good opportunities are provided for pupils to have responsibilities and to make a contribution to the school community. The substantial majority of pupils have a satisfactory awareness of themselves and others and they are acquiring the skills that are necessary to deal with life's challenges. The school does not yet have a council for pupils to express views about the school and influence its development; this is planned for later this academic year.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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