

# INSPECTION REPORT

## **WEEDON BEC PRIMARY SCHOOL**

Northampton

LEA area: Northamptonshire

Unique reference number: 121866

Headteacher: Mrs Yanna Townsend

Lead inspector: Ms Vreta Bagilhole

Dates of inspection: 17-19 May 2005

Inspection number: 268208

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Community  
Age range of pupils: 4-11  
Gender of pupils: Mixed  
Number on roll; 173

School address: West Street  
Weedon  
Northampton  
Northamptonshire  
Postcode: NN7 4QU

Telephone number: 01327 340 547  
Fax number:

Appropriate authority: Governing Body  
Name of chair of Mr M Hooper  
governors:

Date of previous 26 April 1999  
inspection:

## CHARACTERISTICS OF THE SCHOOL

Weedon Bec Primary School is situated in the village of Weedon, west of Northampton. There are seven classes, some of which include pupils from more than one year group. The pupils' home circumstances are broadly average. The majority of the pupils are of white United Kingdom heritage and there are a very small number of pupils from other ethnic groups. No pupil is at an early stage of learning English. The number of pupils leaving and joining the school other than at the usual time of first admission is above average. Seventeen per cent of pupils have special educational needs, which is average and one pupil has a statement of special educational need. Children enter the Reception year in the September before they are five. Their attainment on entry to the school is average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17417	Vreta Bagilhole	Lead inspector	English Information and communication technology Foundation stage English as an additional language
9708	Sylvia Daintrey	Lay inspector	
19897	Arthur Evans	Team inspector	Science Religious education Art and design Design and technology Personal, social and health education and citizenship
2759	Derek Sleightholme	Team inspector	Mathematics Geography History Music Physical education Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The effectiveness of the school is satisfactory.** Standards in Year 6 are above average in English, mathematics and well above average in science. Pupils' achievement is satisfactory. Teaching is good. Leadership and management are good and so is the governance of the school. Pupils have very good attitudes towards school and to learning. The school provides **satisfactory value for money**.

The school's main strengths and weaknesses are:

- the headteacher leads the school well;
- standards in science are high and those in English and mathematics are above average;
- girls do better than boys in English and mathematics;
- the leadership and management role of key staff is underdeveloped;
- not enough Year 2 pupils are attaining the higher level;
- the curriculum is good and very well enriched; pupils are very proud of this.

The school was last inspected in April 1999. Since then the school has made good improvement particularly in the proportion of good teaching. Standards have been maintained and those in English are higher than they were. Long and short term curricular planning is now good and clearly identifies what is to be taught and matches the work to all ability levels. Teacher assessment is well used to plan the next stage in pupils' learning. The improvement has been particularly noticeable in the provision for pupils with special educational needs. The effectiveness of subject leadership was in need of improvement and although leaders are much clearer about their role they do not yet monitor or influence developments in the school sufficiently.

### 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	B	D
Mathematics	C	B	B	C
Science	D	C	B	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average*

*Similar schools are those with similar percentages of pupils eligible for free school meals*

**Achievement is satisfactory.** Current standards in Year 6 are similar to those in the 2004 national tests but they are higher in science and achievement is **good** in this subject. In 2004, pupils in Year 2 attained standards that were average in reading and writing. They were well above average in mathematics and a good proportion of pupils attained the higher level. Current Year 2 pupils are attaining standards in reading and writing and mathematics which are average. This year too few pupils are attaining the higher level expected for seven-year-olds in all these subjects. Over the last few years girls have been doing significantly better than boys in English, mathematics and science, but currently, this is not so significant in science. Standards across the school in information and communication technology and religious education are average. The children enter the Reception class with average attainment. Achievement in the Reception classes is satisfactory in all areas of

learning but the children do not do well enough in writing. It is important to bear in mind that the pupils in each year group are different between the time they finish the Reception year to the time they reach Year 6 because of a high number who leave or join the school.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are good.** Attendance is good. Pupils' attitudes and behaviour are very good.

## **QUALITY OF EDUCATION**

**The quality of education is good.** Teaching and the curriculum are good. Teaching assistants provide good support. Opportunities for enrichment of the curriculum are very good. The provision for personal, social and health education and citizenship is very good. The school provides good support, advice and guidance and involves pupils well in its work and development. Arrangements to ensure pupils' care, welfare, health and safety are good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good** and so is the governance of the school. The leadership of the headteacher is good with some very good aspects. The school is developing the role of a new leadership team and the subject leaders who, as yet, do not influence developments and performance in their areas sufficiently. The school meet statutory requirements:

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

Most parents support the school. Almost all feel that the school expects their child to work hard and do their best and that the members of staff encourage their child to become mature and independent. Parents are very happy with the range of interesting activities for their child. A minority of parents do not feel well informed about their child's progress. The inspection team found that these arrangements are satisfactory. Pupils respect and value the staff and feel the school is involving them in its work sufficiently. In the inspection questionnaires some felt that lessons could be more interesting and fun and that the pupils could be trusted more to do things on their own.

## **IMPROVEMENTS NEEDED**

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

- monitor and improve the performance of boys in English and mathematics;
- develop the role of key staff so that they lead and manage their allocated responsibilities more effectively;
- raise the proportion of pupils achieving the higher level in Year 2.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards are above average by the end of Year 6. Achievement is satisfactory overall but girls do significantly better than boys and many of the girls achieve well.

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

- Although there are some higher attaining boys in all year groups, girls overall do significantly better than boys in English and mathematics.
- Standards in science are well above average by the time the pupils leave the school and achievement is good.
- Not enough Year 2 pupils attain the higher level.

#### **Commentary**

1. In the national tests for 2004, pupils in Year 6 attained standards that were above average in English, mathematics and science compared to all schools nationally. In comparison with similar schools, whose pupils attained similarly at the end of Year 2, standards were above average in English and well above average in mathematics and science. However, the above average number of pupils joining and leaving the school after the normal starting time makes this comparison less reliable. Also, because it has an average socio economic intake, the school is not securely typical of its free school meal category of up to eight per cent. Current standards in Year 6 reflect the same picture, except that standards in science are higher this year and the pupils' achievement is good. National test results for pupils in Year 2 in 2004 were average in reading and writing and well above average in mathematics. Not enough pupils attained the higher Level 3 in reading and writing. Teachers' assessments of science indicated standards which were broadly average, although the proportion attaining the higher level was below average. Current standards in Year 2 reflect the same picture except that not enough pupils are attaining the higher level in mathematics.
2. Pupils who have always been in the school, and those who joined later, achieve satisfactorily but girls are doing significantly better than boys in English and mathematics. Pupils with special educational needs achieve well because they are provided with activities which are well matched to their prior attainment and they have regular access, sometimes on an individual basis, to good help provided by learning support assistants. More able pupils achieve satisfactorily.

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

Standards in:	School results	National results
Reading	15.8 (18)	15.8 (15.7)
Writing	14.7 (16.8)	14.6 (14.6)
Mathematics	17.3 (17.8)	16.2 (16.3)

*There were 26 pupils in the year group. Figures in brackets are for 2003*



3. The children achieve satisfactorily in the Reception class. Their attainment on entry to the school is average. Nearly all of the children are on course to attain the national goals for early learning by the end of the Reception year in their personal, social and emotional development, mathematical development and their knowledge and understanding of the world. They achieve most aspects of communication, language and literacy but they will not achieve them in writing. The Reception age children experience a good range of enjoyable activities which promote all areas of learning. No overall judgement can be made about standards or achievement in their physical development and their creative development, as these areas were not sufficiently observed during the inspection.

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

Standards in:	School results	National results
English	27.8 (27)	26.9 (26.8)
Mathematics	28.3 (27.6)	27 (26.8)
Science	29.6 (29)	28.6 (28.6)

*There were 24 pupils in the year group. Figures in brackets are for 2003*

4. Achievement in English is satisfactory but girls are doing better than boys. Over the last three years the performance of boys was close to the national average for eleven-year-old boys but the performance of girls was well above the national average for girls. A similar picture is indicated for this year. The pupils achieved well in lessons because the teaching was good. Standards in speaking and listening are above average. Pupils are good listeners and teachers make sure that all pupils have good opportunities to develop their speaking skills in lessons. Standards in reading and writing are average in Year 2, and above average in Year 6. Work is well organised and handwriting and presentation are good.
5. Achievement in mathematics is satisfactory but girls are doing better than boys. Currently standards are average in Year 2, and above average in Year 6. The pupils work productively in lessons. In Year 2, most pupils confidently calculate using addition and subtraction based on numbers in a range to 100, and the more able pupils are more confident in understanding the principles of multiplication and division. In Year 6, most pupils recognise numbers to two decimal places, multiply and divide accurately, measure angles correctly, and solve problems by selecting the mathematical process that is most appropriate to their needs. During the lessons observed, the pupils achieved well because the lessons were interesting and included activities that they enjoyed.
6. Pupils in Year 6 are achieving well in science and standards are high. Achievement is satisfactory in Year 2. Although the teaching observed during the inspection was good, not enough pupils are attaining the higher level in Year 2. The difference between boys and girls is not so noticeable in this subject. Practical and investigative work is well developed throughout the school and literacy and numeracy skills are used well.
7. Standards and achievement are typical of those expected in information and communication technology and religious education. Regular lessons, which introduce a good range of software, enable the pupils to become confident users of information and communication technology. Both boys and girls are very well motivated. In religious education, the pupils have a satisfactory knowledge of Christianity and other world religions. Good levels of challenge by the teachers result in some evidence of above average standards in both these subjects.
8. Insufficient work was seen to form overall judgements about standards in other subjects. A majority of parents who responded to the questionnaire are happy with the standards that their children achieve and feel that they are making good progress.

## Pupils' attitudes, values and other personal qualities

Attitudes and behaviour are very good. Personal development, including pupils' spiritual, moral, social and cultural development, is good. Attendance is good and punctuality is very good.

## MAIN STRENGTHS AND WEAKNESSES

- Pupils enjoy being at the school and taking part in all that it offers.
- Pupils behave very well throughout the school and relate very positively to each other and to adults.
- Pupils are very willing to take on responsibilities; they are developing a good awareness of the wider world.
- Attendance is consistently above the national average.

## COMMENTARY

9. Attitudes, behaviour and relationships have improved significantly since the last inspection, when they were satisfactory, but varied from class to class depending on the quality of teaching. Currently, attitudes and behaviour are at least good in all classes and lessons, frequently very good, and very good overall. Pupils respect and value their teachers, including those who are new or temporary. Reception age children have positive attitudes: they play happily outside and during activity time and concentrate well when practising their writing. Pupils in Years 1 and 2 are highly enthused by their learning. They are keen to explain what they have done in lessons, and proudly show examples of their work displayed in the classroom. Boys and girls in Years 3 to 6 are very polite and talk maturely about their experiences at the school. They greatly appreciate the very wide range of clubs available to them. Pupils in all years respond very well to the increased opportunities to work in groups and pairs, as well as to develop independence in their learning. Parents confirm that nearly all the children love coming to school and this can be seen in their very good punctuality at the start of the school day.
10. The headteacher has worked very effectively with staff to set high expectations for behaviour, to ensure that procedures are followed consistently, and to deal with occasional problems when they arise. School routines are very well organised with the result that pupils clearly know what behaviour is acceptable and unacceptable. Movement around the school is very orderly. A few parents were concerned about bullying at the school and how it is tackled. The pupils interviewed during the inspection were adamant that bullying and harassment are not a problem and that staff are very good at sorting out any difficulties. Racist incidents and behavioural incidents requiring exclusion are rare.

### *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	165	2	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	1	0	0
Asian or Asian British – Pakistani	1	0	0

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

11. Parents are rightly very pleased with the way in which the school encourages their children's personal development. Pupils in all years have very good opportunities to work with and help others. For example, Year 2 pupils worked with Year 1 pupils on reviewing their 'zigzag' books written after a visit to Woburn Safari Park. Pupils in Years 4 and 5 have taken responsibility for looking after the environment in the courtyard. Year 6 pupils are reading buddies for younger pupils and organise a tea party for the senior citizens of the village. Pupils are well prepared for life in a diverse society. Displays, assemblies and lessons raise awareness of the wide range of cultures in Britain and around the world. For example, pupils learn about the heritage of Weedon Bec and its unique history, the beliefs and practices of Buddhists, the issues facing asylum seekers and people with disabilities, and the contributions of famous black people to the world. Pupils' spiritual development is promoted well through religious education, assemblies and opportunities in lessons to think and reflect. For example, children in a Reception class considered what to write after the phrase 'I feel sad when . . .' and assemblies focused on what it feels like if others are unkind.

***Attendance in the latest complete reporting year 95.4%***

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.1
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.*

12. The school has maintained above average attendance rates consistently since the last inspection. Pupils' good attendance helps them make good progress in their lessons. The administrator works very effectively to record and follow up absences daily. The headteacher and Education Welfare Officer are very successful in pursuing the occasional occurrence of erratic attendance. Parents support the school well in ensuring that their children attend regularly and on time.

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

The quality of education is good. Teaching and the curriculum are good. Arrangements for pupils' care, welfare, health and safety, and links with parents are good.

### **Teaching and learning**

Teaching, learning and assessment are good.

### **Main strengths and weaknesses**

- Teachers have high expectations of the pupils' behaviour.
- Teaching and assessment have improved significantly since the previous inspection.
- Teaching of pupils with special educational needs enables them to achieve well.
- Marking is challenging and it helps the pupils to improve their work.

### **Commentary**

#### ***Summary of teaching observed during the inspection in 26 lessons***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	18	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. There has been a good improvement since the last inspection when teaching and assessment was mainly satisfactory. The previous inspection and the local authority's review both highlighted the need for teachers to state clearly what is to be learned in each lesson and this is now happening. Lesson planning ensures that work is well matched to and challenging for, pupils of all abilities.
14. Teaching in the Reception classes is satisfactory overall, and about half of it is good. The teachers plan a good mix of adult-directed activities and opportunities for the children to choose tasks for themselves. In the good lessons, the management and organisation ensured that all the children were challenged and motivated sufficiently and teaching assistants made a valuable contribution to their learning.
15. The main strengths in teaching are good subject knowledge and clear expectations of what the pupils are to learn. Teachers also have high and consistent expectations of how pupils should behave in lessons. The pupils display a good amount of pride in the work they are doing. Literacy and numeracy skills are taught effectively. Work is challenging and group work is well organised for all ability groups. In many of the lessons the teachers draw on the pupils' previous learning to help them make progress with new ideas. Teaching in English, mathematics, science and information and communication technology was consistently good. Very good teaching was observed in science and religious education. In science there was a very strong focus on developing the pupils' practical investigative skills. Teaching assistants provide good support in lessons and understand their role well.
16. Pupils who have special educational needs benefit in literacy and numeracy from the good planning by teachers of activities which motivate them to learn. In a Year 2 mathematics lesson on capacity, pupils who have special educational needs made good progress in their understanding of what is meant by a 'litre' by measuring, pouring and filling a range of containers with water. There were some good examples of planned extension activities for the more able pupils such as in an information and communication technology lesson when they were urged to enter more difficult commands into a control program.
17. Assessment is good and has improved since the last inspection when the planning of specific targets for the next stage in pupils' learning was a key issue. This is now done well through target setting in pupils' books and by evaluating lessons. Marking is also used well to show the pupils what they need to do to improve their work. The pupils' progress is also well tracked as they move through the school. They are aware of their targets and know how to improve their work. The school keeps good records on the attainment of each pupil and uses optional tests to establish how well they are doing. The pupils are beginning to participate in their own assessment of learning during lessons. Assessment in the Reception class is good and very good observation notes are kept on individual children, which are well used to plan future work. Some good assessment arrangements have been introduced to record the progress of pupils who have special educational needs. Learning support assistants have responded well to the opportunity to contribute to this process through regular observation of pupils in a range of learning settings. Their professional files include regular records of the

content each pupil has worked on and the work achieved. Each pupil on the school register of special educational needs has an individual education plan that is regularly updated, identifies targets to be met and identifies the support that will be provided. There is a consistent approach to the preparation of these plans throughout the school because the special educational needs co-ordinator takes a personal interest in each pupil on the register and offers clear advice on the next steps in each pupil's learning.

## **The curriculum**

The school offers a broad and rich curriculum, which prepares the pupils well for secondary school. Accommodation and resources are satisfactory overall but with a few aspects of the accommodation that are unsatisfactory.

## **Main strengths and weaknesses**

- Opportunities for enrichment of the curriculum are very good and there is a very good range of extra-curricular activities.
- There is very good provision for personal, social and health education, and citizenship.
- Provision for pupils with special educational needs is good.

## Commentary

18. The school provides a good curriculum, which is relevant to the pupils' needs and which prepares them well for secondary school. The school meets statutory requirements for the National Curriculum and for religious education and meets its obligations to provide a daily act of collective worship. There is a strong focus on the teaching of literacy and numeracy and there are good opportunities for the pupils to make use of these skills in other subjects. About 20 pupils take advantage of opportunities for paid instrumental music tuition. Planning has improved since the previous inspection. There is now clear, whole school planning for the work which the pupils will do throughout the year.
19. The school always looks for ways in which the curriculum might be developed further. Last year, pupils in Year 6 learned some Spanish from a visiting secondary school specialist. Grants have been used effectively to fund visiting specialist sports coaches. Attempts to make learning more relevant for the boys have included dance projects, an engineering project and the purchase of more relevant fiction books. Plans are in hand to make religious education more interesting and a part-time specialist music teacher is to be appointed for next term.
20. The provision for pupils with special educational needs is good and there has been good improvement since the previous inspection. Pupils now have full access to the curriculum. In literacy and numeracy emphasis is appropriately given to the teaching of basic skills. The school provides a good level of support for pupils with special educational needs. Consequently these pupils can regularly access a learning support assistant either in class or withdrawal settings in small group or as an individual. The school has identified pupils who are gifted and talented and aims to ensure that they are receiving a challenging curriculum; this is satisfactory.
21. A very wide range of lunchtime and after-school clubs gives the pupils opportunities to pursue their interests outside lessons. There are well-attended clubs for choir, recorders, computers, chess, mathematics, art and craft, and many sports. A girls' football team competes in a local league. The boys play occasional football matches and the school netball team competes against local schools. The choir has sung in the local churches and the pupils have listened to classical and pop recitals. Learning is enriched further by a good range of visitors, by fieldwork within the locality and by visits to places further afield, such as Birmingham and Stow-on-the-Wold. Year 6 pupils have watched a Shakespeare production. Pupils in Years 2 and 6 benefit from residential visits to Everdon and to Aylmerton in Norfolk respectively.
22. Despite a high turnover of teachers during the past two years, there are currently sufficient teaching and non-teaching staff to meet the requirements of the National Curriculum. The secretary provides effective support, but the school lacks a caretaker, which means that the headteacher and others have to deal with 'odd jobs'. The accommodation overall is satisfactory, with an adequate sized hall for physical education and a well stocked, centrally located library. Some of the classrooms, including the old Year 5/6 'mobile', are small and cramped for practical work. Benches in the computer suite mean that the seating is not adjustable for pupils' varying heights. Many steps in and around the school make disabled access very difficult and there is no disabled toilet. The playground is quite small, although there is an adventure playground and slide. There is no school sports field, but use is made of the adjacent community playing field. Overall, there are adequate resources to support teaching and learning, although there are insufficient large wheeled toys for children in the Reception year. Resources for pupils with special educational needs are

satisfactory and include small apparatus that encourages these pupils to acquire basic skills through interesting activities.

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

Arrangements for pupils' care, welfare, health and safety are good. Provision of support, advice and guidance is good. Pupils are involved well in the work and development of the school.

## **MAIN STRENGTHS AND WEAKNESSES**

- Pupils feel secure and cared for because they have very good relationships with the adults in the school and their well being has a high priority.
- There is good monitoring and support for pupils' personal development and for those with special educational needs.
- Pupils have a developing voice in the school.

## **COMMENTARY**

23. Pupils are able to make good progress in their learning and personal development because they relate very well to their teachers, including those who are new or temporary. They feel that teachers are fair to them and listen to their ideas. The older pupils particularly appreciate the impact that the headteacher has made in establishing a calm atmosphere in which any problems can be sorted out effectively.
24. There are very good arrangements for first aid. All members of staff have a basic qualification and two are fully qualified, with the result that pupils are very well looked after if they feel ill or have an accident. The designated teacher and longer-serving staff have had expert training in child protection and newer members of staff have been given information about the procedures to follow. Governors and staff are aware of health, safety and security issues and undertake regular walkabouts to assess any risks to the buildings and site.
25. The pupils are guided and supported well as they move through the school. Induction arrangements are good. Parents are very pleased with the way their children settle in, including those who start after the usual time of admission. They also like the way in which the extra-curricular activities give confidence to even the most timid child. There is a strong emphasis on valuing and celebrating individual pupil's achievements. Pupils who have special educational needs benefit from positive relationships and small group and individual settings. These help them to achieve well. Members of staff have benefited from recent training in special educational needs and have put in place some effective strategies to raise the achievements of individual older pupils, for example in reading. There are some strategies in place to stretch the more able pupils, but these are currently limited. The school is aware of this and has recently appointed a co-ordinator for gifted and talented pupils. Strategies to improve the achievement of boys, which has been a weakness for some years, have not yet had a sufficient impact.

26. The school involves pupils successfully in matters such as devising school rules and contributing to their annual reports. The headteacher sets a very good example of encouraging pupils to carry out their ideas, such as running a bring-and-buy sale or designing a seating area. Year 6 pupils decide for themselves how the money raised from their activities should be spent.

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

Links with parents, the community and other schools are good.

### **MAIN STRENGTHS AND WEAKNESSES**

- Parents are given good information about the school and they support it well.
- The school makes good use of resources in the community to enhance the curriculum and pupils' personal development.
- Good links with other schools benefit both pupils and staff.



## **COMMENTARY**

27. The vast majority of parents are satisfied with the school and appreciate having easy access to the staff. They are very pleased with the improvements being made by the headteacher. They are kept well informed of what is happening in the school through weekly newsletters, which are supplemented by a termly letter outlining what their child will be studying in their year group. Parents support school activities and their children's education well. Parents raise funds and also make a significant contribution to the work of the governing body. A minority of parents do not feel well informed about their child's progress. The inspection team found that arrangements are satisfactory with two parents' evenings a year and an annual report which gives satisfactory information about pupils' progress in each subject. Additional opportunities have been offered to inform and involve parents but these have not been well attended up to now. The headteacher has appropriate plans to further improve the links with parents, by developing the website, for example, and holding sessions to explain to parents how reading and number are taught.
28. The school's good community links have been maintained since the last inspection and continue to broaden the experiences for pupils. Visitors from the church and chapel contribute to assemblies and Year 6 pupils distribute harvest produce to the senior citizens of the village. Other links, visits and visitors enrich subjects such as history, art and English. Local companies and businesses support the school well by making donations to the Friends' activities.
29. The school's close links with the pre-school have a positive impact on the arrangements for children's transition into the Reception class. The school is an active member of the local cluster of schools and benefits from the joint initiatives to raise standards, for example in literacy and information and communication technology. Higher-attaining pupils have the opportunity to go to the main receiving secondary school for investigation work in mathematics. Arrangements for transfer to secondary school are well organised.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good and so is the governance of the school.

### **Main strengths and weaknesses**

- The headteacher leads by example setting high and consistent expectations for work and behaviour.
- The headteacher has a very clear vision centred on raising the self esteem of pupils and staff.
- The role of the senior management team and the curriculum leaders is not yet developed sufficiently.
- The provision for pupils with special educational needs is well led.

### **Commentary**

30. The headteacher has been at the school since 2003 and is having a significant impact on the effectiveness of the school and has won the support of parents, pupils, governors and staff. All talk very positively about the improvements that have taken place since her appointment. She has a good grasp of the curriculum and leads

development well, when communicating and implementing her vision. She is very passionate about the pupils and the community of the school and has high expectations of what the pupils can achieve. The headteacher asked for a local authority review soon after her arrival and is now carefully implementing its recommendations including reviewing the leadership team and maximising the use of information and communication technology. Other recommendations such as ensuring that teachers identify learning objectives have already been put into place.

31. The school is presently developing a new senior management team who are undertaking training for their role. The professional and career development of this team, and other key staff such as curriculum leaders, is a priority in the school development plan. Most of them now share the headteacher's vision. They know their roles and responsibilities and have a clear understanding of the performance of the school but they are at an early stage of putting this vision into practice. Monitoring by subject leaders was a weakness at the last inspection. They now monitor planning and conduct work sampling but still do not influence sufficiently performance in their allocated areas or subjects across the school.
32. The recently appointed and enthusiastic co-ordinator is already providing good leadership for the provision for special educational needs. She has met all the pupils with special educational needs either individually or in small groups to discuss their targets and has ensured that their education plans are consistent throughout the school.
33. Governance is good and the performance of the school is monitored carefully. The governors know its strengths and weaknesses. Stability in staffing has been an issue for them since the last inspection and they now feel that this has been mainly overcome. The governing body played a key role in the appointment of the headteacher. They challenge the school to improve, for example, by identifying that work for the more able pupils should be more demanding than it is. They now have specialist areas and report on them to the full governing body. For example, a governor looked at pupils' concentration and provided verbal feedback. However, they have also identified that they tend to accept, without sufficient challenge, information communicated to them by the headteacher. They have reconstituted recently and have received relevant training. Performance management procedures are effective and monitored by the governing body. Budget constraints have caused the governors to change from the ideal to the practical when realising that a new leadership team was more important than a deputy headteacher position. The school uses the basic principles of best value well and strategic planning is good.

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

Income and expenditure (£)	
Total income	403,231
Total expenditure	428,137
Expenditure per pupil (173 pupils)	2,418

Balances (£)	
Balance from previous year	40,070
Balance carried forward to the next	15,164

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

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

34. The provision for children of Reception age is satisfactory. This is not as good as the last inspection because they are two classes this year and the provision is not consistently good. The children are admitted in the September before they are five. The attainment on entry is average. The children enter ready to start the assessment scales for the Reception year. The curriculum is well planned to provide a range of interesting and relevant activities, which are well matched to the children's needs. Assessment is good. The accommodation, including the outside facilities, is satisfactory. There are good links with the local pre-school playgroup. Parents feel welcome and receive good information. They are pleased with the arrangements made for when their child starts school. Children are also prepared well for transfer to Year 1. The leadership and management of the Foundation Stage are satisfactory and are based on the principles of effective early years practice.

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

Provision in personal, social and emotional development is satisfactory.

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

- Well-planned learning opportunities and clearly established routines help the children become secure, settled and happy.
- There are good relationships between the children and the members of staff.

#### **Commentary**

35. Most children are on course to achieve the national goals for early learning by the end of the Reception year. Achievement is satisfactory. The teaching is generally good and provides activities that encourage children to ask questions, seek answers, and make decisions. The teachers plan a good mix of adult-directed activities and opportunities for the children to choose tasks for themselves. The children rotate between activities with very little fuss and show interest in all the tasks they do. They are polite and can negotiate and share with each other. The children feel secure and confident because the members of staff are caring role models for them. They know the rules and remind each other when they are not followed. The teaching assistant enables the children to be confident when introducing them to new activities, such as going on a 'bear hunt' and describing the different properties of materials such as shells, stones and cellophane paper. Most children can concentrate well on tasks but some boys do find this difficult. The children have settled into school routines well. They are good at dressing themselves for outdoor and physical activities.

### **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is satisfactory.

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

- A good variety of activities are planned which motivate the children well.
- Not enough children leave the Reception year being able to write a simple sentence containing any recognisable words.
- Members of staff work well together.

## **Commentary**

36. The children attain most of the goals for communication, language and literacy by the end of the Reception year. However, they do not attain the goals for writing. Achievement is satisfactory in most aspects but could be better in writing. Teaching in the Reception classes is satisfactory overall and about half of it is good. Lessons are well planned and include good opportunities for the children to read and develop their communication skills. At the end of one lesson the teacher and teaching assistant worked well together when reviewing with the children what they had learned. The children listen carefully to instructions and carry these out well. They make steady progress in developing early reading skills. Most children in the Reception year know a few letter sounds, and the more able children are reading simple sentences in familiar books without help. There are appropriate opportunities for the children to do independent writing. Most are confident when making marks on paper and make good attempts when writing for a variety of purposes, such as drawing up a list of appointments for the vet, although there are only a few children who can write simple sentences with some recognizable words. Children who have special educational needs make good progress and are well supported in the classroom.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is satisfactory.

### **Main strengths and weaknesses**

- There is a good emphasis on developing the children's counting and number skills.
- Daily activities such as sand, water and role-play provide many opportunities for mathematical discussion.

## **Commentary**

37. The children achieve satisfactorily and most attain the national goals for early learning. Teaching in the Reception classes is satisfactory overall and about half of it is good. Members of staff plan well so that the children have enough opportunities every day to reinforce their understanding of number. Mathematical understanding is developed well through daily stories, songs, games and imaginative play. The children know how to count to 20 and write numbers to ten. More able children use coins and record their value. The children understand ordering and arrange other children in line from first to fifth. The children make good progress in weighing, using a balance, and also when measuring objects in class using a 'teddy' tape measure. The water play provides good opportunities to use the language of capacity with different containers. Sometimes more able children are left to play independently for too long and are not given sufficient challenge.

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

Provision in knowledge and understanding of the world is good.

### **Main strengths and weaknesses**

- The children are helped to make sense of the world around through a good variety of well planned experiences.
- The children make good progress in using the computer both in the classroom and when using the computer suite.

## **Commentary**

38. Nearly all of the children are on course to attain the national goals for early learning in this aspect by the end of the Reception year and about a third are likely to exceed them. Teaching is mainly good and the pupils' achievement is satisfactory. The children look closely at how things change, such as ice melting, and they know about the life cycle of a chicken and a frog. After a recent visit to a safari park the children are busy making animals out of boxes. They use sand play to hunt for animals and water play to search for sharks. A good range of activities is planned for the children who use large and small construction equipment effectively. The children use the computer confidently. In a good lesson in the computer suite they dragged and dropped labels about parts of the body onto a picture. They used headphones to listen to sentences and the more able added extra words of their own. The children are good at creating pictures on the computer and complete good paintings of animals and scenes.

## **PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT**

39. No overall judgement can be made about provision or standards in these areas of learning, but teachers' planning and evidence from classroom displays, indicate that the children are given a suitable range of appropriately planned experiences. The children have regular opportunities to play outside and to take part in lessons in the school hall. Dance is included in the curriculum. The children have opportunities to balance, climb and throw and catch a ball but there is a lack of a suitable range of wheeled toys. They regularly join in with singing in assembly and often take part in action songs in the classroom. During the inspection the children were observed painting self portraits and thought carefully about the facial features.

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

### **ENGLISH**

Provision in English is good.

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

- Achievement overall is satisfactory but girls do better than boys and many of them achieve well.
- Pupils write across a good range of styles and work is presented well.
- Not enough pupils are attaining the higher level in Year 2.

## **Commentary**

40. In the national tests for 2004, results in reading and writing in Year 2 were average compared to the national picture although well below those of similar schools. This is mainly because not enough pupils are attaining the higher level. Test results in Year 6 in 2004 were above the national average but were not as good as similar schools. These results indicate good improvement compared to the below average standards found at the previous inspection. Current standards are similar to the 2004 tests.
41. There are a number of factors that affect test results, which have proved uneven over the last few years. There is a high rate of mobility in the school and the performance of boys is not as good as that of girls. Pupils who started in the Reception year, and

those who joined later, are achieving satisfactorily but the girls do better than the boys. Although there are some higher attaining boys in all year groups, there are a lot more girls with high attainment. The school has identified this situation but has not yet got to the heart of it. The boys generally display good attitudes to their work and behave well in lessons. Pupils with special educational needs achieve well because teachers plan well for them and they are well supported in lessons. Results in the past have also been affected by instability in staffing which has now been mainly resolved.

42. The substantial majority of pupils are confident speakers and pupils throughout the school listen attentively. Standards in speaking and listening are above average; these skills are being well developed because teachers throughout the school involve pupils in classroom discussions. Most pupils are confident in speaking in front of the class. In a Year 2 lesson, a girl clearly explained to the class what tongue twisters are. Year 6 pupils ably described the use of poetic devices in Haiku poems. Teachers make sure that those who are less confident have a chance to develop their skills in lessons and are supported sensitively. Good attention is paid to introducing new and imaginative vocabulary into lessons. Several very able pupils showed well above average skills in speaking when outlining their work to inspectors.
43. Standards in reading are average in Year 2 and above average in Year 6. Achievement is satisfactory but girls do better than boys. A good improvement since the previous inspection is that there is a wider range of books available for the pupils to enjoy. Year 2 pupils of different abilities brought in books from home to share with the class and read out poems that they found humorous and enjoyable. Pupils use sounds and word recognition appropriately to support their reading. Year 6 pupils have established preferences for authors and give clear reasons for the type of book they enjoy. They read a range of challenging stories, poems and other texts and are regularly challenged by staff to select sentences, phrases and relevant information to support their views and show their understanding. All classes are given time in the school library to develop referencing and research skills.
44. Standards in writing are average in Year 2 and above average in Year 6. Achievement is satisfactory but girls do better in the national tests than boys. Pupils throughout the school assemble and develop their ideas on paper and older pupils discuss and evaluate their own and others' writing. In Year 2 the pupils achieved well in a lesson about humorous poems which introduced note making. Year 6 pupils planned and began to create a tanka poem, taking care to check each line for the correct number of syllables. Pupils write across a range of styles. Pupils plan and write, newspaper reports, information leaflets, instructions and biographies, taking good care to spell accurately. They write clear arguments such as those for and against zoos and slavery. Imaginative writing includes examples using metaphors and similes. Handwriting standards are above those typically found and work is neat and well presented.
45. All the teaching observed during the inspection was good and enabled the pupils in these lessons to achieve well. The main strength was that work was challenging and well planned. Teachers used good strategies to help motivate the pupils and to illustrate what level of work is expected. For example, in a Year 1 lesson, the teacher modelled the writing of sentences on a large postcard which made it very clear to the pupils how to write a sentence with full stops and capital letters. In many of the lesson the teachers drew on the pupils' previous learning to help them make progress with new ideas. Group work is well organised for all ability groups. Assessment is good, which is an improvement on the previous inspection. Pupils' progress is tracked as they move through the school. Pupils have clear targets in their books to work towards and are involved in their own assessment but this development is at an

early stage. Books contain regular assessments of the pupils' work, which show the level they have reached. Marking is consistent throughout the school but is more challenging in some classes than others. Homework is regularly set and makes a good contribution to pupils' learning.

46. Leadership and management are satisfactory. Monitoring of planning and performance data has been effectively undertaken, but there has been limited monitoring of classroom practice. The subject leader meets with the teachers to discuss the work in Reception. Use of the library has been well planned. There is a clear action plan for the subject but issues such as the difference between boys and girls' performance and the lack of higher levels in Year 2 are not given enough attention. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

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

47. Language and literacy are appropriately used in other curriculum areas although they are not monitored closely enough by the subject leader. Pupils use word processing skills well to present information, taking care about the layout of the work. In most other subjects, particularly in science, the pupils use their literacy skills well to present their work neatly and to express their thoughts in language and writing.

## **MATHEMATICS**

Provision in mathematics is good.

### **Main strengths and weaknesses**

- Standards are average in Year 2 and above average in Year 6.
- Girls' achievement is better than that of boys.
- Subject leadership is satisfactory.
- There has been good improvement since the previous inspection and the teaching is good.

### **Commentary**

48. Standards, as shown by pupils' results in the national tests at ages 7 and 11, dipped in 2002. Since then there has been an overall improvement and, for the past two years, standards have been well above average at age 7 and above average at age 11. Although there are some higher attaining boys in all year groups, the big picture is that more girls are higher attaining than boys. Although standards are broadly similar to those reported at the time of the previous inspection, teaching is now consistently good, and pupils who have special educational needs make good progress. Overall this represents good improvement since the previous inspection.
49. Current standards in all aspects of mathematics are average in Year 2. This dip in overall attainment reflects a Year 2 cohort with few pupils with lower and higher attainment. Although the number of more able pupils is small it is nevertheless mostly composed of girls. Most pupils have achieved satisfactorily during the time spent in Years 1 and 2. Standards in Year 6 continue to be above average. More than one quarter of these pupils did not attend this school as infant pupils. Most of those pupils who did, achieved satisfactorily, making the expected rate of progress between Year 2 and Year 6. One third of these pupils, most of whom were girls, achieved well during this four-year period.

50. At the time of the previous inspection the teaching of mathematics was variable and some was unsatisfactory. This weakness has been resolved and teaching is now good. The pupils achieved well during lessons because the teaching was interesting and included activities which they enjoyed. In a successful lesson in Year 2, the teacher skilfully used assessment information from a previous lesson to help plan the new learning. The teacher had prepared very carefully three levels of activity which matched the pupils' range of understanding. The learning support assistant had been briefed effectively on the work of pupils who had special educational needs and they benefited from the opportunity to learn about capacity through a practical task. As the lesson developed good use was made of an information and communication technology interactive board to provide a visually appealing simulation of a container being filled with liquid. The pupils enjoyed the lesson as they improved their understanding of capacity. A good lesson for Years 5 and 6 pupils compared the metric system with imperial measures. The teacher skilfully prepared work to match three levels of attainment. Overall, assessment in mathematics is satisfactory and developing well. Pupils' work is regularly marked and occasionally comments area added providing guidance on improvement. The transferring of pupils' records in mathematics into a database is at an early stage of development. Good assessment in Year 6, including records and professional notes of progress, helps pupils to reach above average standards.
51. The previous inspection stated that pupils who have special educational needs were not being sufficiently supported and there was a lack of clarity in the targets set in individual education plans. These weaknesses have been fully addressed; mathematics provision for pupils who have special educational needs is now good and plans record their mathematical targets clearly.
52. The recently appointed subject leader provides satisfactory leadership and has made a good start in implementing the action plan for numeracy. The subject leader worked with a consultant to observe mathematics lessons throughout the school and was trained in how to analyse pupils' work and how to audit resources. To help ensure consistent approaches to lesson preparation an electronic version of the planning framework was devised and circulated and is now adopted. The subject leader has a secure view of what further improvements are required.

### **Numeracy across the curriculum**

53. Pupils have regular opportunities to use their number skills in other subjects. In a Year 2 science lesson, where pupils considered physical differences between each other, they decided how they would measure their limbs in order to make comparisons. In a Year 4 information and communication technology lesson pupils used their knowledge of shape to type commands into a program to make a turtle move on a pathway based on a triangle and an octagon.

### **SCIENCE**

Provision in science is good.

### **Main strengths and weaknesses**

- By Year 6, achievement is good and standards are high.
- Teaching is good, with a strong focus on developing the pupils' investigative skills.
- Not enough pupils are attaining the higher level in Year 2.
- The subject leader's role is under-developed.

### **Commentary**



54. By Year 2, achievement is satisfactory. Standards are average, though too few pupils achieve the higher level of attainment. Progress accelerates from Year 3 onwards and by Year 6, achievement is good, and this year, standards are well above average. This is an improvement since the previous inspection. The teachers provide challenging work for the more able and, as a result, they achieve particularly well. There is good support for pupils with special educational needs, which enables them to make good progress. Although the girls have outperformed the boys in recent national tests, there is currently no evidence of any significant difference in attainment by gender.
55. Teaching is good and this is leading to effective learning. Some teaching is very good. Lessons are carefully planned and resourced. The pupils know the learning objectives, so there is a common sense of purpose. All pupils are fully included in learning. There is a very strong focus on developing the pupils' practical investigative skills, in exploring topics such as electrical circuits, air resistance, solubility, animal habitats and seed germination. The teachers emphasise scientific skills such as prediction and fair testing. This was apparent in a very good lesson in Year 6, where the pupils were investigating the absorbency of various materials. Work is closely matched to the pupils' differing needs and learning support assistants are used effectively in this respect.
56. The teachers motivate the pupils by making learning relevant to everyday life. Through role-play, pupils in a Year 1 lesson learned how listening carefully can keep them safe at home and on the roads. The pupils make good use of their literacy skills, in writing up the results of investigations and in compiling glossaries of scientific terms, and they use their mathematical skills, in recording data by means of accurate graphs. In a Year 2 lesson, the pupils measured their hand spans as part of an investigation into measurable differences between people. Pupils are expected to present their work neatly.
57. Subject leadership is satisfactory, although there has been little opportunity to monitor standards of work or the quality of teaching or to influence curriculum development. Assessment is good. The teachers mark their work regularly and positively, offering useful guidance as to how the work might be improved. There are good systems for tracking the pupils' progress and better use is now being made of information gained from assessments and national test results to inform future planning. There is a clear action plan to improve provision further through, for example, greater use of information and communication technology as an aid to teaching and learning. The curriculum is enriched by worthwhile visits to safari and country parks, study and field centres.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is satisfactory.

### **Main strengths and weaknesses**

- The curriculum is well planned and so is the use of computers in other subjects.
- Pupils show very positive attitudes to their work.
- The subject does not feature sufficiently in the display around the school.

### **Commentary**

58. Standards are typical of those found nationally and the pupils' achievement is satisfactory. Although standards are similar to those found at the last inspection, there are now some examples of higher standards. Pupils have regular lessons, use the computer suite well, and work very well together. The computers are old and slow and are due to be upgraded as the budget allows. Six laptop computers are also available for use in classes and are being well used.
59. Two good lessons were observed during the inspection and the subject featured significantly in a further two. The curriculum is good and pupils experience a good range of software, enabling them to produce pictures, spreadsheets, and present text and their written work effectively. Control skills are well developed. In a lesson in Year 4, the pupils made good progress when instructing a simulated turtle to move in a square and by the end of the lesson some pupils had progressed to making complicated shapes based on triangles or octagons. The level of challenge was good and the teacher took time to encourage all pupils to achieve well. In Year 6 the teacher gave a good demonstration on how to use sound and animation in a PowerPoint presentation. As a result the pupils improved and edited their work. They acted as directors at the end saying which presentation they thought was the most effective. Pupils' levels of interest and concentration were very good. A boy in Year 5 showed good skills in controlling the temperature of a sensor to move or stop a washing line on screen. Teachers make good use of the overhead projector during lessons to highlight challenging questions. However, the pupils have not used email and this aspect is underdeveloped.
60. The subject is well led and managed. The headteacher co-ordinates the subject at present. She has developed the teachers' confidence and is monitoring planning carefully to ensure that opportunities to enhance the pupils' learning through the use of computers are identified. The action plan is evaluated regularly. Assessment is satisfactory and developing well through the use of a computerised assessment program and pupils are beginning to be involved informally in their own assessment. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development. Work in the subject does not feature sufficiently in the display around the school and this is a weakness.

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

61. There are some good links with other subjects and the school is continuing to develop the subject in all areas. In a history lesson in Year 6, pupils researched information about ancient Greece on the internet. The pupils copied information and inserted pictures onto a Word document. In geography the pupils showed good skills when laying out a poster on river pollution and in religious education they composed a 'Peace' poster.

#### **HUMANITIES**

62. There is insufficient evidence to make an overall judgement about the quality of provision in **history** and **geography**. One lesson was observed in history and no lessons were observed in geography. However, analysis of pupils' work shows that most pupils are reaching average standards in humanities.
63. In geography in Years 1 and 2, pupils learned about an environment which contrasted with their local area. Pupils have studied the Polar landscape, comparing an Inuit village with Weedon in terms of weather, housing, facilities and transport. They used maps and a globe to help to find the locations of the places they studied. Older pupils

can name the features of a river such as a tributary, channel and meander. They can write an account of a visit made to study the River Nene, which flows through their village, referring to the direction and speed of the current. The pupils' attainment in geography is enhanced by first hand experiences provided by a good school visit programme. Year 6 pupils compared village life in Stow-on-the-Wold with that of Weedon. They visited the Cotswold village to survey the views of tourists and local people using a questionnaire and they contrasted the range of facilities in the two villages from first hand experience.

64. In history in Years 1 and 2 pupils know about famous historical events such as the 'Gunpowder Plot'. Most can arrange illustrations of historical events or artefacts in the correct chronological order. Older pupils are familiar with significant historical events along a time line from 1930 to 2004 including the Jarrow March, the end of World War 2 and, in terms of recently history, the opening of the M1 motorway near to their school. During a history lesson they worked collaboratively to research internet web sites for information as they commenced a unit of work on Ancient Greece.

### **Religious education**

Provision for religious education is satisfactory.

### **Main strengths and weaknesses**

- The subject is making a valuable contribution to the pupils' personal development.
- The subject provides a good platform for the development of the pupils' literacy skills.

### **Commentary**

65. Achievement is satisfactory. Standards of attainment at Year 2 and Year 6 are in line with the expectations of the locally agreed syllabus for religious education. By Year 2, the pupils are familiar with some well known Bible stories, including some of Jesus' miracles. Higher attaining pupils make good use of their literacy skills by writing letters thanking the Good Samaritan for his help. The pupils have a satisfactory understanding of the Easter story. By Year 6, the pupils understand why people need to belong to a religious community. They recognize the fact that Britain is a multi-faith society and are familiar with aspects of Sikhism, Buddhism and Judaism. In this way, the subject is making a positive contribution to their spiritual, moral, social and cultural development. The pupils make good use of their literacy skills to write about aspects of different religions. They access the internet to research information.
66. There is insufficient evidence to make an overall judgement on the quality of teaching. In the one very good lesson observed, in Year 3, the teacher made very effective links with literacy. This really helped the pupils to develop their understanding of the non-literal meaning of familiar expressions and to apply this knowledge to the significance of symbols of Christianity.
67. The subject is being satisfactorily led during the subject leader's maternity leave. The monitoring role is under-developed and the range of resources is limited. This is recognized in a clear action plan, which seeks to raise standards. There are close links with local churches, which help in the pupils' learning.

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

68. There is insufficient evidence to make an overall judgement about the quality of provision and standards in **art and design, design and technology, music** and **physical education**. No lessons were observed in art and design and design and technology, but two lessons were observed in each of physical education and music.
69. In **art and design**, the pupils' work indicates that they are making satisfactory progress in the use of different techniques and media in two and three-dimensions. The pupils are familiar with the work of some famous artists, producing effective patterns in the style of Kandinsky and paintings in the style of van Gogh. They use the computers to generate effective pictures based, for example, on Australian aboriginal art. Pupils in Year 2 have the opportunity to participate in a lunchtime art and craft club. All the pupils have benefited from working with an artist in residence and in participating in a whole school 'art day'.
70. In **design and technology** an analysis of pupils' work indicates that there is a good balance between designing and making. Designs are set out clearly and they refer to purpose and resources. They include carefully labelled diagrams and evaluations. Older pupils design and make satisfactory model monsters and chairs for Greek gods. They investigate different kinds of packaging and the effectiveness of graphics in packaging. Pupils in Year 2 design and make good quality wheeled vehicles, which provide an eye-catching display in the school foyer.
71. In **physical education** records show most eleven-year-olds can swim the nationally expected distance standard of 25 metres. Pupils in Years 1 and 2 know that it is important to 'warm up' through exercises at the beginning of their physical education lessons. Most show satisfactory standards of co-ordination in movement as they jog, sprint and stretch. Pupils are gaining confidence in exercising on the large apparatus which they use to make a series of twisting movements using their limbs to 'fix' in a set position. Pupils can comment on each other's performance as they learn how to improve control in their body movements. During a Year 3 lesson it was clear that boys were attaining higher standards than girls in their accuracy of throwing and catching and general level of confidence when practising games skills.
72. In both lessons in **music**, and during school assemblies, standards of singing were average. Curricular planning indicated that the pupils are taught music regularly. Lessons cover skills in singing, listening, appraising and playing percussion instruments. Pupils enjoy singing and in a Year 2 lesson most were keen to learn a new song. By listening carefully to the tune and the lyrics some could identify the high and low notes. Year 6 pupils can sing in a round with satisfactory standards of timing and diction. They positively approached the opportunity to learn a new song by listening carefully to a commercial recording performed by authentic artists playing traditional instruments. Pupils know that by breathing properly and using good posture they will improve the quality of their singing. A repeat performance by pupils of the song on the following day confirmed their singing as melodic and appropriate to the setting of song. Both lessons provided pupils with good opportunities to experience music that represented contrasting cultural backgrounds. Pupils have the opportunity to learn to play a musical instrument through the teaching of visiting specialists. Currently some junior pupils are learning to play brass and woodwind instruments.

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

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

## **Main strengths and weaknesses**

- The school provides ample opportunities for the pupils to discuss relevant issues.
- There are good opportunities for the development of social skills.

## **Commentary**

73. There are many opportunities for the pupils to talk about relevant issues, such as friendship, sharing, feelings and gender stereotypes. In a Year 1 science lesson, the pupils engaged in role play to develop more understanding of safety at home and on the roads, and in a Year 4 /Year 5 literacy lesson, the pupils thought about child labour in the developing world. There is a weekly celebration of pupils' effort and achievement. There are many opportunities for the pupils to develop social skills by carrying out worthwhile tasks around the school and by participating in clubs, school productions and school visits. Year 6 pupils organise a Christmas tea and entertainment for local senior citizens. The pupils are encouraged to think of less fortunate people. Older pupils learn road safety skills by participating in a cycling proficiency course and they work towards a basic first aid award. The pupils learn about the need for exercise and a balanced diet as part of a healthy lifestyle and they recently benefited from a visit by the Life Education Bus. Younger pupils participate in the National Fruit Scheme for schools. Older pupils learn about the dangers of drugs, solvent, tobacco and alcohol abuse. There is formal sex education for pupils in Year 6. The school has recently surveyed pupils' views and is preparing well for the establishment of a school council next term.

## 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	3
How the school's effectiveness has changed since its last inspection	3
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>3</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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