

# INSPECTION REPORT

## **WHITTLE-LE-WOODS CE PRIMARY SCHOOL**

Whittle-le-Woods, Lancashire

LEA area: Lancashire

Unique reference number: 119478

Headteacher: Heather Starkie

Lead inspector: David Law

Dates of inspection: 16 – 18 May 2005

Inspection number: 268257

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	226
School address:	Preston Road Whittle-Le-Woods Lancashire
Postcode:	PR6 7PS
Telephone number:	01257 262732
Fax number:	01257 234347
Appropriate authority:	The governing body
Name of chair of governors:	Councillor Mr John Walker
Date of previous inspection:	11 January 1999

## **CHARACTERISTICS OF THE SCHOOL**

This average size primary school has 226 pupils – 102 boys and 124 girls. Attainment on entry to the Foundation Stage is generally above average. There are 10 teachers, including the headteacher. Nearly all pupils are of White British ethnic origin and the proportion of pupils whose first language is believed not to be English is low. Twenty pupils have special educational needs (SEN) and this is below average at 9.3 per cent; 2 pupils have Statements of Special Educational Need and this is also below average. The nature of pupils' SEN is mainly specific or moderate learning difficulties. The proportion of pupils entitled to a free school meal is below average at 2.6 per cent. Pupil mobility is broadly average, although a significant number of pupils entered and left Years 3 to 6 in recent years. The school renewed its Investor in People award in 2004 and also received the Healthy Schools Award in that year. The school is part of a Primary Strategy Learning Network and the LEA "Boys' Writing Project." A breakfast club and out-of-school-care are provided at the school.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20575	David Law	Lead inspector	Mathematics Physical education
9189	John Horwood	Lay inspector	
35087	Linda Smith	Team Inspector	Foundation Stage English Art and design Music
2756	Michael Barron	Team inspector	Special educational needs Science Information and communication technology Design and technology
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very good school.** Pupils achieve well and enjoy learning. Standards are very good and the school is very well led and managed. Very good teaching encourages and engages pupils. Relationships are excellent; each pupil is valued as part of the community. A very positive climate for learning enables pupils to grow in confidence and self-esteem. Value for money is very good.

The school's main strengths and weaknesses are:

- Very good standards across a range of subjects; achievement is particularly good in English, mathematics and science at Key Stage 2
- Teaching and learning are very good
- Leadership and management are very good; the headteacher gives excellent leadership and combines clear vision with high aspirations
- Pupils' behaviour is excellent; they work hard and are keen to learn
- There is a very good curriculum with a wide range of opportunities in sport and the arts
- Pupils establish excellent and trusting relationships with adults in the school; provision for their care, guidance and support is very good
- Links with parents, the community and other schools are very good
- Although good, the standard of pupils' writing could be better to match the high standards achieved in other aspects of English

When inspected in 1999, the school was found to be very good and it has since made good improvement. All the key issues from the previous inspection have been addressed: there is now an excellent outdoor play area where the youngest pupils enjoy learning; pupils work well independently and teachers mark their work better.

### STANDARDS ACHIEVED

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

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

**Achievement is very good.** In the Foundation Stage, there is good progress towards the goals children are expected to reach by the end of reception and standards are very good. Children achieve particularly well in mathematics and in personal, social and emotional development. In Years 1 and 2, pupils achieve well. Standards in speaking and listening, reading and mathematics are very good; standards in writing are good. In Years 3 to 6, achievement is very good and by the end of Year 6 standards are well above average in English, mathematics and science. Pupils' competence in ICT is good in Key Stage 2 and this is an improvement on the previous inspection. Pupils achieve well in the foundation subjects. In recent years, at Key Stage 2, a significant number of pupils moved in and out of the school and this had a negative impact on the test results, particularly in English in 2004. During this inspection, English standards in Year 6 were judged to be very good. Achievement is very good for pupils with special educational needs and for those who have particular gifts and talents. **Relationships are excellent and the school provides very well for pupils' spiritual, moral, social and cultural development.** Pupils feel secure and grow in confidence; their behaviour is excellent and they are very happy as they work and play together. Pupils take responsibility and treat each other with respect. Attendance is very good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is very good.** Teaching and learning are very good. Good teaching is seen in all classes; some lessons are excellent. Teaching is enthusiastic and lessons are very well planned to stimulate learning. Teaching methods engage pupils; they become engrossed in their work and apply themselves well. Pupils learn at a good rate and acquire new skills and understanding quickly. Teaching assistants work effectively and use their initiative; they make a significant contribution to pupils' learning. The curriculum is very well planned to provide a broad, rich experience with very good opportunities to participate in sport and the arts. Provision for pupils with special educational needs is very good. Pupils are safe and very well cared for; their views are listened to and valued. Links with parents, the community and other schools are very good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The headteacher has a clarity of vision that enthuses others and enables the school to seek continuous improvement. She is extremely well supported by all others in leadership positions and teamwork is excellent. There are very good systems to evaluate the work of the school and plan for improvement. Action is taken effectively to address those areas where standards and quality do not match the school's high aspirations. For example, school leaders have taken steps to raise achievement in writing and inspectors saw the positive impact of this work. A good governing body meets all statutory requirements, understands the school well and is very committed to it. Governors support the head and staff but also hold them appropriately to account.

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

Parents are highly satisfied with the school. They feel that teaching is good and that the school is well led and managed. The vast majority feel that their children make good progress, like school and behave well when they are there. Pupils are very happy in school and feel they are listened to.

## **IMPROVEMENTS NEEDED**

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

- Improve standards in writing to better match the very good standards in reading

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

### **STANDARDS ACHIEVED BY PUPILS**

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

The standards seen during the inspection were very good, overall. Pupils' achievement, overall, is very good. Standards in all core subjects are at least good throughout the school. Pupils with special educational needs achieve very well, overall, as do gifted and talented pupils. Standards are at their best in Key Stage 2.

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

- Standards in speaking and listening and reading are very good and pupils achieve very well
- Standards in mathematics are very good and pupils achieve very well
- Standards in science are very good by the end of Year 6
- Overall, standards in Year 6 national tests during the last three years have been well above average in all subjects; similar tests in Year 2 have been well above average in reading and above average in mathematics and writing
- In most subjects, and in all year groups, standards and achievement are good and are nowhere less than satisfactory
- Pupils' competency in ICT is good in Years 3 to 6, and this is an improvement since the last inspection
- Pupils' achievement in history is very good
- Although standards in writing are good there is still scope for improvement

#### **Commentary**

1. Over time, the school demonstrates very good results in the national Year 6 tests and good results in the Year 2 tests. In 2004, results were above average in mathematics and writing in Year 2 and well above in reading when compared with all schools nationally. For mathematics and science, the Year 6 test results were well above average in 2004; English results were above average. In comparison with similar schools, taking account of pupils' prior attainment, results in 2004 were above average, overall, being well above in science and above in mathematics, but only average in English. The mobility of pupils in and out of Key Stage 2 in recent years has contributed to the difference between English and other subjects, as incoming pupils were overall less capable than those who left. At the higher level 3 in the Year 2 tests, results were above average in reading and average in mathematics, but too few pupils achieved the higher level in writing. In the Year 6 tests, the school achieved well at the higher level, being above average in all subjects.
2. In 2004, the school exceeded its targets for level 4 and above in both English and mathematics. In English this was by 4 per cent, roughly equivalent to one pupil; in mathematics it was the equivalent of 3 pupils. At the higher level 5, targets were exceeded by a similar amount. The 2005 targets are broadly the same as in 2004. This suggests that the targets are not challenging enough.
3. Children enter the Foundation Stage with above average attainment. By the end of the reception year standards are very good. Achievement is good and children do particularly well in mathematics and in their personal development. In relation to the Early Learning Goals, they exceed the expectations for children of this age in all areas of learning. Pupils with special educational needs achieve very well and are given very good support to reach their targets. Provision is good, with very good features, and the stimulating learning environment engages children and motivates them to learn well.
4. In Key Stage 1, standards seen are good. Speaking and listening, reading and mathematics are very good. Writing and science are good. By the end of Year 2, pupils reach the expected standard for their age in ICT. Standards in history, music and physical education



are good. The achievement of pupils in Key Stage 1 is good, overall, and is very good in speaking and listening, reading, mathematics and history. In all other subjects achievement is good. The achievement of pupils with special educational needs is good; those with particular gifts and talents achieve well. Good teaching, with a broad and stimulating curriculum, enables pupils to learn quickly and to reach the good and very good standards seen.

5. In Key Stage 2, standards are very good in English, mathematics and science. They are good in ICT and all other subjects. Pupils of all abilities achieve very well. There is very good achievement in most subjects, including all the core subjects, and in no subject is achievement less than good. Pupils with special educational needs make very good progress and their achievement is very good. Gifted and talented pupils achieve very well. Pupils make particularly quick gains in their learning in Years 3 and 6. The very good standards achieved in Key Stage 2 result from very good teaching and a well-planned curriculum, which is broad and rich. Pupils have very good opportunities to acquire key skills, but also learn how to investigate and find things out for themselves.
6. The good quality of leadership and management of subject co-ordinators contributes to the very good standards seen and to the overall very good achievement of pupils. The excellent leadership of the headteacher, which is sharply focused on raising achievement, ensures that the school as a whole is consistent in providing the quality of teaching that enables pupils to learn well.
7. Since the previous inspection, the school has maintained high standards in the core subjects and improved standards in ICT.

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

Standards in:	School results	National results
reading	17.6 (17.2)	15.8 (15.7)
writing	15.3 (15.6)	14.6 (14.6)
mathematics	17.3 (16.7)	16.2 (16.3)

*There were 29 pupils in the year group. Figures in brackets are for the previous year.*

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

Standards in:	School results	National results
English	28.2 (29.1)	26.9 (26.8)
mathematics	29.1 (29.5)	27.0 (26.8)
science	31.5 (30.7)	28.6 (28.6)

*There were 32 pupils in the year group. Figures in brackets are for the previous year.*

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

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

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

- Pupils enjoy coming to school and their positive and willing attitude to learning helps them to achieve well
- Systems to promote and reward good behaviour are very effective
- The school is well ordered and teachers set high expectations for pupils' behaviour

- Pupils have a very good understanding of the responsibilities of living in a community and respect the feelings of others
- Opportunities for pupils to contribute to the running of the school are very good.
- Attendance levels are consistently well above the national average and there is very little lateness to school

### **Commentary**

8. Parents agree that their children enjoy coming to school, and behave well. In lessons they listen very well to their teachers and do their best in their work. Pupils are keen to please their teachers and carry out their tasks diligently. They are keen to participate in all aspects of school life, including extra-curricular activities. Pupils are pleasant, well mannered and polite to adults and to each other. In the Foundation Stage, staff provide very good opportunities to encourage children's responsibility, social skills and independence. In lessons, particularly at Key Stage 2, pupils demonstrate the ability to work well in groups, co-operating and sharing ideas on a range of topics.
9. The school's extremely inclusive ethos ensures that pupils with special educational needs play a full and active part in school life. They are enthusiastic and enjoy school. As a result, they show a willingness to learn and have access to the full range of activities provided by the school.
10. Pupil behaviour in lessons, around school, and in the playground is excellent. Assemblies help to promote positive behaviour. Playtimes are harmonious, with play equipment being provided to further develop skills of interaction and co-operation. Personal development is promoted well in lessons and pupils are motivated and keen to learn. A group of children in the Foundation Stage eagerly shared their 'science' activity, confidently naming the parts of a flower and conditions for growth. In a Key Stage 2 literacy lesson, pupils reflected on what they had learnt, and how the introduction of targets has helped identify what they need to do to improve.
11. As pupils move through the school, they are given increasing opportunities to take responsibility. A school council meeting, involving pupils from Reception to Year 6, discussed ideas for fund-raising to improve playground equipment. The school promotes the awareness of the multicultural nature of society through a wide range of curriculum activities, including RE, music, literacy and art. Involvement in a range of initiatives, including healthy schools, and strong links with the church and community help further promote pupils' attitudes and values.
12. The school is very active in enabling all pupils to achieve personal development. Provision for pupils' spiritual, moral and social development is very good; provision for their cultural development is good. Pupils develop knowledge of themselves very well and grow in spiritual awareness, as they are encouraged, through assembly and in lessons, to reflect and to think of the needs of others. They are proud of their school and treat everyone in the school community with high levels of respect. They understand that their behaviour has consequences and take responsibility very well. They learn exceptionally well how to live in a community. Pupils have very good opportunities to learn about culture through art and music.
13. Pupils enjoy being at the school and they arrive in a calm and orderly manner in the mornings. The level of attendance is well above the national average with very little unauthorised absence. The school encourages even better attendance by operating rewards systems for 100 per cent attendance and by advising parents as early as possible of term dates and encouraging them to avoid taking holidays within these periods. The recording and monitoring of attendance are efficient and accurate. Unexpected absence is followed up immediately.

14. Behaviour and attendance at the last inspection were good and are now very good. Provision for spiritual, moral, social and cultural development was good and is now very good. This indicates good improvement.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	3.6	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.*

## Exclusions

### Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – Any other mixed background
Asian or Asian British – Indian

### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
184	3	0
3	0	0
4	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good. Very good teaching contributes to very good learning. A rich and broadly balanced curriculum of very good quality meets the needs of all pupils very well. Provision for pupils' care, welfare, health and safety is very good. Very good links with parents, the community and other schools enable effective induction, and transfer to secondary education is smooth.

### Teaching and learning

Teaching and learning are very good, overall. Teachers expect high standards of behaviour and pupils respond in an excellent manner; they work hard and become absorbed in their learning. Lessons are very well planned and prepared and informed by good assessment. Teachers have a very good understanding of how pupils learn and they use this to provide stimulating lessons. Very good teaching is seen in all stages, but the very best is in Key Stage 2, particularly in Years 3 and 6, where pupils make very good gains in their learning.

### Main strengths and weaknesses

- Teachers have high expectations which are communicated successfully to pupils
- Lessons have clear objectives and pupils understand what they have to do
- Teachers plan lessons carefully to take account of pupils' needs
- There are excellent relations between pupils and teachers
- Teachers very effectively encourage pupils, who become absorbed in learning because lessons are interesting
- Teaching assistants are used very well and engage pupils in learning
- Teachers use a very good variety of strategies to motivate learning
- Pupils are very good at collaboration and they also work well by themselves
- Pupils learn quickly and work hard to succeed

## Commentary

### Summary of teaching observed during the inspection in 46 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (7%)	15 (33%)	26 (56%)	2 (4%)	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.*

15. In the Foundation Stage, good teaching helps the children to achieve well. Relationships are warm and positive and all the adults know the children well and take this into account when planning for their learning. There are well-established routines and children are encouraged to develop their independence, whilst they quickly learn how to work and play with others. The learning environment is stimulating and provides a rich and diverse range of experiences. The children have good opportunity to listen, talk and to find out about the world. They are very happy and have a trusting relationship with all the adults who support them. Children in one lesson were investigating seeds through a magnifying glass and were eager to talk about what they saw. There are good opportunities for children to learn about the world around them, both within the classroom, as, for example, in the role-play area, which is set up as a supermarket, and outdoors, where excellent use is made of the area created in response to the last inspection.
16. Overall, teaching is good in Key Stage 1 and some excellent and very good lessons were seen. One excellent lesson in Year 2, taught by the deputy headteacher, was built on high expectations and extensive subject knowledge of literacy. A highly effective introduction captured the pupils' imaginations as background music and incense created the atmosphere of early settlement in America. Pupils were given opportunities to discuss and drama was used to good effect. The lesson enabled pupils to extend and acquire a wide range of literacy skills. In a Year 2 ICT lesson, pupils were learning to use the "Roamer" and the teacher skilfully drew on previous learning and, through careful questioning, was able constantly to challenge pupils' thinking. In all lessons, time is used very well and activities have a clear purpose. Pupils are clear about what they have to do and instructions are carefully explained. Pupils' ability to concentrate and sustain interest is very good and enhanced by teachers' effective use of resources and time as they break the lesson into manageable parts. Teaching assistants are very skilled and they become totally involved in the activities as they talk to pupils and listen carefully to their responses. They are particularly adept at supporting pupils at the point at which they begin to experience a difficulty so that any significant problems are avoided. Teachers plan carefully to meet the needs of all pupils where classes carry a mix of Year 1 and 2 pupils or Year 1 and Reception pupils. This ensures that the curriculum is relevant to what pupils need to learn next.
17. Teaching in Key Stage 2 is consistently very good, particularly in Year 3 and Year 6. Lessons have a brisk pace and there is a consistently high level of challenge. Subject knowledge is very good and teachers organise activities with imagination to hold pupils' interest.
18. In one Year 6 mathematics lesson, for example, a brisk start was made and pupils' attention quickly gained. Pupils were expected to count in multiples of seven and quickly moved on to decimal notation, showing a good knowledge of key concepts. The lesson developed with a problem-solving exercise on Pascal's Triangle. Pupils worked effectively in pairs to establish patterns and sequences. They were eager to discuss and explain their findings. Throughout, the teacher explained, questioned and challenged pupils with high expectations.
19. In one Year 3 literacy lesson, excellent classroom organisation enabled the teacher to set challenging but different tasks for groups of pupils. Pupils gained an excellent understanding of the characteristics of an adventure story and were able to produce writing of a very good

standard. The whole lesson created a real buzz as pupils shared their ideas for story setting and character. At the end of the lesson, pupils were able to explain what they had learnt and referred to the lesson objective.

20. Teaching, overall and throughout the school, enables all pupils to succeed. It is often imaginative and learning is made vivid and real. As a result, pupils engage fully and quickly gain in understanding. Teachers are able to build on this as they assess the gains pupils make and they then use what they know to organise the next steps. All this enables pupils to achieve very well and contributes to the high standards achieved.
21. Very effective teaching assistants support pupils with special educational needs very well within lessons. They also benefit from the targeted individual support they receive outside the classroom from the special educational needs co-ordinator, who has ensured that work for pupils with learning difficulties is often designed to reflect targets in their individual education plans. As a result, pupils with special educational needs make good to very good progress in learning and their achievement matches that of other pupils in all year groups.
22. Since the last inspection, teaching has improved, and it is now very good, overall; at Key Stage 2, where previously it was good, it is now very good. Teaching in ICT has improved from satisfactory to good. Pupils report that they enjoy learning and think that their teachers make lessons interesting.

### **The curriculum**

The curriculum provided by the school is very good. It is very well balanced across all subjects and fully meets the requirements of the National Curriculum. Opportunities for enrichment are very good.

### **Main strengths and weaknesses**

- The curriculum is very well planned and features a very good range of extra-curricular activities
- The match of teachers and support staff to the curriculum is very good
- Pupils are prepared very well for transfer to the next stages of their education
- Provision for pupils with special educational needs is very good
- The school's very good accommodation and resources are used very effectively to support learning

### **Commentary**

23. As pupils progress through the school, they are provided with a range of broad, rich experiences designed to engage their attention and motivate them with a desire to learn. The school's curriculum is innovative and is constantly reviewed in order to ensure that it promotes learning and personal development effectively and provides good equality of access and opportunity for all pupils. Classrooms are organised imaginatively and are interesting and attractive. Teachers and support staff work very effectively as a team in order to provide pupils with lessons that are very well planned and often challenging. There is a consistent approach to teaching across all subjects.
24. Pupils benefit from the very wide range of well-planned extra-curricular activities and visits and visitors to the school that enrich and promote learning. The extra-curricular opportunities for pupils to take part in sporting activities, music and the creative arts are very good and older pupils have the opportunity to take part in residential visits. In addition, the school has formed close ties with the local secondary schools. Year 6 pupils, for example, benefit from weekly lessons provided by a modern foreign language teacher from a local secondary school, whilst the performing arts co-ordinator meets another local secondary school teacher on a regular basis and has attended joint staff training sessions on music. Overall, the school prepares pupils very well for the later stages of their education.

25. Provision for pupils with special educational needs is very good. The special educational needs co-ordinator has developed very effective procedures for the early identification and close monitoring of pupils with possible learning, emotional, physical or behavioural difficulties. As a result, pupils who are assessed as having special educational needs are provided with individual education plans, which very effectively detail the support they require. These plans contain specific targets for pupils to achieve, which feature suitably small steps in learning. All teachers and teaching assistants work with a co-ordinated approach to try to ensure that the specific needs of pupils are met in full. As a result, pupils with special education needs achieve as well as other pupils in all year groups.
26. In the Foundation Stage, the curriculum has good breadth, is well balanced and promotes the nationally required areas of learning well.
27. Provision for pupils' personal, social and health education is good. Sex and relationships education, as well as lessons on alcohol and drugs misuse, are included effectively in the school's provision.
28. There has been a significant investment in the school's accommodation and resources since the last inspection and this has had a positive effect on pupils' learning and achievement. The library, for example, has been refurbished and resources for ICT have improved considerably. As a result, the school is now very well resourced for teaching nearly all aspects of the National Curriculum. The school's accommodation promotes learning very well. Classrooms are airy and spacious and the school grounds are attractive and are used very effectively to enhance learning.
29. Pupils report that they like the range of things they have to do in sport and they particularly enjoy visits to places of interest. They feel this helps them to learn and understand.

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

Provision for pupils' care, welfare, health and safety is very good. Provision of support, advice and guidance is very good. Involvement of pupils through seeking, valuing and acting on their views is very good.

### **Main strengths and weaknesses**

- The excellent relationships within the school ensure that all pupils have a good and trusting relationship with at least one adult
- Very good induction processes ensure that pupils settle quickly into the school and its routines
- Breakfast and after-school clubs extend the very good care provided beyond the school day
- Health and safety are well addressed within the school and there is caring and sufficient supervision throughout the day

### **Commentary**

30. The very good level of care has been maintained since the last inspection. The health and safety procedures within the school are very good, with a high priority given to risk assessment. Whilst health and safety are discussed at every governors' meeting, the formal review of the policy is overdue and should be carried out as soon as possible to confirm that the documents reflect the very good practices carried out. Staff representatives and the governors are involved in annual inspections and reviews. The headteacher is the designated person for child protection and there is also a named governor. Procedures meet requirements and all staff are made aware of child protection issues and of school policies as part of their induction. The school intends to hold further training for all staff. Systems are in place to support 'looked after' children who have an individual education plan, and the headteacher attends review meetings.

31. During the day all activities are well supervised. The school operates a breakfast club to ensure that pupils who come early have a safe environment to come to and start the day suitably nourished. The parents of any pupil who fails to arrive at school, with no notification having been received, are contacted as soon as possible to confirm the safety and well-being of the pupil. Whilst the school does not have a dedicated medical room, there are suitable places for treating injured children and for those feeling unwell to rest. There are sufficient trained first aid staff in school and all the required records are kept.
32. Relationships throughout the school are excellent and the teachers and other staff know all the children well, enabling them to provide very good support within lessons. Pupils are all well-behaved and keen to learn and this enables teachers to make full use of registration periods to offer support and guidance to individual pupils when necessary. The good assessment systems in the school enable teachers to base their advice on accurate information about progress and understanding.
33. Many of the pupils join the reception class from the local nursery, with whom links are excellent, and pupils are well prepared for the transition. All pupils benefit from a pre-school programme to get them used to the kinds of thing they will do in school. Parents are well informed through an induction evening and an information pack and all pupils will have a home visit before they join, to identify and resolve any difficulties. Pupils start in small groups, according to age, on a full-time basis unless parents prefer entry on a part-time basis. Pupils who join at other times during the year benefit from a slightly different scheme but of similar quality.
34. Pupils' views are important to the school and, as well as the many informal opportunities where pupils can talk to the staff, there are formal opportunities through the school council and through pupil questionnaires, which are thoroughly assessed by the school. The older pupils are involved in updating the school website and this gives a very good opportunity to share views with the senior management team.
35. Procedures for monitoring and supporting the academic progress and personal development of pupils with special educational needs are very good. Information about pupils is used very effectively to produce individual education plans of high quality. Parents are encouraged to be involved in both the drawing up of these plans and in the review processes.

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

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

### **Main strengths and weaknesses**

- Parents are provided with very good information about the school and their child's education
- The school has an open-door policy and parents are encouraged to visit the school
- There are very strong links with the local church and the parish
- Strong links with the local nursery school and with the local secondary schools help with a smooth transfer for pupils
- Pupils' annual progress reports do not contain information on how well their child is doing compared with what is expected, or on how to improve

### **Commentary**

36. The parents' questionnaires and comments made at the parents' meeting show that parents are very pleased with most aspects of the school, but a number thought that they were not consulted and listened to sufficiently and a significant number indicated that their child had been bullied. A small number of parents made written comments with roughly an equal number of positive and negative comments – all of these were individual and did not indicate a general area of concern. All parents' comments were considered as part of the inspection and

contribute to the report. The concern about consultation was not confirmed during the inspection and, whilst bullying clearly had taken place, it appears to have been dealt with and there was no evidence of any bullying or poor behaviour during the inspection.

37. Information for parents about progress and their child's education is very good, with at least two meetings each year, an open evening and an annual progress report. Curriculum information leaflets support these and the open-door policy of the school, which ensures that parents can talk to staff if they need to. The actual progress reports meet requirements but could be more helpful by providing written advice on how the pupil could improve as well as an indication of how their standard compares with expectations nationally. Information about the school and activities is very well provided through the prospectus and governors' annual report, both of which meet requirements, supplemented by regular newsletters, information sheets and the school web site.
38. The quality of information produced by the school to inform and consult parents about the nature of individual pupils' special educational needs is very good. Parents are given opportunities to be involved in both the drawing up of individual education plans and in the review processes.
39. Parents have significant involvement in the school and make a good contribution to learning. Parents are involved in completing Foundation Stage Profiles for the younger pupils and there is good attendance at the twice-yearly progress meetings for all year groups. Provision of curriculum information to parents, and parents' information evenings, enable parents to provide effective help at home. Many parents support the school and their child by attending assemblies, by helping directly in lessons or by supporting the Parent-Teacher Friends Association.
40. Whilst the school does not consult parents through questionnaires on a routine basis an open-door policy is operated and parents are encouraged to come into school. At the open evening the headteacher makes a point to parents in the newsletter that she will be available for one-to-one conversations with any parent who has a concern to discuss. The very good relationships that exist within the school extend to parents who visit the school and consultation is often informal and on an ongoing basis.
41. Partnerships with other schools are very good and they support the smooth transfer of pupils between educational phases. The school and the pupils benefit from links developed through the specialist school status of two of the local secondary schools, which enhance the performing arts provision and provide some modern foreign language teaching. The school has close links with two local colleges and provides placements for trainees. There is an excellent link with a local private nursery.
42. Partnerships with the community are very good. The school is a focus within the parish and has very strong links with the church. Pupils benefit from a number of visitors from the parish and the church coming into school as well as from visits into the community for example to sing to senior citizens. There is a very strong link with the parish council, especially through performing arts events. Whilst there are only limited business links, and these are with retail stores and small businesses, they are good for this type of school.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are very good. This is a significant reason why the school is able to provide a very good quality education and achieve very good standards. There is a clear drive to raise achievement and resources are used very well to make this happen. Good governance supports the very good management of the school and its very good leadership.



## **Main strengths and weaknesses**

- There is a clear sense of purpose in the school, with high aspirations for all pupils to achieve
- The headteacher provides excellent leadership with a clear vision for a successful, inclusive and happy school
- Everyone works together and there is an excellent team spirit
- Leadership at all levels is engaged with enabling pupils to reach their potential and this influences everyone to give of their best
- Leadership is knowledgeable about the curriculum and what makes for effective learning; there is a drive for continuous improvement and innovation
- Self-evaluation is well-established and the information is used well to prioritise and plan improvement
- Financial and resource management is efficient and enables the school to achieve educational objectives that result in pupils learning better

## **Commentary**

43. Governors have a very good understanding of what the school does well and what it needs to do to improve. The governing body is well organised into appropriate committees. There is a substantial range of expertise on the governing body and this is used to help the school. For example, one governor is a qualified and experienced mathematics teacher and works with the school to assess pupils' work. Governors are fully committed to maintaining strong links with the community the school serves. They are dedicated and spend a lot of time in the school, with the result that they have a very good understanding of it. They support staff and also undertake a challenge role appropriately; they are keen to ensure that pupils achieve as well as they can. They ensure that the school fulfils its statutory responsibilities and are fully aware of the school budget and financial matters.
44. The headteacher provides dedicated leadership of a high quality. She is able to provide clear strategic thinking so that the school community has a sense of purpose. She is ambitious for the school and open, honest and accurate in her evaluations of its achievements. The school is highly regarded by parents and the quality of the headteacher's leadership contributes significantly to this.
45. The headteacher is very well supported by a committed staff team; others in leadership positions show a drive for continuous improvement. There is a common sense of purpose, which centres on enabling all pupils to achieve and enjoy learning. Relationships are excellent but not cosy. Staff challenge each other and reflect the school's aims in their work. All leaders are concerned with the needs of pupils as individuals and aspire for them to do as well as possible.
46. The headteacher works with everyone to ensure that roles and responsibilities are clear, that professional development opportunities are matched to the needs of the school, that there is good induction for new staff and that performance management is properly in place and effective.
47. There is a very good school improvement plan based on a secure and rigorous audit. The school takes very good steps to monitor and evaluate its work. This includes lesson observation, scrutiny of pupils' work (which is also levelled against the National Curriculum expectations), and detailed analysis of teachers' planning. The improvement plan has identified relevant priorities and there are clear actions to be taken. A particular strength of the school's leadership is that it is prepared to act on evidence in order to improve weaknesses. This is shown in the response to improving pupils' writing. Last year, results were not as good as in previous years and so action was taken promptly to address this, including thorough assessments of pupils' work to identify what was needed to improve most.

Staff development was initiated in this area and, when the opportunity came to appoint a deputy headteacher, governors specifically sought to find someone with literacy strengths. Recruitment is well managed.

48. The leadership and management of special educational needs are very good. The special educational needs co-ordinator has a very good understanding both of the strengths of the school's provision and of the areas that require further ongoing development and has set up very effective systems, in conjunction with the local nursery school, to help in the early identification, assessment and monitoring of pupils with possible special educational needs. As a result of this structured approach, pupils' individual education plans are realistic and feature achievable targets, and this is a key factor in enabling pupils with special educational needs to achieve as well as other pupils in all classes within the school. She has also ensured that all statutory assessments are completed in accordance with the school's special educational needs policy.
49. The day-to-day organisation of the school runs smoothly and this is helped by a dedicated support staff. The school is clean and well maintained. Resources are well organised.
50. Financial and resource management is very good. Expenditure per pupil was average in 2004/05. There are numerous examples of thoughtful financial planning to improve learning: the recently created outdoor area for the youngest pupils, the refurnishing of the Foundation Stage, provision of new resources to improve learning in ICT, improvement to the school library to develop pupils' research skills. The school provides very good value for money and uses the principles of best value.
51. Day-to-day financial management is undertaken effectively by the headteacher who is supported efficiently by the school secretary. The school finance officer from the local education authority also supports the school efficiently in financial management. All orders go through the local education authority; they apply the principles of best value. Within the school, departments review their spending at the end of the year to consider how effective it has been. Specific funding is used for the correct purposes. The significant balance at the end of March 2004 will reduce in the next year as some £58,000 has already been drawn from reserves. Very good leadership and management were seen at the previous inspection and this is still the case.

## Financial information

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

Income and expenditure (£)	
Total income	504,027
Total expenditure	497,938
Expenditure per pupil	2,165

Balances (£)	
Balance from previous year	75,645
Balance carried forward to the next	81,734

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

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

Overall provision in the Foundation Stage is good, with some aspects very good.

Children enter the school with above average attainment and by the end of the reception year standards are very good. Achievement is good and children exceed expectations for this age in all areas of learning. The stimulating learning environment engages children and motivates them to learn well. Significant improvements have been made in provision since the last inspection, both indoors and out, particularly in the present school year. Teaching is good, with some of the oldest children being taught well alongside pupils from Year 1. Effective leadership and management ensure the very good planning of a challenging curriculum. Very good teamwork between all staff creates a very caring learning environment and, as a result, children are very well motivated, have very positive attitudes and behave excellently.

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

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

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

- Children make a very good start due to good links with the feeder nursery and very good induction arrangements
- Teaching is very good and helps children achieve well
- Daily routines offer security and lead children successfully to greater independence

#### **Commentary**

52. Before the children start school, home visits take place, and parents contribute regularly to their child's profile. Very good teaching promotes independence and co-operation. Most children achieve very well and well exceed what is expected in this area of learning. Adults provide very good role models, and encourage the children to share and play co-operatively, planning a range of activities that enable this to happen. During a literacy session, some children were playing a 'hungry caterpillar' game demonstrating well the ability to take turns, co-operate and work alongside one another. A well-planned programme ensures all children know classroom routines. They move from activity to activity with ease and confidence, always appearing relaxed and happy.

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

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

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

- Teaching is good and language skills are promoted in all areas of learning
- A wide range of resources is used well to promote children's communication, language and literacy skills
- A strong emphasis on the teaching of sounds, letter formation and reading enables children to achieve very good literacy skills
- Towards the end of the reception year, the teaching of one letter sound a week lacks challenge for the most able children

## Commentary

53. The teaching in this area is good and children's achievement is good. By the time they leave the reception class, most achieve what is expected of them in this area of learning, with many working beyond. Activities are very well planned, with good opportunities for language development within other areas of learning. Children are taught to read, write and use spoken language through games, play and the direct teaching of skills. For example, during a literacy session, direct teaching focused on reading skills and knowledge of sounds, whilst in the role-play area adults worked alongside children as they wrote shopping lists for the garden centre. The setting further promotes the development of literacy skills with a listening corner, a good range of materials to support writing and a wide variety of books used to teach reading. The teaching of sounds is given good emphasis and successfully promotes good reading, spelling and letter formation. Good assessment procedures track acquisition of sounds and sight vocabulary. However, more able children are working beyond individual letter sounds and consideration needs to be given as to whether this is an appropriate use of their time during whole-class sessions.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

### Main strengths and weaknesses

- Very good and detailed planning, efficient organisation and high expectations afford very good opportunities for children to become very competent in mathematical skills
- Very good opportunities in other areas of provision, including the outdoors, allow children to use skills of counting, ordering, shape and capacity
- Activities promote challenge for more able children

## Commentary

54. Teaching is very good and children's achievement is very good. By the time they leave the reception class most reach the goals expected of them in this area of learning, with many working well beyond this. Teachers have high expectations, and in one numeracy session the most able children were counting to one hundred and moving on to exploring multiples of two. Good use of number rhymes develops the understanding of subtraction. Mathematical language of number, shape and capacity is used well. At the time of the inspection, teaching focused on capacity, with children being given opportunities through sand and water play to work with various sized containers, counting how many small containers fill one large.
55. The mathematics areas are well resourced with other areas of provision, including outdoor, offering opportunities for all children to explore mathematical skills and concepts. Number flowers on the fence outside provide opportunities for counting and ordering. Inside, a question alongside a set of magnetic numbers and a board invites the children to order the numbers correctly. Mathematical language linked to shape and capacity is displayed in appropriate areas.
56. Evidence in children's folders shows very good progress in number recognition, formation and ordering. The majority of activities planned are based on practical activities; this engages children and helps them to learn with understanding.

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

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

### **Main strengths and weaknesses**

- Children are given varied and valuable opportunities to learn about the world around them, indoors and outdoors
- Good use is made of visits and visitors
- Awareness of other cultures needs to be extended beyond celebrations of festivals

### **Commentary**

57. Very good planning allows worthwhile opportunities for children to widen their understanding of the world. Most children exceed expectations in this area of learning.
58. During the inspection the children studied growth. A good range of resources enabled children to learn about seeds, plants, flowers and conditions for growth. They confidently labelled parts of a flower and could explain how water is taken up through roots and stem into the petals. The children are competent at using computers to extend their knowledge. One group was observed being taught how to program a "Roamer."
59. Children's knowledge is further enhanced by visits and visitors to support the programme of work. A recent trip to the garden centre and a visitor from the local supermarket provided stimulus for role-play areas in the classroom and outside.
60. Children's awareness of cultures is planned for, with the greatest emphasis being placed on celebrations of different festivals. There are too few activities to promote understanding of a wide range of cultures.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Resources are much improved since the previous inspection, in particular outdoor play equipment.
- Children's ability to manipulate small tools and equipment develops well.

### **Commentary**

61. Opportunities for children's physical development are well planned. Although no lessons were observed, children use the school hall for physical education. A brief video clip saw children and adults enjoying a movement lesson. A much-improved outdoor area enables children to further develop their physical skills, using large play equipment and wheeled toys. A number of children were observed demonstrating their skills with wheeled toys, successfully manoeuvring them round a painted track – remembering to stop at the traffic lights!
62. Children manipulate tools and small equipment such as pencils and small wood toys with increasing dexterity. In the large construction area, children are skilful when building using wooden blocks and other construction materials. In this aspect most children achieve the early learning goal, with many working beyond.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- There is a good variety of activities to enjoy
- Good opportunities are provided for children to express ideas, using a variety of materials

### **Commentary**

63. Very good planning and teaching ensure that children have a wide variety of opportunities to develop their creative abilities. Teachers provide for good learning. The majority of children will achieve, or exceed, the goals in this area of provision; they are encouraged to choose their own resources from a well-organised and accessible range.
64. There are good opportunities for children to make models using waste materials and to decorate them with all kinds of finishes using glue. Art activities encourage observational drawing and painting, with children confidently mixing their own colours.
65. Music is well planned and taught. In a good lesson, children used a range of materials, such as card, plastic, brushes and marbles, making sounds to accompany words in a song. They sang in tune and successfully clapped in rhythm. Songs and chants are used well to reinforce literacy and numeracy.

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

### **ENGLISH AND MODERN FOREIGN LANGUAGE**

#### **English**

Provision in English is **very good**.

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

- Standards in speaking and listening and reading are well above average at the end of Year 2 and Year 6
- In Years 3 to 6, achievement is very good; it is good in Years 1 and 2, but too few pupils achieved the higher level in writing in the 2004 Year 2 test
- Action taken to improve the quality and range of pupils' writing, in particular in Years 3 to 6, is proving successful
- Since the last inspection, target-setting is used effectively at Key Stage 2 and this helps pupils' understanding of what they need to do to improve
- The subject is well led and managed, with effective systems in place to monitor pupil progress

#### **Commentary**

66. National test results in 2004 show pupils in Year 2 to be well above average in reading and above average in writing. The well-above-average performance in reading has applied for the last four years. In writing, it has generally been above average although the proportion of pupils attaining the higher level in 2004 was slightly below average. Results in the tests taken towards the end of Year 6 were above the national average in 2004 and have been well above in the three years before this. The proportion of pupils attaining the higher level was well above average, but there was a significant movement of pupils into Key Stage 2 in recent years and, despite evidence that the school was able to show of progress in their learning, too many remained stuck below the expected level by the end of Year 6.

67. Standards seen during the inspection show that, overall, English in Key Stage 2 is well above average and pupils' achievement is very good. At Key Stage 1, standards are very good in reading and good in writing. Throughout the school, pupils with special educational needs are given work appropriate to their abilities and make very good progress. Good use is made of individual educational plans in lessons.
68. In Years 1 and 2, standards in speaking and listening are well above average. The same is seen in Years 3 to 6. In all years, pupils achieve very well. Planning for speaking and listening throughout the school is excellent and teachers have high expectations. Lessons are very good when pupils are given the opportunity to work in pairs or groups to develop, agree and express their ideas. In an excellent Year 2 literacy lesson, pupils showed well-above-average attainment in speaking and listening, as they collaborated in pairs, then groups, listening to and considering the views of others. Pupils throughout the school are articulate and confident when talking with adults. They listen attentively in lessons and ask many relevant questions.
69. Throughout the school, standards in reading are high and pupils achieve very well because of very good teaching. Pupils demonstrate very good attitudes to reading and enjoy books. High ability pupils, at both key stages, read fluently and with understanding. Pupils in Year 1 and Year 2 can discuss the storyline and describe characters they like. In Years 5 and 6, pupils use the skills of inference well. Less able pupils at both key stages employ a wide range of strategies when tackling unfamiliar words. Since the last inspection, improvements have been made to the library, with pupils being given additional time in lunch breaks to access facilities and carry out independent research. They do this with enthusiasm and learn a good range of skills.
70. Standards in writing are good in both key stages and pupils show good achievement. In all classes, the achievement of basic skills in handwriting, punctuation, spelling and presentation is very good. In Years 1 and 2, pupils' achievement in composition, planning and drafting, although good, overall, does not match the other key skills. A good range of writing is covered at Key Stage 2, where some excellent examples of persuasive writing were seen. The school has undertaken a great deal of work to further improve writing so achievement in this aspect matches that in reading; this is working particularly well at Key Stage 2. In Years 3, 4 and 5, middle to low attainers are benefiting from targeted support to improve writing skills. There are some very good literacy displays around the school, which reinforce and record pupils' understanding and achievements.
71. Teaching and learning is good in Key Stage 1 and very good in Key Stage 2. In Key Stage 1, lessons are very well planned and well taught; pupils are given lots of relevant opportunities to learn about spelling, punctuation and grammar. However, teachers at this key stage provide insufficient opportunities for children to plan, appraise, discuss and develop writing within literacy and across other subjects.
72. The most effective lessons are characterised by:
- Very good explanations by teachers based on very good subject knowledge
  - Teachers modelling writing; this is particularly effective when taught by the deputy headteacher and in Years 3 and 6
  - Opportunities for pupils to discuss their work with one another
  - Sufficient time to practise and apply their skills
73. Since the last inspection, better use is made of assessment through regular and detailed analysis of pupils' work, with an improved tracking system. Target-setting has been established and is in place across the school. Best practice is when pupils are aware of their personal targets for improvement and apply them in their work. Marking is supportive in all classes. At the last inspection, standards in speaking and listening and reading were good

and they are now very good. Overall, teaching was good at the last inspection and is now very good. The positive situation recorded at the last inspection has been built on and enhanced.

74. Leadership and management of English are good. The co-ordinator, with the senior leadership team, uses information from the monitoring of pupils' work and analysis of assessment and test data to devise an action plan setting out clearly what needs to be done to improve standards. Effective and regular monitoring has identified the need to raise standards in writing and the school has acted very well on this information to make improvements.

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

75. In lessons, pupils are given opportunities to develop their reading skills across the curriculum through shared reading. Speaking and listening skills are promoted well in some lessons, but opportunities for pupils to develop their skills in group discussions and interaction are not adequately developed across the curriculum. The development of writing skills is well established in Key Stage 2, with cross-curricular writing evidenced through history, science and geography.

### **Modern foreign language**

76. The Year 6 curriculum is enriched by the inclusion of **French** in the autumn term and **German** during the remainder of the year. In a lesson observed during the inspection pupils showed that they pick up the vocabulary very quickly and use it in complete sentences from the outset. Their strong motivation enables them to work productively in pairs to consolidate their learning.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Pupils achieve very well in all classes and standards are very good at the end of both key stages
- Teaching is very good, motivates pupils and captures their interest so that they learn quickly and understand what they have to do
- There are very good opportunities to develop mathematical thinking and solve problems
- The curriculum is very well planned and pupils learn a broad range of mathematics

### **Commentary**

77. The end of Year 2 national tests in 2004 showed pupils' attainment to be above average and it was the case in most years prior to this. The standard of work seen during the inspection was well above average in both Year 1 and Year 2. Many pupils are very able in the addition and subtraction of two-digit numbers, they can confidently round numbers with three digits and show very good understanding when undertaking mathematical enquiry. The more able pupils have very good opportunity to work at a more challenging level. Pupils with special educational needs are supported very well and make very good progress. Practical investigation is a feature and enables pupils to think; they understand the work well as a result of this enquiry. In one Year 2 lesson, pupils showed a very good ability to read and understand the structure of a range of calendars and could explain how they were constructed as well as finding particular dates through the year. In Year 1, pupils demonstrate very good achievement when using money to work out the change that needs to be given; they show they can apply their understanding of number during this work.



78. By the end of Year 6, the national tests show standards of pupils' attainment to be well above average and this has been a consistent picture for five years. In comparison with similar schools, the 2004 test results were above average. The standard of work seen during the inspection was very good in all classes at Key Stage 2. Pupils are learning quickly and show a very good knowledge and understanding across the mathematics curriculum. Higher-achieving pupils in Year 6 cover a significant amount of work to a high level, and show very good skills in long multiplication and division and in solving problems. They deal confidently with challenging work on ratio and proportion. Throughout the key stage, pupils show very good ability to organise their work and record it precisely, with an understanding of correct notation and terminology. In one Year 6 lesson, pupils worked confidently with number patterns and problem-solving related to Pascal's Triangle. The pace of learning is very good across Years 3 to 6 and pupils' achievement is very good. Pupils with special educational needs make very good progress and are well supported.
79. Overall, the quality of teaching is very good. It is never less than good and in one lesson was excellent. In the lessons seen the strengths were:
- Very good lesson planning, with clear objectives shared with pupils
  - Pupils engaged and motivated by interesting, relevant and enjoyable activities
  - An excellent relationship between pupils and teachers, which builds pupils' confidence
  - A very good development of pupils' knowledge of key skills and procedures
80. As a result of this very good teaching, pupils' learning is very good and they make rapid gains in the acquisition of knowledge, skills and understanding. They develop very positive attitudes and an enquiring mind, with the result that they want to learn more. Teaching assistants are very well deployed to support individuals and groups and they are well informed as to the purpose of the lesson and what is expected of them and of the pupils. One Year 3 lesson showed a brisk pace as pupils learnt about angles. Many knew that angles are measured in degrees and could deduce that a straight line is 180 degrees; able pupils could work out that half a right angle is 45 degrees. The teacher gave very clear explanations and demonstrations. Pupils settled quickly to their work and became engrossed.
81. In all lessons, pupils with special educational needs are challenged and supported effectively. In one Year 4 lesson they dealt confidently and accurately with place value to one thousand.
82. Pupils are organised well by teachers as they work collaboratively in groups. The planning of lessons is very effective. Provision is made for additional activities to extend the more able pupils and different work is arranged for pupils according to an accurate assessment of their needs. Teachers are able to build very well on pupils' prior knowledge and skills. In one excellent lesson in the Year 2 class, there was outstanding organisation as pupils worked on what gives different sets their characteristics and they were encouraged to discuss and gain a very good understanding of the features of various groupings. An excellent plenary at the end of the lesson had a brisk pace and pupils were able to count confidently forwards and backwards in tens (starting with various numbers) and they could place numbers in the correct position on a number line.
83. Very good teaching leads to very good learning and pupils of all abilities are able to engage confidently in mathematics and acquire a broad range of skills relevant to their needs.
84. The mathematics curriculum is very well planned and this is based on good assessment of how well pupils have learnt and what they need to do next. Pupils' work is scrutinised and any test results are checked to discover areas which pupils find difficult. Following this, work is planned to help them learn these things better. Where aspects of mathematics are weaker, targets are set for improvement and the progress of pupils is monitored. Particular support is given, sometimes in addition to normal lessons, to boost pupils' performance. Teachers meet regularly and visit each other's classrooms to share good practice and improve opportunities for learning. There are agreed school policies for the recording of pupils' work, and during the inspection a check on pupils' books showed that this is applied well across the school. There

is very good provision for staff training and the subject is monitored and evaluated effectively. Action is taken promptly where the need to improve is identified. The subject is very well led and teachers work well as a team to implement the requirements of the National Numeracy Strategy.

85. At the last inspection, the teaching was good at both key stages and is now very good. By the end of Year 2 standards were above average and are now well above. The high standards of pupils in Key Stage 2 have been maintained. The subject continues to be very well led. Resources at the time of the last inspection were satisfactory and are now good. Overall, the school has made good progress since the last inspection.

### **Mathematics across the curriculum**

86. The school makes very good provision for pupils to learn mathematics across the curriculum. This is seen in geography, for example, where Year 6 pupils undertake complex work on contour lines. There are appropriate planned links between science and mathematics. Use is made of relevant ICT programmes.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Pupils achieve very well as a result of very good teaching, particularly of older pupils
- Attitudes to learning are very good throughout the school
- There are good opportunities for pupils to develop the skills associated with scientific enquiry through exploration
- Leadership and management of the subject are very good

### **Commentary**

87. Standards of pupils' work in all areas of science are well above average in Year 6 and this has been reflected in recent years in the high proportion of pupils gaining well above average results in national tests for eleven-year-olds. Overall, the achievement of pupils in Year 3 to Year 6, including those with special educational needs, is very good and pupils make very good progress in learning. Pupils in Year 2 make good progress in learning and standards of work are above the national average in both Year 1 and Year 2. However, planning for lessons does not always include more challenge for the higher-attaining pupils. All pupils sometimes complete similar tasks, and this restricts opportunities for potentially higher-attaining pupils to achieve even better. However, the school is successful in meeting the needs of pupils requiring extra help for, although they too are usually expected to complete similar work to other pupils, they receive very good support with their learning, especially from effective teaching assistants, and consequently achieve very well.
88. The quality of the teaching of science throughout the school is very good, overall, although better teaching often occurs in Year 3 to Year 6; and this is reflected in pupils' achievement, in their enthusiasm for the subject and in the quality of their work over time. There is good emphasis on the importance of learning through scientific investigations and of the correct use of specific vocabulary, which ensures that pupils fully understand scientific terms. There is also a very good consistency in the way pupils record their work.
89. In lessons observed during the inspection, teaching varied between satisfactory and very good. In the most successful lessons teachers displayed very good subject knowledge and planning was ambitious and clearly focused on building up pupils' understanding of science through experimentation. As a result, pupils enjoyed learning, worked very hard and achieved very well. During a very well taught lesson to a Year 5 class, pupils were encouraged to

design and carry out their own investigations into how different objects make sounds. Pupils carried out their experiments enthusiastically and were able to identify what happened as a result and to explain their findings. All pupils made very good progress in developing their understanding of how vibrating objects make sounds, standards of attainment were high and pupils achieved very well.

90. When teaching is less successful pupils are given insufficient opportunities for independent learning. Teachers provide opportunities for pupils to carry out experiments, but analysis of work indicates that there are insufficient opportunities for pupils to plan their own investigations and little matching of work to the different abilities of pupils.
91. The co-ordinator leads and manages the subject very well and has made sure that the standards and quality reported by the previous inspection have been maintained, that the quality of teaching has improved and that standards have remained high. She has ensured that the school's efficient procedures for evaluating provision and assessing pupils' progress have been used effectively to monitor curriculum coverage, subject planning and the outcomes of teaching. She has also made certain that marking of pupils' work has been diagnostic and informative and has helped to set pupils clear targets for improvement. In addition, the co-ordinator has made sure that the subject's very good resources have been used very effectively to make learning interesting. As a result, pupils really enjoy their work in science and have developed very good attitudes towards the subject. Behaviour in lessons is very good and sometimes excellent and pupils are very keen to learn.
92. Science lessons are used effectively to support learning in other subject areas such as numeracy and language development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards attained by pupils in Year 6 are above national expectations
- Pupils' attitudes towards the subject are very good
- The subject is very well led and managed
- ICT is not used consistently in lessons to support learning in other subjects

### **Commentary**

93. Standards of attainment in ICT are above those expected nationally in Year 6 and most pupils, including those with special educational needs, make very good progress in learning and achieve very well. Pupils make good progress in Year 2 and standards are similar to national expectations for this age group. Overall, there has been good improvement in provision and standards since the last inspection, when pupils' attainment and teaching were judged to be satisfactory.
94. Coverage of all areas of ICT is good as a result of the school's use of national guidance as the basis for planning. Younger pupils display developing computer skills and many older pupils have a confidence when working in the subject. All pupils really enjoy taking part in ICT lessons and are keen and eager to learn. For example, in one observed lesson, Year 2 pupils were totally involved in work on building up a good understanding and use of control technology, whilst in another lesson Year 6 pupils became engrossed in attempting to refine their programming skills when controlling the movements of a 'Roverbot'. Because work was well matched to the abilities of pupils, achievement was very good in both lessons and there was a look of triumph when individual pupils finally accomplished quite challenging tasks!

95. Provision and standards have improved because:
- There has been a conscious decision by the school to focus on improving all aspects of the ICT curriculum since the last inspection and this has been continuously reflected in school developmental plans and in subject action planning
  - The subject has been very well led and managed by a number of co-ordinators over time, including the headteacher, who has a very good idea of the subject's strengths and of those areas still requiring further development if standards and provision are to continue to improve
  - Funding has been used very effectively to update and improve resources for teaching ICT. The school now has a good ratio of computers to pupils. At least three modern desktop computers are now situated in each classroom and the school has also invested in twelve portable laptop computers and a number of relevant programs in order to enable all pupils to have practical opportunities to gradually build up their knowledge, skills and understanding in the subject in a structured way
  - Teachers have been given opportunities to attend training sessions in order to build up their knowledge and expertise in ICT and are now more confident when teaching different aspects of the subject. As a result, the quality of teaching of pupils is now very good, overall, although better teaching occurs more frequently in Year 3 to Year 6

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

96. The use of ICT across the curriculum is satisfactory, overall, but it is not consistent. Computers are situated in all classrooms and pupils are given opportunities to use the Internet and to develop and use their ICT skills in other subjects, for example science, and also when studying aspects of history such as the dates of recent inventions. However, in a number of lessons observed during the inspection, there was no use of ICT when it could have been used well to enhance learning.

## **HUMANITIES**

### **History**

Provision in history is **very good**.

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

- Achievement is very good.
- Standards are well above expectations.
- Pupils are enthusiastic and highly motivated.

#### **Commentary**

97. By the age of seven pupils reach standards above those expected. This is because pupils in Year 2 make good use of their literacy skills to write about the topic they are studying. When learning about Florence Nightingale the higher attainers in the class write accurately, using complete sentences. In a lesson observed during the inspection the pupils showed good knowledge of the life and work of Florence Nightingale. Their past work shows that they acquire a good understanding of how everyday things change over time.
98. The standards of eleven-year old pupils in history are well above expectations. They develop a good appreciation of chronology and of the need to consider the causes and consequences of past events. They also learn about the importance of evidence and that it must be treated with caution. The emphasis on making effective use of literacy skills is evident in all year groups and this contributes strongly to the very high standards.
99. Pupils achieve very well in history. This is because teachers have high expectations of their pupils and set them challenging and interesting tasks. The very good achievement is due in part to the pupils' enthusiasm, motivation and high levels of concentration. Their very good

speaking and listening skills enable them to discuss topics productively as a class and in groups. There was strong evidence of this in a Year 3 lesson on the Roman occupation of Britain and in a Year 5 lesson about Britain since 1930. Pupils with special educational needs achieve very well because of the strong support they receive. Effective planning by teachers ensures that high-attaining pupils also achieve very well.

100. Only a small number of history lessons was observed during the inspection. Evidence from these, and from pupils' work, show that teaching and learning are very good. Teachers plan their lessons very well, and they exploit very effectively the pupils' enthusiasm for learning by setting them tasks which are intellectually challenging. Pupils respond well to the high expectations required of them. Work is well-matched to the pupils' capabilities.
101. The subject has good leadership and management. The schemes of work provide for a broad and balanced history curriculum. Procedures for the assessment of attainment are unsatisfactory. National Curriculum Levels are not used in the assessment of work. Although standards are very high, pupils are not routinely told how they could improve still further. The development plan for the subject has already taken account of this weakness. At the last inspection teaching and learning were satisfactory and are now very good, indicating a good improvement.

## **Geography**

Provision in geography is **good**.

### **Main strengths and weaknesses**

- Standards are above expectations
- Pupils achieve well
- Pupils are very enthusiastic learners

### **Commentary**

102. By the age of seven, pupils reach expected standards in geography. Their work shows that they know the countries of the United Kingdom and that they can use a colour-coded key. They learn about the area around the school and suggest ways to make it safe. They develop a sound understanding of how places can differ.
103. Eleven-year-old pupils reach standards which are higher than expected for their age. They have a good understanding of geographical processes, including coastline development and the impact of rivers on the landscape. When studying these themes they acquire a good knowledge of the appropriate terminology. Pupils' work shows good appreciation of the causes and effects of volcanic eruptions, earthquakes and the related tsunamis. In a lesson observed during the inspection, pupils show that they are competent in reading Ordnance Survey maps and most understand how contour lines are used to show height and degree of slope.
104. Achievement in geography is good. This is because teachers expect high standards and build on the pupils' very good literacy and numeracy skills. For example, in a Year 6 lesson pupils plot spot heights on a graph to draw a cross-section of the landscape. The majority do this without help and the remainder manage the task with support. Pupils with special educational needs are well supported and achieve well. In the lessons observed the pupils were enthusiastic and highly motivated.
105. Only a small number of lessons was seen during the inspection. Evidence from these lessons and from pupils' past work shows that the quality of teaching in geography is at least good. There are some very strong features: particularly the high expectations of learning. Lessons are well planned and teachers make effective use of the pupils' ability to work collaboratively.

106. Geography is well co-ordinated across the year groups and there is a clear understanding of how the subject is to develop. There is appropriate emphasis on environmental issues and pupils have sufficient opportunities to do investigative fieldwork. Currently, pupils' attainment is not measured against National Curriculum levels, but the development plan shows that this weakness is to be addressed. Provision at the previous inspection was good and this has been maintained.

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

107. **Design and technology** was not a focus for the inspection. It was not possible to make a judgement about standards or provision from the available evidence. However, an analysis of pupils' work and school documentation confirmed that pupils have regular opportunities to build up their knowledge, skills and understanding of different aspects of the subject. Resources are good and were used well in the only lesson observed during the inspection. The quality of teaching was good and pupils enjoyed working at a series of tasks designed to enable them to refine skills related to cutting, sticking and joining materials. As a result, nearly all pupils made good progress and achieved well.
108. It was not possible to make a judgment about the quality of teaching, as no lessons were observed in **art and design**. However, an analysis of pupils' work and discussion with the subject co-ordinator show standards to be in line with those expected nationally at Key Stage 1 and above at Key Stage 2. Provision for gifted and talented pupils is good. A group of able Year 4 pupils recently had the opportunity to work with a local artist, painting watercolours of a nearby church, resulting in work of a high quality.
109. Main strengths and weaknesses:
- Good curriculum coverage
  - Improved provision through extra-curricular activities
  - Sketch-books are not used effectively or with sufficient regularity to provide a clear record of pupil progress
110. Displays around school and in classrooms indicate that Key Stage 2 pupils experience the work of a range of famous artists. Art folders and a well-developed portfolio indicate that pupils have good opportunities to use a variety of media, such as paint, chalk, collage and weaving. There is an inconsistent approach to the use of sketch-books. In some classes, under-use prevents pupils from experimenting and developing ideas, using a range of materials.
111. The subject co-ordinator is enthusiastic and art is offered as an extra-curricular activity. The subject has a detailed action plan. The school has recently achieved the silver Artsmark Award. The school has maintained the good standards and quality seen at the previous inspection.

### **Music**

Provision in music is **very good**.

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

- Good leadership and management contribute well to the quality of provision
- Good teaching in lessons observed
- Strong links with external music specialists
- Range of extra-curricular opportunities

## **Commentary**

112. Three music lessons were observed across Key Stage 1 and Key Stage 2. Pupils achieved very well and reached a very good standard. Teaching was good. The subject co-ordinator has very good knowledge and uses her skills to develop enthusiasm in both the pupils and her colleagues.
113. Since the last inspection, school-based in-service training has enabled all teachers to improve the curriculum, and lessons are monitored to ensure that high standards are maintained.
114. The range of specialist music tuition is very good. All Year 3 pupils learn to play the recorder and Year 4 pupils the violin as part of their music curriculum. External music specialists also support extra-curricular tuition of a range of instruments, including the clarinet, brass, keyboard, guitar and violin.
115. Improved links with the local community enable pupils to practise their skills, hosting musical afternoons for the elderly.
116. Strong links have been maintained with the local high school, enabling support in the enrichment of the creative and performing arts curriculum. Since the last inspection, provision has improved from good to very good, overall.

## **Physical education**

Provision in physical education is **very good**.

## **Main strengths and weaknesses**

- Pupils are able to participate in a rich and diverse range of relevant activities
- Pupils are enthusiastic and enjoy the subject
- Planning is very good and the subject is very well led

## **Commentary**

117. Standards are good, overall, and pupils achieve well. In one lesson, in the mixed Years 1 and 2 class, pupils could transfer their weight from hands to feet, make a bridge shape and other shapes that were high, wide and narrow. They have good ideas of how they can improve their work.
118. Pupils are very willing to engage and work very hard in lessons. They follow instructions very well and their behaviour is excellent. Pupils make very good progress in the acquisition of key skills in gymnastics and games. They balance and control with increasing skill, and growing confidence enables them to try new things and think how they can improve. Pupils learn very well how to co-operate with one another and work as a team. They show a good appreciation of space when playing team games. In one Year 2 lesson, pupils rapidly acquired the skill of balancing a ball on a bat and moving in various directions. In Year 3, pupils gain a good level of skill in throwing and receiving a ball and make good use of space. Good catching skills are displayed in Year 5.
119. The quality of teaching in each of the four lessons seen was good. The work is very well planned to build progressively on what pupils have learnt before. All lessons begin with a suitable warm-up activity and all are organised very well. Teachers are able to quickly gain pupils' attention and hold it throughout the lesson. Teachers join in the activities and establish an excellent rapport with pupils. Activities are well matched to pupils' abilities. Pupils have good opportunities to evaluate their work and improve it. The pace is brisk. As a result of this

good teaching pupils learn at a good rate and acquire a good balance of skills. They are very well motivated. Pupils with special educational needs are given relevant support and achieve well.

120. The subject is very well led and the co-ordinator has extensive subject knowledge. The curriculum is very well planned and the quality of planning is checked by the co-ordinator who is also able to observe other teachers and support them in their work. A range of staff training has been provided, some by the co-ordinator. There is a wide-ranging provision for extra-curricula activity. The school participates in a number of competitions in athletics, cross-country, football and cricket, for example. Pupils benefit from using the playground equipment at playtimes, when they are encouraged to be active. The school is working to achieve Sportsmark. There are very good links with community sports organisations including, tennis and judo. Pupils in Years 4 and 5 are able to go swimming. Pupils have the opportunity to take part in a residential experience where they can engage in outdoor activity.
121. The school has shown good improvement in this subject since the last inspection.

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

122. Provision for **pupils' personal, social and health education** is good. Sex and relationships education, and alcohol and drugs misuse are included effectively in the school's provision. The schemes of work follow the National Curriculum Programmes of Study. There is great emphasis on the importance of pupils' relationships with each other, and this is firmly embedded in the ethos of the school. Personal, social and health education is strongly underpinned by other subjects of the curriculum. In religious education pupils learn about other faiths and health education is part of the science provision. During the inspection a Year 3 drama lesson was observed in which groups of pupils acted out situations containing bullying and they were able to understand the emotions of both the perpetrators and the victims. They were able to explain their deductions articulately.
123. The curricular content of personal, social and health education is currently under review and new schemes of work are to be introduced. These will incorporate aspects of citizenship, which are not yet covered.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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