

INSPECTION REPORT

WEST HADDON CE PRIMARY SCHOOL

West Haddon, Northampton

LEA area: Northamptonshire

Unique reference number: 122002

Headteacher: Mrs Jane Windsor

Lead inspector: Ms Vreta Bagilhole

Dates of inspection: 18 -20 April 2005

Inspection number: 268224

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: 4-11
Gender of pupils: Mixed
Number on roll; 146

School address: The Green
West Haddon
Northampton

Postcode: NN6 7AN

Telephone number: 01788 510318
Fax number: 01788 510938

Appropriate authority: Governing Body
Name of chair of Mr K Withnall
governors:

Date of previous 27 April 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

West Haddon Endowed Church of England Primary School is a Voluntary Controlled school in the village of West Haddon. There are seven classes this year but the number on roll fluctuates from year to year, necessitating six classes in some years. Pupils' home circumstances are above average. The majority of the pupils are of white United Kingdom heritage but there are a very small number of pupils from other white and from British Indian origins. 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. Nineteen per cent of pupils have special educational needs, which is broadly average and three pupils have a statement of special educational need. Children enter the Reception class in the September before they are five and their attainment on entry to the school is above average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17417	Vreta Bagilhole	Lead inspector	English Information and communication technology Geography History Music English as an additional language
9708	Sylvia Daintrey	Lay inspector	
21103	Valerie Ives	Team inspector	Science Foundation stage Art and design Design and technology Special educational needs Personal, social and health education and citizenship
34043	Simon Titchener	Team inspector	Mathematics Religious education Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Pupils are achieving well in this effective school. Standards in English, mathematics and science are high. The school is led and managed well and the teaching is good. Pupils respond with very good behaviour and positive attitudes and benefit from what the school provides. The school gives good value for money.

The school's main strengths and weaknesses are:

- standards in English, mathematics and science are high by the time the pupils leave the school and their achievement is good;
- the school plans very well for the fluctuating numbers of pupils which it receives each year;
- monitoring of teaching and learning lacks sufficient rigour;
- teachers' expectations for the pupils' presentation of work are not high enough and work is not marked consistently to help them improve;
- pupils behave very well and form very good relationships;
- a significant minority of parents are dissatisfied with the school.

The school was last inspected in April 1999. Since then there has been a good improvement. Standards in English, mathematics and science are higher than they were then. Assessment identifies what each pupil has achieved and the role of coordinators has been further developed. The provision for the pupils' cultural development is now good. There is an effective system for managing the quality of teachers' work. The accommodation for outdoor play activities has improved since the last inspection, but is still in need of further development. The school's capacity for further improvement is good.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	B	A	A	B
Mathematics	C	B	A	B
Science	D	C	A	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 good in Years 1 to 6 overall. Most pupils are working to capacity. Currently the standards in Year 6 are as good as in 2004. National test results in Year 2 in 2004 were well above average in reading and writing and above average in mathematics. Teachers' assessments for science were well above average. Standards in Year 2 this year are not quite as high in reading, writing and mathematics due to the overall ability of the cohort. Standards in information and communication technology and religious education are typical of those expected nationally. The children enter the Reception class with above average attainment and achieve satisfactorily, exceeding the national goals for early learning in personal, social and emotional development, communication, language and literacy, mathematical and physical development. The children's knowledge and understanding of the world and their creative development were areas not sufficiently observed during the inspection to make a judgement.

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

QUALITY OF EDUCATION

The quality of education is good. Teaching and assessment are good. Some very good teaching was observed in the Reception year and in English, science, mathematics, religious education and design and technology. Teaching assistants provide good support in lessons. However, teachers' expectations for the quality of the pupils' presentation of their work are not high enough and marking is not consistent throughout the school. The provision for pupils with special educational needs is good. The curriculum is very well planned, organised and reviewed. The provision for pupils' care, welfare, health and safety is good. Links with parents, the community and other schools are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the headteacher and other key staff is good. The school development plan is a clear and detailed working document covering all areas of the school's work and outlining goals for the next three years. Management is effective and governance is good. The budget is managed skilfully so that there are sufficient reserves to ensure continuity in staffing and relatively low class sizes. Statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents support the school. The majority are most happy with the teaching and feel that the members of staff expect their child to work hard. However, a significant minority are dissatisfied with some aspects of the school. They do not feel well informed or that the school seeks their views and takes account of their suggestions and concerns. The inspection team do not agree with these concerns but support the governing body in their resolve to improve this situation. Most pupils enjoy being at the school and they are well involved in the work of the school. The school council is well organised as a formal mechanism for pupils to express their ideas to the headteacher.

IMPROVEMENTS NEEDED

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

- ensure that the monitoring of teaching and learning is rigorous and enables strengths and weaknesses to be clearly identified and acted on;
- improve the standard of the pupils' presentation of their work and make sure that marking is consistent and challenges the pupils to do better;
- improve the parents' levels of satisfaction with the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good. Standards in the school are good and well above average by the end of Year 6.

Main strengths and weaknesses

- Standards in Year 6 in English, mathematics and science are high and achievement is good.
- The presentation of work in English and mathematics is not good enough.
- New resources are enabling rapid progress in information and communication technology.

Commentary

1. In the national tests for 2004, pupils in Year 6 attained standards that were well above average in English, mathematics and science compared to all schools nationally. Compared to similar schools standards were above average in English and mathematics and average in science. Current standards reflect the same picture. National test results for pupils in Year 2 in 2004 were well above average in reading and writing and above average in mathematics. Teachers' assessments in science were well above average, though the number exceeding the nationally expected level was the same as in most schools. Current standards are above average in reading, writing and mathematics and well above average in science.
2. There is an above average level of mobility in the school. Pupils who have always been in the school and those who joined later are achieving well with many pupils in Year 6 making more than typical progress since Year 2. The school has significant variations in the numbers of pupils in Year 6 taking the tests each year, from 33 in 2004 to 19 in 2005. In Year 2 the numbers taking the tests also varies and this year's cohort is less than 20 compared to 25 last year.

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

Standards in:	School results	National results
Reading	17.1 (16.3)	15.8 (15.7)
Writing	16.6 (14.3)	14.6 (14.6)
Mathematics	16.8 (16.3)	16.2 (16.3)

There were 25 pupils in the year group. Figures in brackets are for 2003

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

Standards in:	School results	National results
English	29 (29.3)	26.9 (26.8)
Mathematics	29.2 (27.5)	27 (26.8)
Science	30.1 (28.8)	28.6 (28.6)

3. Achievement overall is good and boys do equally as well as girls. Throughout the school, pupils with special educational needs make progress similar to their peers when taking account of their prior knowledge. Almost all these pupils are achieving the nationally expected standards by the age of eleven. This is the result of the good support from the co-ordinator, class teachers and from the teaching assistants. More able pupils are also doing well and most lessons contain good extension work for these pupils.
4. The children achieve satisfactorily in the Reception class. The children's attainment on entry to the school is above average. Nearly all of the children in the Reception class are on course to exceed the national goals in their personal, social and emotional development; communication, language and literacy; mathematical; and physical development. Reception children are experiencing enjoyable activities that promote all areas of learning. There is a strong focus on communication and language and mathematical skills. In their physical development, the children move with increasing control and co-ordination. No overall judgement can be made about standards or achievement in the children's knowledge and understanding of the world and their creative development as these areas were not sufficiently observed during the inspection.
5. Achievement in English is satisfactory in Years 1 and 2 and is good in Years 3 to 6. Currently standards in reading and writing in Year 2 are not as high as last year because there are more pupils with special educational needs and not as many more able pupils. In Year 6 the pupils are doing well and most have made more than typical progress since Year 2. Pupils are very fluent and expressive readers and know how to extract relevant information from texts applying their knowledge of other texts they have read. In their writing, they use their imagination and can provide explanations in order to persuade or criticise. Work is well organised but there is a weakness in its presentation, which is not good enough. Spelling skills are well developed but handwriting is often untidy. Standards in speaking and listening are above average. Pupils listen very well to staff and each other in lessons. Drama is having a good impact on standards achieved but the pupils do not have enough in-depth opportunities to develop their ideas in lessons. This has been identified by the school and is a priority in the English action plan.
6. Achievement in mathematics is good and standards are above average in Year 2 and well above average in Year 6. In Year 6 the pupils are doing well and most have made more than typical progress since Year 2. The pupils enjoy the subject and work very productively in lessons. The school adopts a very clear system of monitoring each child's performance and this together with some good and very good teaching has enabled the pupils to achieve well. However, the presentation of pupils' work is not good enough.
7. Pupils are achieving well in science and standards are high. Their planning and use of investigations and experiments is good. There are some very good links with other areas of the curriculum. Standards and achievement are typical of those expected in information and communication technology and religious education. In information and communication technology pupils are currently making rapid progress. This is largely due to the new interactive whiteboards which are being very well used to enhance teaching and learning in this and other subjects. Pupils in Year 6 are also using laptops effectively. In religious education, the pupils have a satisfactory knowledge of Christianity and other world religions.
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

Attendance, behaviour and relationships are very good and make a significant contribution to pupils' good achievement and progress. Pupils' attitudes and personal development, including their spiritual, moral, social and cultural development, are good.

MAIN STRENGTHS AND WEAKNESSES

- Pupils' attendance is consistently above the national average and their punctuality is very good.
- Pupils behave very well and they have very good relationships with each other and with staff.
- The school is successful in helping pupils to develop their confidence and sense of responsibility.
- Provision for pupils' cultural development has improved since the last inspection and it is now good.

COMMENTARY

Attendance in the latest complete reporting year: 96.3%

Authorised absence		Unauthorised absence	
School data	3.7	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.

9. Pupils have maintained their high levels of attendance since the last inspection. They are keen to come to school because they want to find out new things in lessons and value the support given to them by the staff. They arrive at school in good time for morning registration and settle quickly and without fuss to their activities. Parents support the school very well in ensuring that their children attend regularly and on time and in providing valid reasons if their child is absent. The school has very good procedures for monitoring and improving attendance and punctuality. The headteacher and school secretary work very effectively together to identify and tackle any issues.
10. The high standards in pupils' behaviour continue to be a good strength of the school. Pupils behaved very well throughout the inspection. They know very clearly what is expected of them because they have been involved in drawing up the school's rules and members of staff are consistent in applying them. The quality of relationships is also a strength that has a very positive impact on pupils' learning and development. Pupils work very well in pairs and teachers exploit this effectively in lessons, for example when pupils are encouraged to share ideas with their 'talking partner'. The school council representatives are very confident that bullying is not an issue at the school. The headteacher spends many hours working with individual pupils and their parents when occasional problems with behaviour and bullying arise. There have been no racist incidents in recent years and the few pupils from different ethnic groups are very successfully integrated. There were no exclusions last year.
11. Pupils develop very well in their confidence and self-esteem. Children in the Reception class are assured when playing independently; for example, a group of boys confidently involved the inspector and other children in their imaginative role-play of running a railway station. Pupils in Year 3 are keen to read out their work to the whole class. Pupils in all classes take their responsibilities seriously and treat equipment with good respect. They have good opportunities for showing initiative, for example in raising funds for the tsunami disaster appeal or forming a 'rubbish squad' to clear up litter. Pupils in Year 6 have a wide range of responsibilities and are taking the lead in a school council project to raise funds for their chosen charity.

12. The school has worked successfully to improve the provision for pupils' cultural development, which was a minor weakness at the last inspection. Pupils now have good opportunities to gain an understanding of their own and other cultures through arts and village events, a multi-cultural week and a range of visits including to an urban school serving a predominantly Asian community. Pupils' spiritual development is promoted well in assemblies and opportunities occur in some lessons to experience the wonders of life and learning. Pupils are particularly enthused by the new interactive whiteboards and by the theme of the environment which is a focus this term. Displays, however, are not used as well as they could be further to promote pupils' spiritual, moral, social and cultural development.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

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

Teaching and learning

Teaching, learning and assessment are good.

Main strengths and weaknesses

- Lessons are well planned and learning objectives are made very clear.
- Good assessment records are kept on individual pupils but marking does not consistently show pupils how to improve their work.
- Teachers' expectations for the pupils' presentation of work are not high enough.
- In some lessons there is not enough discussion with pupils.

Commentary

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	14	7	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. The school has maintained the good quality of teaching found at the last inspection and there is now more very good teaching. Teaching and learning in the Reception class are good overall but range from satisfactory to very good. The classroom is well organised and staff, including the teaching assistant, create a calm, secure and purposeful environment in which the children become confident learners. Adults effectively build on what the children know, and provide well-planned practical opportunities to enhance their learning. The children respond well with great enthusiasm particularly in the very good lessons. On one afternoon a week the children in the Reception class are taught with Year 1 pupils. In a very good lesson with Year 1 pupils the older children were encouraged to talk with the Reception children about what they liked best when they were in the Reception class.
14. The main strengths in teaching are the thorough planning and the clear expectations of what the pupils are to learn. Pupils' behaviour is very good because teachers have high and consistent expectations of how pupils should behave in lessons. Literacy and

numeracy skills are taught effectively. A particular strength of the teaching in science was the way in which teachers asked questions that encouraged the pupils to think scientifically and explain their ideas. Teaching assistants provide good support. Levels of challenge are good in most lessons. Teachers mostly use questioning skilfully and effectively and this produces good levels of interest from the pupils. Although planning for the more able pupils includes appropriate extension work, there are a few occasions when the pace of the lesson is too slow for these pupils and they could do even more. Very good teaching was observed in English, mathematics, science, religious education and design and technology. In the very good lessons the teachers give pupils the opportunity to discuss their work in groups or in pairs paying good attention to the development of vocabulary and explaining their ideas in front of the class. This is not so well developed in the good lessons. A weakness is the teachers' expectations of the quality of presentation and handwriting that the pupils should achieve. This is not good enough and does not reflect the high standards of which these pupils are capable. This was particularly noticeable in English and mathematics.

15. No direct teaching was observed of pupils who have special educational needs. However, from a scrutiny of focused lesson planning and clearly written independent education plans it is evident that the provision is good. Work is well matched to meet the pupils' needs, basic skills are well taught and there are appropriately high expectations of what pupils are capable of achieving. Good use is made of individual learning plans to produce short-term targets, which are challenging but achievable, and these are reviewed regularly. Effective strategies are used to involve pupils with special educational needs in whole-class sessions and to enable them to succeed. Teaching assistants are sensitively deployed and have a considerable influence in guiding the learning of these pupils.
16. There has been a good improvement in assessment procedures since the previous inspection. Teachers now keep good records of what each pupil has achieved and the information is well used to plan future learning. Pupils' progress is well tracked and the targets pupils are set are matched well to what they need to learn next. Good details are kept on all groups of pupils in the school. The pupils are beginning to participate in their own assessment of learning during lessons. However, the marking of work is inconsistent.

The curriculum

The quality of the curriculum is good. There are good opportunities for enrichment. Accommodation and resources are good.

MAIN STRENGTHS AND WEAKNESSES

- The curriculum is very well planned, organised and reviewed to meet the needs of pupils in different sized year groups.
- The curriculum is enhanced well by a range of activities both within and after the school day.
- The new resources for information and communication technology are already having a positive impact on provision and achievement in the subject.
- Although good improvements have been made to the accommodation, the outdoor areas require further development to enhance the provision for play and learning.

COMMENTARY

17. The school copes very well with the difficulties of planning and staffing a curriculum for year groups that fluctuate in size from 17 to 25. Pupils in Years 1 to 6 currently have their morning literacy and numeracy lessons in their year groups, however small, and this arrangement contributes well to their good achievement in English and mathematics. On one or two afternoons a week, pupils from two classes come together for lessons, such as physical education or music. This enables pupils to learn from teachers other than their own who have expertise in the subject. It also helps develop their social skills by mixing with children from other year groups. The senior management team spend considerable time making sure that all pupils receive their entitlement and experience continuity in their learning, with no repetitions or gaps in the topics covered. Children in the Reception class also benefit from a well-planned curriculum that makes good links between the different areas of learning and gives them opportunities to mix with pupils from Year 1.
18. There is good provision for pupils' personal development, including timetabled lessons in personal, social and health education and citizenship. All statutory requirements for National Curriculum subjects, religious education, sex and relationships education and drug education are met. Older pupils have drama lessons and Year 6 pupils are well prepared for secondary school, for example by learning French once a week. From time to time, special curriculum events are held, such as a history day when the hall was transformed into a Saxon settlement or a multi-cultural week when pupils explored dance, music, art and food from around the world. During the inspection, the cross-curricular theme of environmental education was promoted well in assemblies and this highly enthused the pupils. Each class makes three educational visits a year and pupils in Years 5 and 6 have the opportunity of a residential experience. All staff commit themselves to running at least one after-school club at some point during the year and the extra-curricular provision for sport and music is good.
19. Pupils with special educational needs receive good support and, as a result, their needs are well met. They have full access to the curriculum. Class teachers and learning support assistants are well aware of individual needs and pupils who need extra help are identified early. The individual education plans for these pupils are well written; the targets are specific and measurable, and pupils' progress in achieving them is closely monitored. There is a register of pupils identified as gifted and talented and some special activities are planned for them such as residential visits for talented musicians. However, overall this area of provision does not have a high profile within the school.
20. Learning resources have improved since the last inspection and are now good. A significant feature is the recent provision of interactive whiteboards in every classroom which members of staff are already using confidently and effectively in lessons. Resources and accommodation for the Reception class have improved since the last inspection; resources are now good and there is an adequate fenced-off area for outdoor play. Indoor accommodation for the main school is good, with spacious classrooms and additional areas that can be used flexibly for small group work and extra activities. The outdoor hard surface area is too small for all year groups to play comfortably together. The field is under-used as a resource for play and learning. The school is very aware of these deficiencies and has a range of exciting plans, some of which are already funded, to enhance its outdoor facilities so that the grounds can become a 'living classroom'. It also has a good plan to improve the accessibility of its accommodation and is already making adaptations to meet the particular needs of a new pupil arriving in September.

Care, guidance and support

Arrangements for pupils' care, welfare, support and guidance are good with some very good features. Pupils are involved well in the work and development of the school.

MAIN STRENGTHS AND WEAKNESSES

- Pupils are very well supported when they join the school and if they experience any personal difficulties.
- The school's procedures for ensuring pupils' welfare, health and safety are good.
- Pupils value the relationships they enjoy with the staff and appreciate being listened to.

COMMENTARY

21. Parents are very pleased with the arrangements for settling their children in when they start at the school. Children who have places for the Reception class in September visit the school for a short period each week in the summer term before their induction day in July and gradual transition to full-time education in the autumn term. Parents who move their children to the school in later years comment on how successfully this is handled; for example, new arrivals are assigned a mentor to help and guide them. The individual needs and backgrounds of pupils are very well known and respected. The headteacher takes particular care to support pupils who experience social, emotional or behavioural difficulties, devising a range of strategies to help them and involving, where appropriate, their friends or families. Pupils comment that '*Teachers notice when you're sad*' and take time to listen to concerns. Arrangements for child protection are good: the two designated teachers and governor have undertaken recent training and staff have been briefed.
22. The school has very thorough systems for ensuring that pupils are safe and secure while at school. Accidents are meticulously recorded, regularly monitored and reported to governors. Comprehensive risk assessments are in place. The site and equipment are regularly checked by staff, governors and external agencies. Good improvements have been made to the areas where there were concerns about safety at the last inspection. A few parents feel that the school is too rigorous in its approach to health and safety. The inspection team disagrees because the site is a very awkward one and constant vigilance is required to make sure that pupils are not put at risk. The playground is potentially hazardous because it is too small for all pupils to play safely. The school manages break and lunch times effectively, by staggering playtimes as far as possible and providing play equipment, but provision is much improved when the oldest pupils are able to go on to the field to engage in vigorous exercise.
23. The school provides good support and guidance to help pupils achieve well academically. Pupils' progress in the core subjects of English, mathematics and science is carefully tracked and time is found within the school day for booster sessions in areas where staff have identified that pupils need further development, such as speaking and listening, mental mathematics or science revision. There is an after-school club to help Year 6 pupils prepare for their national tests and the secondary curriculum. A relative weakness is that marking in books does not consistently identify what level the pupils are working at and what they need to do to reach the next level. The school cares well for pupils with special educational needs, including those with statements. These pupils are quickly identified and their progress

is monitored and supported thoroughly. Assessment across a range of complex needs is detailed and comprehensive: links with outside agencies are well organised. Careful consideration is taken of the needs of all pupils through setting understandable and practical targets, modifying activities and providing support to meet their needs.

24. Pupils' views are taken seriously. The school council is well organised as a formal mechanism for pupils to express their ideas to the headteacher, but there are other opportunities for pupils to make their opinions known. A good example occurred earlier this year when pupils in classroom discussions raised an issue of bad language being used in the playground by a few older children. The headteacher involved the school council well in deciding on a plan of action. This resulted in a new playground rule and sign designed by the pupils: *'Bad language isn't cool at West Haddon School'*. Pupils have some opportunities to assess their own work and they write self-evaluations for their annual reports.

Partnership with parents, other schools and the community

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

MAIN STRENGTHS AND WEAKNESSES

- The school has good arrangements for informing and involving parents yet a significant minority of parents are dissatisfied with aspects of communication between home and school.
- The school makes good use of resources in the local and wider community to enrich the experiences for pupils.
- The school's good links with other schools benefit pupils at times of transfer and staff in their professional development.

COMMENTARY

25. The school continues to provide good quality information for parents and has developed this further since the last inspection. Parents have a formal opportunity each term to discuss their child's progress. Annual reports are issued well before the end of the school year. They provide very good information on pupils' achievements and targets. Homework is very clearly explained on a sheet which is sent home weekly. Parents are invited to the 'community' assembly held on Fridays and regular newsletters are available by pupil post or email. There are suitable plans to develop the web site into an accessible source of information for parents. Meetings are held at appropriate times to inform parents about the school's expectations, for example about homework and behaviour. The school offers further information sessions from time to time, such as a mathematics workshop or a drugs awareness evening, although sometimes these are not as well attended as they could be. The headteacher seeks parents' views, for example by holding informal 'Let's Chat About' meetings, and she involves them well in initiatives such as reviewing the anti-bullying policy and drawing up a travel plan. She spends a considerable amount of time liaising with individual parents to meet the needs of their child and to deal with their concerns.
26. Parents are regularly involved in discussions with the class teachers where children have special educational needs. They are kept fully informed of the support that their children are receiving. They are involved in termly reviews of the targets set in pupils' individual education plans.

27. Parents make a good contribution to their children's education and the life of the school. They want their children to do well and they support the Parent Teacher Association in raising valuable funds for equipment. Some parents are able to help in the school and parent governors play an important role on the governing body. Nevertheless, a small but significant number of parents responding to the pre-inspection meeting and questionnaire expressed dissatisfaction with the information they receive and the approachability of the staff. The inspection team do not agree with these concerns, but support the governors' view that the perceptions of some parents require further investigation.
28. The school rightly prides itself on its close links with the church and the village. These give pupils the opportunity to take part in local events and have a positive impact on their spiritual and cultural development. Links with sports clubs and professionals who work in the community enhance the curriculum for physical education and personal, social and health education. The school has established a number of useful links with local firms, notably a plastics company which involves pupils in evaluating its prototypes; this makes a significant contribution to pupils' knowledge and understanding of design and technology and the world of work. Pupils' awareness of the diversity in British society is raised by a valuable link with a primary school in Leicester. Good links with the pre-school enable children to transfer smoothly into the Reception class. Transition to the secondary school where most pupils go in Year 7 is managed well: Year 6 pupils have already started work in English, mathematics and science that will continue at their new school. West Haddon staff highly value the support they receive from the secondary school, a specialist technology college, which has helped them make good progress in improving provision for information and communication technology. The school is an active member of the cluster of local schools who work effectively together to provide training for staff as well as developing joint initiatives such as literacy across the curriculum and sports days.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the headteacher and other key staff is good. Governance is good.

MAIN STRENGTHS AND WEAKNESSES

- The senior management team and governing body plan very well for the fluctuating numbers of pupils which the school receives each year.
- The headteacher has a clear vision, sense of purpose and commitment to the individual needs of pupils.
- Leadership and management of the key areas of the school's work are effective but the monitoring of teaching and learning lacks rigour.

COMMENTARY

29. The school faces a considerable challenge in planning its budget, staffing and class organisation to cope with the variations in the numbers of pupils admitted each year. Governors, senior staff and the bursar work very effectively together to plan ahead as far as possible, for example by analysing future trends and their impact on the school. The budget is managed skilfully so that there are sufficient reserves to ensure continuity in staffing and relatively low class sizes, and at the same time allowing for planned developments such as improvements to the school's accommodation and resources. The large underspend in the previous financial year was earmarked for these contingencies. The bursar is meticulous in monitoring expenditure and seeking best value in purchases.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	461,566	Balance from previous year	62,560
Total expenditure	437,322	Balance carried forward to the next	86,803
Expenditure per pupil	2,667		

30. The experienced headteacher, who teaches in the classroom for half the week, steers the school successfully so that pupils reach high standards by the end of Year 6. She is dedicated to supporting the well being of pupils and the professional development of staff. This has been recognised in the most recent report by the assessor for Investors in People. She has established effective and manageable systems for tracking the progress of pupils and monitoring the curriculum. She is well supported by her senior management team who have used the Primary Leadership Strategy successfully to devise strategies for raising standards in mental mathematics. The school development plan is a clear and detailed working document covering all areas of the school's work and outlining goals for the next three years.
31. The governing body provides good support and challenge for the school. Governors ensure they are well trained for their role. They bring good expertise in areas such as health and safety. They involve themselves well in school life so they can understand its strengths and weaknesses. The chair of governors is a pro-active leader, for example in analysing the school's Year 6 national test results compared with local schools and in driving through improvements to the security of the school field. He has rightly identified the need to improve some parents' levels of satisfaction with the school.
32. Leaders of the Foundation Stage, English, mathematics and science are effective in their roles and ensure good provision in their areas. Subject leaders, however, do not have sufficient time to monitor rigorously the quality of teaching and learning in the classroom. Lessons are observed by the senior management team but their feedback to teachers is not challenging enough. The management of the provision for pupils with special educational needs is good: the co-ordinator provides skilled leadership, advice and is well organised. She works well with the teachers, who make good use of her expertise and the materials that she provides to offer good quality support to their pupils.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

33. The provision for children in the Reception class is good. This quality has been maintained since the last inspection. The children are well prepared for the next stage of their learning. Overall, the quality of teaching is good: it ranges from satisfactory to very good. A wide variety of stimulating resources and usually well-planned, relevant activities, clearly matched to the children's needs, make a good contribution to their learning. The members of staff work well together, ably supporting each other. The accommodation for outdoor play activities has improved since the last inspection but is still in need of further development because there is no room for large apparatus or the use of different surfaces.
34. The Foundation Stage is well led and managed. Children are assessed well and their progress is carefully monitored. By the time children move from the Reception class to Year 1, standards exceed the national goals, overall.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for personal, social and emotional development is good.

Main strengths and weaknesses

- Clearly planned learning opportunities develop the children's social skills.
- Good behaviour management ensures that children know the rules in a setting where everyone is 'special'.
- Clear routines are established in which the children become secure, settled and happy.

Commentary

35. The children enter the school with above average social skills. The school has good strategies to develop these and, by the end of the Reception year, they exceed the national goals. Achievement is satisfactory. The good teaching has a clear impact on the children's learning. For example, in a lesson the good use of praise and encouragement to affirm the children's behaviour and effort encouraged them to try harder.
36. All staff, including the teaching assistants, create a calm, secure and purposeful environment in which the children become confident learners. New children are settled in thoughtfully and successfully, and are happy to come to school. With helpful encouragement and sensitive handling they begin to form positive relationships with one another and with adults. For example, a very good role-play situation for the children to solve was acted out by the staff in which they were quarrelling over the same jigsaw. Children commented that, *'You could ask nicely'*, *'Share and take turns'* and *'Do it together'*. Very good, securely understood routines enable the children to settle down very quickly to their tasks. Very good levels of independence are evident.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is good.

Main strengths and weaknesses

- All staff ask skilful questions and activities are clearly explained, helping the children to understand better.
- Resources are well chosen to stimulate interest and motivate learning.

Commentary

37. Children enter the Reception class with a reasonable ability to communicate. Most progress well and are on course to exceed the national goals by the end of the year because they are well taught. Achievement is satisfactory. A good emphasis is placed on speaking and listening from an early age, and all members of staff, including the teaching assistants, provide ample opportunities for the children to develop these skills. For example, very skilful and clear questioning techniques help the children to think about what they are doing and to talk to each other and to adults. All of the other areas of learning benefit from this.
38. Very thoughtful stories are carefully chosen to increase the children's literacy skills and are suitably linked to the other areas of learning. For instance, the children enjoyed joining in a story about 'Monty's Journey' and learning about what message they would text on a mobile phone in an emergency. Informal opportunities in the role-play and outdoor areas contribute well to the above average standards attained by the children. Regular checks of their progress are recorded and new targets are drawn up if required, particularly in reading.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Lessons are well planned, with clear aims that are shared with the children.
- Very good adult involvement in all practical activities ensures that children make the best use of these opportunities.

Commentary

39. Indications are that the children are on line to exceed the national goals in their mathematical development by the end of the Reception year. Achievement is satisfactory. They are already counting to 20 with some beyond that and many are beginning to record simple addition sums. Teaching in this area of learning is good. It is clear and precise so that the children know what is expected of them. Adults effectively build on what the children know, and provide many well-planned practical opportunities to enhance their learning. For example, two sets of animals are effectively added together by the children and then recorded as simple addition sums, in which they are beginning to understand the symbols for 'add' and 'equals'.
40. Learning is effective because the children have many worthwhile challenges to build on what they have learned. For example, animals are used to identify tens and units, and the more able children partition these while others order numbers to 10 and put them in the correct sequence. Good links are made with the other areas of learning, through the effective provision of stimulating activities, computer programs and interesting stories that are chosen. For example, groups draw plans of a zoo, count

toy animals, then hear a story about walking through the jungle, and enthusiastically join in with the repeated section of the story. This effectively builds on their speaking and listening skills. Regular checks of their progress are recorded and new targets are drawn up if required.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Carefully planned learning opportunities help to develop the children's skills.
- A wide range of activities is offered daily to encourage good physical development, with effective adult supervision and guidance.

Commentary

41. The children are on line to exceed the national goals in their physical development by the end of the Reception year. The overall good teaching in this area encourages appropriate physical development. Achievement is satisfactory. Careful planning, effectively supported by practical activities, helps the children, for example, to recognise the changes that happen to their bodies when they are active. The clear instructions result in the children making satisfactory progress in their awareness of space and in practising the balancing of beanbags on different parts of their body, such as the head, chest and thigh. They move with increasing control and co-ordination. One child thought that balancing the beanbag on his thigh was '*Hard because there's nothing to hold on to*'. Adults are aware of the need to ensure children's safety when they are using apparatus.
42. The well-chosen equipment and the available construction kits clearly contribute to successfully developing the children's manipulation skills through, for example, handling and building a variety of objects. For example, a group of children manipulate a digger to move bricks from one place to another. The children handle such tools as pencils, scissors, paintbrushes and glue spreaders with increasing dexterity. There is daily access to the outdoor area. However, there is no continuous access to large climbing apparatus or to different surfaces on which to organise activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD and CREATIVE DEVELOPMENT

43. No overall judgement can be made about provision or standards in these areas of learning but teachers' planning, photographic evidence and classroom displays indicate that children are given a suitable range of carefully planned experiences. Stimulating resources and equipment are used well to support the children's learning.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching is consistently good enabling pupils to achieve well.
- Leadership and management of the subject are good.
- Pupils' presentation of their work and their handwriting are not good enough.

Commentary

44. Test results in Year 6 in 2004 were well above average compared to the national picture and above those of similar schools. Inspection evidence agrees with this picture and achievement is good. The school has maintained the standards found at the last inspection and the school has exceeded the national trend since then.
45. Achievement is satisfactory in Years 1 and 2. In the national tests for 2004, results in reading and writing in Year 2 were well above average compared to the national picture and average in comparison to similar schools. Currently standards in reading and writing are above average. This is because there are more pupils with special educational needs and not as many more able pupils.
46. Pupils with special educational needs achieve well because they receive good support in lessons and work is well planned for them. Almost all pupils with special educational needs attain the nationally expected standard by the time they leave the school in Year 6. Boys do as well as girls. The more able pupils are also doing well but could do even more if challenged to produce a greater depth in their work and presentation. Handwriting is taught and pupils have handwriting books but the scrutiny of work in most classes was disappointing. Work was often presented in an untidy manner. It did not reflect the high quality of work of which many pupils are capable.
47. Currently standards in speaking and listening are above average in Year 2 and Year 6. Pupils in all the classes are very good listeners. In the older classes the substantial majority of pupils are confident speakers. Pupils read out their work to the rest of the class with confidence. In a very good lesson in Year 3 the pupils were disappointed when the lesson stopped because they enjoyed extending their language skills and discussing them with the teacher and each other. In some lessons, however, teachers do not always involve the pupils so well in classroom discussions. This has been identified by the school and is a priority in the English action plan. Drama is being regularly used well to enhance speaking skills.
48. Standards in reading this year are above average in Year 2 and well above average in Year 6. Teachers plan very good opportunities for pupils to extend and improve their reading skills in lessons. Year 2 pupils made good progress in expressing their opinions on a story. They completed an evaluation giving clear reasons why they liked it and the more able pupils used their own experiences to make it more relevant. Pupils use sounds and word recognition well to help them read and many are fluent readers beginning to express themselves well. Year 6 pupils are achieving very well in reading and read out loud with very good accuracy and expression. They scanned text for relevant information. Pupils in Years 3 to 6 are regularly challenged by staff to select sentences, phrases and relevant information to support their views and show their understanding of them. Boys and girls are equally well motivated. The pupils enjoy using the school library and there is a good range of fiction and non-fiction books.
49. Achievement in Years 3 to 6 is good in writing and standards are well above average. The writing covers a broad range of styles. Pupils plan and write stories and poems, play scripts, questionnaires, persuasive and argumentative texts and letters. There are some good examples of instructional text in most classes such as writing instructions on how to play

charades. Teachers challenge the pupils well to think imaginatively and to use dramatic and adventurous language in their writing. A more able Year 3 pupil wrote '*She saw the raindrops tapping on the window. They sparkled like jewels*'. Year 6 pupils prepared good responses to a letter from a developer wanting to buy the school field. They can efficiently extract the main points from a text and know how to annotate these. Pupils write good poems in most classes. Pupils progress well in spelling and independently tackle technically difficult words. However, handwriting and the presentation of work are not good enough. Achievement in writing is satisfactory in Years 1 and 2 and standards are above average. Pupils in Year 1 show good attention to capital letters and full stops. More able pupils in Year 1 and many pupils in Year 2 use speech and exclamation marks. The pupils write across a good range of styles: Year 1 pupils wrote a good character profile and Year 2 pupils compared two stories with different settings well. Lower attaining pupils made good progress in writing a post card from a father working in Hong Kong to his daughter. In both classes there is good attention to spelling.

50. The quality of teaching and learning is good. Very good lessons were observed in Year 2 and Year 5. In the very good lesson the teachers' expectations were high. There were very well organised routines and planning for all abilities was rigorous and thorough. In the very good lesson in Year 5 the teacher challenged the pupils very well to create persuasive texts using alliterative phrases such as '*Chunky, crispy caramel chocolate*'. Teaching assistants know their roles very well and provide good support. In all the lessons observed the teachers challenged the pupils well. They made the lesson objectives clear and checked with the pupils that they understood. Some good lessons could have been very good if more discussion with the pupils took place. Assessment is good. The pupils have clear targets to work towards. The school has good systems to track each pupil's progress and has identified underachievement. In some classes there is effective marking but this is not being consistently used to identify what the pupils could do to improve. A good strategy in a Year 1 class was when the pupils were asked to evaluate their work at the end of the lesson. However, teachers' expectations of the quality of handwriting and presentation are not high enough. In one class the teacher had commented the work was neat and accurate when in fact the work was untidy and only average. Homework is regularly set and makes a good contribution to pupils' learning.
51. Leadership and management are good and show a clear vision for the development of the subject. A priority this year is to improve pupils' confidence and ability in spelling and the impact of this is noticeable in the classrooms. Another priority is to improve speaking and listening skills and to promote more dialogue in the classroom. This has yet to be consistently applied in all classes. Teachers' planning has been well monitored. All teachers have been observed but monitoring of teaching and learning is not rigorous enough and does not get to the heart of what the weaknesses are or develop the strengths to enable pupils to achieve even more than they do. The coordinator has insufficient non-contact time to manage this appropriately. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

Language and literacy across the curriculum

52. There is some good use of language and literacy in other curriculum areas. Literacy skills in other subjects are well planned into the curriculum; examples are writing accounts in science and about the Aztecs in history. The school is currently making rapid progress in developing the use of information and communication technology to enhance literacy skills. Pupils are good at using the word processor to record and present their work. There are some good examples of homework research projects being completed.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Standards are well above average by the time the pupils leave the school.
- Pupils achieve well as a result of some good and very good teaching.
- Pupils clearly enjoy mathematics and display very good behaviour and good attitudes to learning.
- Mathematics is well led and managed; this includes the careful monitoring of pupils' progress.
- Day to day marking does not tell pupils how they can improve their performance.

Commentary

53. National test results in 2004 for Year 2 pupils were above the national average but below the average for similar schools. Results for pupils in Year 6 were well above average compared to national standards and above those of similar schools. Pupils achieve well and current standards are well above average by the end of Year 6. Similarly good progress since the last inspection has been ensured by some good and very good teaching throughout the school. Features of this include staff sharing lesson objectives with the pupils, having thorough subject knowledge and maintaining high expectations of pupils in terms of learning attitudes and outputs. The pupils consistently respond by displaying very good behaviour and good attitudes. In Year 1, for example, pupils worked very well together to complete a mathematical investigation measuring rice accurately to calculate the capacity, in millilitres, of various containers. Similarly pupils in Year 6, display a determination to succeed, working together to access revision programs using the recently installed interactive white boards.
54. Although the majority of teaching observed was satisfactory, there were examples of good and very good teaching and all lessons included the consistent, good use of information and communication technology to motivate pupils further. In all cases, lessons were consistently well planned. Opportunities for pupils with special educational needs to learn were identified and appropriate support was given to ensure their progress. In lessons showing good and very good teaching and learning teachers had high expectations of pupils who subsequently worked at a rapid pace and with full concentration. In a Year 2 lesson, for example, involving the subtraction of two-digit numbers, the pupils challenged themselves to see who could complete the eight examples first; all managed these within five minutes.
55. The assessment of pupils' work and tracking of their performance in national and optional tests are good. The school adopts a very clear system of monitoring each child's performance every half term. The data produced being used as the basis for a discussion meeting between the subject co-ordinator and each class teacher. All pupils have targets and those who are identified as not being 'on track' for achieving the expected level at the end of Year 6 are given additional monitoring and support. However, teachers' day to day marking of pupils' books does not support progress by providing a model for future work or explanations of what the pupil needs to do next to improve. Neatness and presentation of work are not good enough. Marking also lacks comments praising the pupil when learning has taken place or considerable effort has been made. The whole school marking policy is not followed consistently and is therefore not having an impact upon provision or achievement in mathematics.

56. The mathematics co-ordinator leads the subject well. The monitoring of teaching and a book scrutiny by the co-ordinator have enabled her to gain a clear understanding of the quality of teaching and learning throughout the school. She effectively works with all staff to monitor the progress of all pupils, and also regularly scrutinises planning. The co-ordinator manages a delegated budget in order to provide appropriate resources to classes according to their needs. She has held parents' meetings to demonstrate the school's approaches to the teaching of mathematics. The impact of the co-ordinator upon the teaching and learning of mathematics is considerable; following her identification, through monitoring, of a weakness in the performance of all year groups in mental mathematics considerably more time has been spent on mental strategies. The co-ordinator's subsequent monitoring showed substantial improvement in pupils' progress.

Mathematics across the Curriculum

57. Mathematics is used well in all classes to support other areas of the curriculum. This is well planned for. It often involves the additional use of information and communication technology. In a Years 3 and 4 physical education lesson, for example, the pupils' understanding of shape was developed in the balances demonstrated during the warm up.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well at the end of Year 2 and Year 6, which reflects the overall good teaching.
- The planning and use of investigations and experiments are good.
- Marking does not give a clear indication of how the pupils can improve their work.

Commentary

58. Pupils achieved well above average standards in the national tests in 2004 at the end of Year 6. Teacher assessments in Year 2 were also well above average. However, when compared to schools of a similar make up, pupils attained only average standards. Analysis of the present Year 6 and Year 2 pupils' work recorded in their books confirms the well above average standards. No differences are evident between the achievement of boys and girls; they all achieve well, including those with special educational needs.
59. Across the school, pupils have a wide range of opportunities to investigate and experiment to develop their scientific enquiry skills. For example, in Year 2, pupils experiment to see what plants need in order to grow. Very good opportunities are provided for pupils to predict the outcome of given conditions. For example, one comment was, *'The stem would start drooping without water'*. The very thoughtfully prepared resources effectively stimulate the pupils' interest and motivate them to try harder. In Year 3, pupils understand the need to set up a fair test when investigating whether water travels up the stems of plants. One pupil says, *'The time in the water should be the same'*. The experiments prepared provide a good contribution to the pupils' spiritual development.

60. Scrutiny of the pupils' work shows that their learning is enhanced through the good links made with other areas of the curriculum. For example, in an experiment set up in Year 6 to investigate shadows, the pupils used their mathematical skills to measure and record their results in a table. The subject provides many opportunities for using pupils' literacy skills as they improve their written accounts. For example, *'According to this table, shiny surfaces reflect light better than dull surfaces'*. Good links are developing with information and communication technology through the very good use of the interactive computer whiteboard as seen in Year 2 and the very competent use of laptops in Year 6 to research information about different topics, such as materials.
61. Although only three lessons were observed during the inspection, of which two were good and the other very good, the scrutiny of the pupils' past work clearly indicates that there is very good teaching across the school. Very good teaching produces very good attitudes to work. A particular strength of the teaching was the way in which teachers posed questions that encouraged the pupils to think scientifically and explain their ideas. Learning resources are carefully chosen to kindle interest, focus the pupils' attention and develop their curiosity. However, marking of the pupils' work does not give pointers on how they can improve. To help lower-attaining pupils, teaching assistants and other adults were deployed effectively to give extra help to those who needed it. Although assessment is satisfactory, there are some aspects that need to improve. For example, target setting is at an early stage of development. The assessments of pupils tend to reflect coverage of the curriculum rather than focusing more clearly on the quality of the skills developed by individuals. Pupils need to know what the next step is for them to reach a higher level of attainment. Science is effectively and efficiently led and managed.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Pupils in all classes are confident users of new technology.
- New interactive whiteboards are being very well used to enhance teaching and learning in other subjects.
- The use of email is underdeveloped.

Commentary

62. Standards are typical of those found nationally and the pupils' achievement is satisfactory. Although standards are similar to those found at the last inspection, the pupils are currently making rapid progress and standards show every sign of rising in the next year. Pupils have regular lessons which are well planned into the curriculum. The curriculum is satisfactory and pupils experience a range of software enabling them to produce pictures, spreadsheets, multimedia presentations and to present text and their written work effectively. Control skills are developing well. Some pupils do not have sufficient experience of using drawing software and the use of email is underdeveloped.
63. Two lessons were observed during the inspection in Year 2 and 6. Pupils in Year 2 made good progress in understanding a branching database and all pupils were able to experience the program using the interactive whiteboard. The pupils listened, applied themselves well, and could work effectively as part of a group waiting for their turn. Pupils in Year 6 are efficient

at using a laptop and can navigate their way through software with confidence. They know the technical vocabulary involved in using a spreadsheet and can enter formulae. Pupils' work shows that they regularly use a spreadsheet and have also made a PowerPoint presentation. Year 6 have used a control box to switch a light and buzzer on and off. Word processing skills are well developed. Pupils in Years 1 and 2 find no difficulty in entering text and changing size, colour and style of font. Year 6 will choose different fonts to produce the best effect and import pictures to enhance the layout. Pupils use the Internet for research and they know they must have an adult present before they go online. However, their use of drawing and painting packages is limited.

64. Teaching is good and lessons are well planned. The teachers challenge the pupils well such as in a Year 6 lesson when the teacher introduced the Function button to find the average cost of a burger lunch. Teaching assistants provide good support for less able pupils and those with special educational needs. Assessment systems are developing well and records are kept of the levels pupils reach. There are plans to add this to the school's tracking systems. Class records show each pupil's coverage of the skills taught. Pupils improve their work during the lessons but are not yet involved in assessing their own work.
65. Leadership and management are good. During the inspection the interactive whiteboards had been in school for a very short time and because of good management were very effectively being used in most classrooms. The subject is a priority on the school development plan and there is a good action plan for the further development of the subject. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

Information and communication technology across the curriculum

66. There are some very good links with other subjects and the school is continuing to develop the subject in all areas. During the inspection, links with mathematics included spreadsheet and database work. In science, the pupils were introduced to a branching database linked to their work on minibeasts. Videos are used to enhance work in physical education and most classes use music software to make compositions. The subject's contribution to art and design and religious education is underdeveloped.

HUMANITIES

67. Insufficient work was seen to form overall judgements about the provision in **geography** and **history** and no lessons were observed. Pupils' work for this year was scrutinised and shows adequate coverage of the National Curriculum. Both subjects are identified in the school development plan, which contains action points for the next two years.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Leadership and management are good.
- Resources including religious artefacts are good.
- Links with information and communication technology are underdeveloped.

Commentary

68. Standards of attainment at Year 2 and Year 6 are in line with the expectations of the locally agreed syllabus for religious education. The quality of teaching and learning is good and consequently pupils, including those with special educational needs, achieved well in the lessons observed.
69. Teachers create a good climate for learning and all lessons use appropriate resources. For example, in a very good lesson in Year 2 pupils summarised how the Torah differed to a special book they might have at home, the pupils all had an opportunity to handle the Torah and 'yad' and demonstrated great respect for the artefacts. The pupils could also recall the Jewish place of worship and all Jewish festivals which had previously been studied. The group work skilfully followed the discussion with pupils having the opportunity to make a scroll and write their name in Hebrew. Similarly, in a good lesson in Year 6 pupils worked well together to act out an example of a miracle; they debated well the difference between a miracle and something 'lucky'.
70. Leadership and management of the subject are good. The co-ordinator has a clear understanding of the agreed syllabus and provides additional ideas sheets for all staff. She monitors the planning of teachers and also effectively manages a small budget in order to provide a wide range of resources to support learning. The school policy is clear and whole school planning ensures coverage of the agreed syllabus including planned visits to the places of worship of all the main faiths.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. Insufficient work was seen to form overall judgements for **art and design** and **design and technology**. One lesson was observed in **design and technology** in Year 5, in which the quality of teaching was very good. The standards pupils attained in this lesson were higher than those expected for the age group. The pupils are provided with very good opportunities to investigate a range of methods for making musical instruments. Skilful questioning successfully promotes their thinking skills and the very thoughtfully prepared resources stimulate interest and effectively motivate learning. No lessons were observed in **art and design**.
72. No judgement can be made about standards or the quality of teaching and learning in **music**, but one lesson was observed during the inspection. The quality of singing during assembly is average and there is a school choir. There are regular opportunities to listen to and appreciate music. In a good lesson in Year 2, the pupils made good progress in learning how their voices can be used descriptively. They understood the terms pitch, timbre and tempo. They listened to a chant, which they then practised and performed. The school follows a published scheme to help raise the confidence of teachers. Pupils have the opportunity for peripatetic tuition for violin, brass and woodwind and there is a recorder club. Visiting groups have contributed well to the provision such as a rock band which involved the pupils in a concert based on the instruments in a group. There are regular productions in which the pupils can perform to an audience.
73. Only one lesson was observed in **physical education** during the inspection so no judgement can be made about the overall standards or the quality of the teaching and learning. The co-ordinator and two other members of staff have produced very detailed subject planning which demonstrates very clear subject knowledge and high

expectations for the pupils' progress. In a Year 3 and 4 lesson pupils displayed standards appropriate for their age. Pupils showed good knowledge about the reasons for warming; they also worked well together in a team game improving their dribbling skills. The teacher taught the lesson well and made clear links with mathematics; all pupils, including those with special educational needs made progress. The small hall, used due to poor weather, did not allow for all pupils to take part in the lesson fully. Provision for extra-curricular activities is good and pupils attend well. The school provides clubs for football, netball, tag rugby, badminton and cricket. May Day celebrations also feature many forms of dancing; these are well received by parents who also actively support the school's many competitive teams. Leadership and management of the subject are good. The co-ordinator and supportive staff have a clear understanding of the physical education programme of study and provide additional ideas sheets for all staff. The school has participation in sport as a key improvement priority and are working well to achieve this. The co-ordinator is also a Primary Link Development teacher, receiving additional training from an external source. Strong school teams also take part in many competitions being very successful at football, netball and cricket.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- There is a good, well planned programme of work.
- This subject makes a good contribution to the development of the pupils' speaking and listening skills.
- Pupils readily take on responsibility.

Commentary

74. Provision for personal, social and health education is good, overall. The school meets requirements by paying due attention to sex and relationship education and drugs awareness. All classes cover aspects of development relevant to the age of the pupils through a well-planned programme of weekly lessons and other opportunities for personal development, such as class discussions. Aspects of health education are also covered in science and physical education.
75. In a Year 4 lesson, good teaching was observed where pupils were encouraged to express their ideas and opinions about their personal targets. They were articulate and beginning to evaluate how they have got on. Due to the high expectations of the teacher and the improving sensitivity of the pupils, a good discussion took place. For example, one comment made was, *'My target was to stop rocking on my chair and I think I've managed that'*, while another felt that he *'Wasn't much better'*. This lesson made a good contribution to the development of the pupils' speaking and listening skills and personal and social education.
76. Personal and social education is also implicit in all aspects of school life. Pupils talk confidently to adults and know that their ideas are valued. They conform cheerfully to school and classroom rules and are friendly and respectful to their peers, teachers and visitors. Pupils readily take responsibility and develop an understanding of their own role within the school community. This was seen in the way pupils accepted a variety of responsibilities in their classrooms, throughout the school, and when acting

as monitors during lunchtime and during assemblies. A school council effectively promotes this aspect of the school's work.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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