

INSPECTION REPORT

WOODFORD HALSE CE PRIMARY SCHOOL

Woodford Halse, Daventry

LEA area: Northamptonshire

Unique reference number: 122006

Headteacher: Chris Bazeley

Lead inspector: Alison M Cartlidge

Dates of inspection: 13th - 15th June 2005

Inspection number: 268296

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	3 - 11 years
Gender of pupils:	Mixed
Number on roll:	363
School address:	High Street Woodford Halse Daventry Northamptonshire
Postcode:	NN11 3RQ
Telephone number:	(01327) 265 900
Fax number:	(01327) 265 901
Appropriate authority:	The governing body
Name of chair of governors:	Rev Tim Oakley
Date of previous inspection:	February 1999

CHARACTERISTICS OF THE SCHOOL

The school is bigger than most other primary schools and pupils come from average home backgrounds. Attainment on entry to the school varies from year to year but is broadly average overall, though some pupils have weak social skills and immature speech. Most pupils are of White British origin and the proportion of pupils with English as an additional language is much lower than is usually found in schools. These pupils do not require additional support. Pupil mobility is similar to most schools. The uptake of free school meals is below average because there is no school meals' service. The proportion of pupils with special educational needs, including those with statements, is broadly average. Most pupils with special educational needs have specific learning difficulties. The school received a Schools Achievement Award in 2003 and was awarded the Football Association Development Standard in the same year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23609	Alison Cartlidge	Lead inspector	Religious education Art and design Design and technology English as an additional language
9545	Kevin Greatorex	Lay inspector	
23239	Mike Capper	Team inspector	Foundation Stage Information and communication technology
23658	Stephen Parker	Team inspector	English Special educational needs
21686	Diana Songer-Hudgell	Team inspector	Science History Music
30717	Gordon Tompsett	Team inspector	Mathematics Geography Physical education

The inspection contractor was:

Tribal Education
1 - 4 Portland Square
Bristol
BS2 8RR

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	8 - 13
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	13 - 14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	15 - 27
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Woodford Halse CE Primary School provides a **sound** quality of education with strengths in pupils' personal development. Teaching and learning are satisfactory. Standards of work seen are average overall, and pupils' develop good attitudes and behaviour. Leadership and management are satisfactory and the school provides sound value for money.

The school's main strengths and weaknesses are:

- The well-respected headteacher provides good leadership for the personal development of pupils, cares for all members of the school community and is keen to improve the school.
- Attainment is too low in writing, and pupils have insufficient opportunity to write or use information and communication technology in support of learning in other subjects.
- Pupils achieve well in music in Years 3 to 6 and in physical education throughout the school.
- Targets set for individual pupils are not challenging enough and teachers do not always use assessment information to provide work that meets pupils' differing needs and, as a result, there is some underachievement, especially for the more able pupils.
- Children in the Nursery and Reception classes achieve well in creative development and Nursery children achieve well in personal, social and emotional development. However, a lack of a secure outdoor area for children in the Reception classes limits their learning.
- There are good opportunities to enrich the curriculum, especially in the arts and sport.
- Parents and pupils have very positive views about the school.
- The pupils' good attitudes and behaviour result from the very good relationships they have with members of staff.

The school has made satisfactory progress since the last inspection and standards are similar to that time. The work of subject co-ordinators is developing and is now satisfactory. The quality of leadership, management and teaching remains satisfactory overall. Closer monitoring of attendance has reduced absences.

STANDARDS ACHIEVED

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

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.

Pupils' achievement is satisfactory overall. Children in the Nursery and Reception classes achieve well in creative development and Nursery children also achieve well in personal, social and emotional development. Children achieve satisfactorily in other areas of learning. By the end of the Foundation Stage, their attainment exceeds the expected levels in creative development and meets them in other areas of learning. Pupils' achievement, including those with special educational needs, is satisfactory overall, though children in the Reception classes do not all make enough progress in personal, social and emotional development and physical development because of the limited opportunities for them to work outside.

National test results vary from year to year, depending on the proportion of pupils with special educational needs in each year group. The achievement of pupils, including those with special educational needs, is satisfactory overall in Years 1 to 6. Test results at the end of Year 2 in 2004 were average in comparison with those in all schools in reading, writing and mathematics, and standards are similar in the current Year 2 in reading. However, pupils are below national expectations in writing and mathematics, because there are fewer pupils than found nationally working at the higher than expected level (Level 3).

Pupils in the current Year 6 are working at the levels expected in reading, mathematics and science, though standards in writing are below national expectations and they do not achieve well enough in this aspect of English. Test results have not kept pace with the national trend over the last few years. Across the school, the needs of the more able are not consistently met because teachers do not always challenge them enough, especially in their written work.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. They are happy at school, keen to learn, polite and well-behaved. They develop very good relationships with members of staff and each other. Rates of attendance are broadly in line with the national average and punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching, learning and assessment are satisfactory overall. Teaching is very good in mathematics in Year 6 and is good in the Nursery. Teaching is also good in geography in Years 5 and 6, in music in Years 3 to 6 and in physical education across the school. Teachers have very good relationships with the pupils and manage behaviour well. However, they do not all use assessment information well enough to plan tasks that meet pupils' differing needs.

The curriculum, accommodation and resources are satisfactory overall, and the school provides good opportunities for pupils to take part in additional activities. Throughout the school, teachers provide too few opportunities for pupils to use their writing and ICT to support learning in other subjects. The school provides good support for pupils' health, welfare and personal needs, and arrangements made to provide academic support and guidance are satisfactory. There are good links with other schools, parents and the community.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher and senior members of staff are committed to school improvement and have a clear understanding of strengths and weaknesses. Management is satisfactory. Systems for tracking pupils' progress are insufficiently rigorous to ensure that targets set are challenging enough. The school welcomes and supports pupils from a wide range of social backgrounds, though planning does not ensure that all pupils are consistently given opportunities to achieve well enough. Subject co-ordinators are expanding their roles and are keen and hardworking. Governance is satisfactory. However, statutory requirements are not met in full in the information provided for parents in the governors' annual report.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are very pleased with the work of the school. They like the way the pupils behave and find members of staff to be welcoming. Pupils are particularly positive about their teachers and their friends.

IMPROVEMENTS NEEDED

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

- Raise standards in writing, and provide greater opportunities to extend pupils' writing and ICT skills in other subjects.
- Improve achievement by ensuring that assessment information is used to plan work that reflects pupils' differing needs, especially for the more able.
- Use information on pupils' progress more rigorously to set challenging targets for each year group.
- Provide an outdoor area for children in the Reception classes.

And, to meet statutory requirements:

- Ensure that the governors' annual report to parents include targets for the end of Year 6.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement of pupils, including those with special educational needs, is satisfactory overall. By the end of Year 2 and Year 6, pupils' attainment is broadly in line with the nationally expected levels in English and science. Attainment in mathematics is below national expectations by the end of Year 2, but in line with them at the end of Year 6.

Main strengths and weaknesses

- Children achieve well in personal, social and emotional development in the Nursery, and in creative development throughout the Foundation Stage.
- Achievement is not high enough in writing.
- Pupils achieve well in music in Years 3 to 6 and in physical education throughout the school.

Commentary

Foundation Stage (Nursery and Reception)

1. Children's attainment on starting school in the Nursery is broadly average, though some have weak social and listening skills. Their achievement, including those with special educational needs, is satisfactory. Most children are on target to meet the expected levels by the end of the Reception Year in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development. Attainment is higher than the expected levels in creative development because teachers have good subject knowledge and provide children with good opportunities to use their imagination. Children achieve well in personal, social and emotional development in the Nursery because they take the initiative by making choices in their work. In the Reception classes, children have too few opportunities to choose to work outside because there is no secure outdoor area and this limits progress in personal development. Standards are similar to those found at the time of the last inspection.

Key Stage 1 (Years 1 and 2)

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

Standards in:	School results	National results
reading	15.9 (15.4)	15.8 (15.7)
writing	15.1 (14.0)	14.6 (14.6)
mathematics	16.8 (16.5)	16.2 (16.3)

There were 47 pupils in the year group. Figures in brackets are for the previous year.

2. Test results vary from year to year, depending on the proportion of pupils with special educational needs in each year group.
3. When compared with those in all schools, national test results at the end of Year 2 in 2004 were average in reading, writing and mathematics. The proportion of pupils achieving the higher than expected level (Level 3) was below average. Standards of work seen during the inspection in the current Year 2 were in line with national expectations in speaking, listening and reading but were below them in writing and mathematics. Few pupils work consistently at the higher than expected levels. Attainment and progress is similar to that found at the time of the last inspection.

Key Stage 2 (Years 3 to 6)

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

Standards in:	School results	National results
English	27.4 (28.6)	26.9 (26.8)
mathematics	27.7 (28.6)	27.0 (26.8)
science	29.4 (28.5)	28.6 (28.6)

There were 45 pupils in the year group. Figures in brackets are for the previous year.

4. The national test results in 2004 were in line with national expectations in English and mathematics and above them in science. Inspection evidence indicates that attainment in the current Year 6 is in line with nationally expected levels in English, mathematics and science. Pupils' attainment is lower than that found at the time of the last inspection. A scrutiny of pupils' work shows that teachers do not have high enough expectations for pupils' writing and as a result, attainment is below national expectations, and there are too few opportunities for pupils to develop writing when learning in other subjects.
5. Targets set for the end of Year 6 in 2004 were exceeded; however, targets are not challenging enough and test information is not used sufficiently well to ensure that pupils make the expected or better gains in their learning from one year to the next. There is no significant difference between the achievement of girls and boys, pupils with English as an additional language or those from differing backgrounds.
6. By the end of Year 2 and Year 6, pupils' attainment in religious education is in line with the expectations of the locally agreed syllabus, and attainment in information and communication technology (ICT) is in line with national expectations. However, ICT and literacy are not used well enough to support learning in other subjects, limiting achievement. Attainment is above national expectations in music by the end of Year 6, and in physical education throughout the school. The teachers' good knowledge and enthusiasm enable pupils to achieve well in these subjects.
7. The achievement of pupils with special educational needs is satisfactory. They achieve well when withdrawn from class because teaching is clearly focused on their needs. As a result of successful provision, the number of pupils on the special needs register has been reduced by about a quarter over the last two years. Most parents are satisfied with the way their children achieve.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils' attitudes, values and behaviour are all good. Pupils' personal development and the provision for spiritual, moral, social and cultural development are also good. Attendance is satisfactory and punctuality is good.

Main strengths and weaknesses

- Relationships throughout the school are very good.
- Pupils have very positive attitudes to the school and their learning and take a very active part in the extensive range of extra-curricular activities available.
- Behaviour in lessons is good and around the school it is very good.
- Pupils' personal development, including spiritual, moral, social and cultural development, is good.

Commentary

8. Pupils' attitudes and values have been well maintained since the last inspection and continue to be good. From the Nursery, children are happy to come to school and are eager and ready

to learn. They are prepared to work hard and participate fully in all activities. The enthusiasm continues through the school, and, as they grow older, pupils develop good levels of confidence and are very willing to take responsibility. They show good levels of independence and persevere well with their tasks. The wide range of extra-curricular activities captures pupils' interest well and many take advantage of the opportunities to improve their skills and performance levels. Pupils with emotional and behavioural difficulties are successfully encouraged to take a full part in school life. They benefit from the supportive and friendly atmosphere of the school. For example, pupils with difficulties in forming relationships are treated sensitively by members of staff and pupils, and are allowed time to calm down when needed.

9. Behaviour throughout the school has been maintained well since the last inspection and continues to be good, with no exclusions in recent years. Pupils rise to the challenge of high expectations set by the school. When pupils arrive at school, in assemblies, on the playground and even in the closely confined cloakroom areas, behaviour is very good and they can work in an atmosphere that is virtually free from bullying or harassment.
10. Pupils' personal development, including their spiritual, moral, social and cultural development, continues to be good. Spiritual development has improved since the time of last inspection and is cultivated well. Pupils have greater opportunities to discuss their feelings and emotions in specific lessons and are encouraged to listen to and respect the views of others. In the Nursery, children learn right from wrong and all pupils are expected to conform to the high moral and social standards expected in school. Pupils relate very well to each other and to adults. They work co-operatively and collaboratively and demonstrate high levels of consideration towards each other. Cultural development has improved and is now good. There are many more opportunities for pupils to develop their cultural awareness and their understanding of the significance of other cultures. Children in the Nursery achieve well in personal, social and emotional development. The lack of an outdoor area for children in the Reception classes limits their progress and their achievement is satisfactory.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.3
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.

11. Attendance has improved consistently since the last inspection and is now satisfactory. Attendance is monitored effectively and the school has introduced a number of initiatives to improve attendance and they have been successful. Virtually all pupils arrive on time and many are early, enabling the school to make a prompt and efficient start to the school day.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching, learning and assessment procedures are satisfactory. The curriculum is satisfactory, with good opportunities for enrichment. There are good levels of health care and safety provision, and support for pupils' academic progress is satisfactory. There are good links with other schools, parents and the community.

Teaching and learning

Teaching, learning and assessment are satisfactory.

Main strengths and weaknesses

- Teachers have very good relationships with pupils, encourage them well and have high expectations for behaviour.
- The teaching of pupils in ability groups has a positive impact on learning.
- Teachers' expectations for the quality and standards of pupils' work are not always high enough.
- Teaching assistants are used well to support pupils with special educational needs.
- Assessment information is not always used sufficiently to plan for individual pupils' learning needs.

COMMENTARY

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	5 (11%)	18 (40%)	21 (47%)	1 (2%)	0 (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.

- Teaching and learning are satisfactory. Teaching is similar to that found at the time of the last inspection, though there is variation in provision, and teaching ranges from very good to unsatisfactory. This inconsistency in teaching has not been remedied by the school's monitoring and action. In the one unsatisfactory lesson observed, insufficient guidance was given for a writing task and several pupils wasted time because they found it to be too difficult. Teaching is good in music and physical education, and very good in mathematics and geography in Year 6.
- Teaching and learning are satisfactory in the Reception Year and consistently good in the Nursery. Members of staff have a good understanding of the needs of young children, are conscientious and work well as a team. Teaching is good in creative development because teachers provide good opportunities for children to develop their ideas.
- Throughout the school, teachers have very good quality relationships with pupils. They are encouraging and supportive and insist on high standards of behaviour. This ensures that pupils clearly know they are expected to work hard and they respond well to these boundaries.
- In the best lessons in Years 1 to 6, teachers had very clear lesson plans, used strategies to motivate pupils, and challenged pupils to extend their learning. The teachers actively encouraged pupils to think hard and give well-reasoned answers to probing questions, and expectations for learning were made clear at the start of the lesson. As a result, in these lessons pupils achieved well.
- The teaching of pupils in ability groups, particularly in mathematics, has a good impact on pupils' learning, as work is specifically targeted to the ability and needs of the pupils. In these lessons, pupils often make good progress and achieve well.
- In the satisfactory lessons, teachers do not always have high enough expectations for what pupils can achieve. Pupils usually do the same task and not enough attention is paid to challenging the more able pupils by providing work to meet their needs. Standards of presentation and spelling are not a high focus and an over-reliance on worksheets limits pupils' opportunities to develop their writing and literacy skills across the subjects of the curriculum. This was also a weakness at the time of the last inspection.
- Pupils with special educational needs are fully included in all class activities. Teachers plan appropriate work for them, guided by the targets set out in their individual education plans. Teaching assistants give them close support so they take a productive part in discussions and

group tasks. Individuals and small groups in all years are withdrawn regularly for intensive instruction, mainly in literacy, numeracy or social skills, by two teaching assistants. These pupils make good progress at such times because activities are carefully planned to meet their needs and taught with patience at a good pace to keep them interested and involved. Their progress is assessed regularly, and satisfactory use is made of the information to adjust their targets so they make steady progress.

19. As at the time of the last inspection, assessment is satisfactory but not used consistently to help teachers plan work matched to pupils' needs. Teachers do not all follow the school's expectation for setting individual and class targets and they are not monitored rigorously by the senior management team. The inconsistencies in the use of assessment in tracking pupils' progress has a negative impact on learning which results in the underachievement of some pupils. Teachers mark work frequently, though in some classes, comments provide insufficient information to help pupils to improve. The assessment co-ordinator is enthusiastic but does not ensure that the new procedures are consistently followed throughout the school and that more emphasis is placed by all teachers on using the analysis of assessments to influence planning for pupils' needs.

THE CURRICULUM

The curriculum is satisfactory, and is extended through a good range of out-of-class activities. Resources and accommodation are satisfactory.

Main strengths and weaknesses

- The school makes very good provision for sport.
- Pupils have too few opportunities to develop writing and ICT skills across the curriculum.
- Pupils with special educational needs are well supported.
- Work is not always adjusted appropriately for pupils of differing abilities.
- The curriculum in the Reception class is restricted by the lack of a secure outdoor area.

Commentary

20. The curriculum for Years 1 to 6 meets requirements, and pupils are soundly prepared to move on to the secondary school curriculum. Planning for all subjects is securely based on official recommendations, and there is a satisfactory programme for pupils' personal, social, health and citizenship education.
21. The school continues to offer a good range of interesting out-of-class activities, and these are used well to stimulate pupils' interest in learning. During special interest weeks, for instance those for the arts, pupils work together on large-scale practical projects such as a drama production. Older pupils develop geography fieldwork skills during a residential visit. Many pupils learn to play an instrument. Members of staff give generously of their time to organise a good range of activities, including a choir and clubs for art, craft and drama. Such clubs are well supported, with over fifty pupils producing good quality clay figures and pots. At the time of the inspection, pupils showed very good skills when rehearsing for performances in hand-bell ringing and country dancing. Provision for sport is very good and a significant strength. Among the sports offered are athletics, cricket, football and netball. School teams for boys and girls have an impressive record of success in competitions in the area. There are strong links with local football clubs, who offer expert coaching. The school has won an award from the Football Association for the quality of its work, and its pupils were used to demonstrate skills on a promotional video.
22. The recent purchase of ICT resources means that the school is now able to teach the full ICT curriculum. However, not enough use is made of ICT applications in other subjects, and pupils lack experience in some aspects of the subject. Opportunities to develop pupils' writing skills through the curriculum are not consistently planned, and this weakness was also noted in the

previous inspection. Worksheets that require little written response are often used, notably in science, history and geography, limiting extended writing, particularly of more able pupils.

23. In some instances, teachers plan links between subjects, with the intention of increasing pupils' interest and understanding. This worked well in one lesson for older pupils, where a practical experiment in geography illustrated principles of science and design and technology. However, such links are not always successful because they add to the complexity of covering the expectations of the National Curriculum in classes that contain two-year groups. Instances were noted in lessons and pupils' past work where the distinct targets of each of the linked subjects were unclear or not given the expected emphasis, to the disadvantage of pupils' learning.
24. Satisfactory steps are taken to ensure that pupils benefit equally from the curriculum. However, it is a weakness that all pupils are often given the same work, even though the range of ability is very wide in the mixed age classes. Tasks are generally pitched at the mid-range of ability, with a simpler version or extra help for less able pupils, and this is generally effective. However, more able pupils are not consistently challenged through more difficult tasks or higher expectations, and there is some underachievement as a result. Pupils generally achieve well when classes are divided into ability groups (called "sets"), with an upper and a lower ability set in each year group. This arrangement applies only to mathematics in Years 1 to 6 and English in Years 3 and 4, but it is effective because teachers focus their planning on a narrower range of needs, with clearer expectations for the quality of pupils' work.
25. Provision for pupils with special needs continues to be good. These pupils are given good quality individual education plans, setting out the teaching methods and resources to be used to meet specific targets. As a result, teachers and teaching assistants have clear guidance in planning appropriate work. Effective use is made of intensive programmes to boost the progress of these and other pupils who need help, mainly in social development or basic skills in language and mathematics. Teaching assistants make a good contribution by helping targeted pupils in lessons. Two assistants are responsible for teaching individuals and small groups withdrawn from class. They show a clear understanding of the programmes of study and needs of each pupil. They use resources skilfully to focus pupils' attention, while their patience and firm guidance ensure that such sessions are productive.
26. The number of teachers, members of support staff and resources is satisfactory, with very good resources for physical education. The new hall offers improved accommodation and extensive grounds allow the school to host the county cross-country competition and include a swimming pool. The playground area is very small, restricting pupils' activity. The library lacks space and is under-used. It is still short of information books, though the school makes good use of the local authority's loan scheme. There is no secure outdoor area for children in the Reception class, limiting their progress, especially in personal, social and emotional development and in physical development.

Care, guidance and support

The school takes good care of the children's personal needs. It effectively promotes the pupils' welfare in a caring environment. Support and guidance for pupils is satisfactory. Pupils are actively involved in the work of the school.

Main strengths and weaknesses

- The school has effective procedures in place to ensure that pupils work in a healthy environment.
- Headteacher and other members of staff provide good role models and promote very good and trusting relationships.
- Induction arrangements are good.

- Pupils have good opportunities to become involved in the school and its work.

Commentary

27. The school continues to provide an orderly and caring environment. Effective action is taken to eliminate or minimise hazards within the school and the school promotes healthy living. Members of staff help to provide an environment that is safe. They identify potential dangers and take remedial action. Comprehensive arrangements for child protection are in place and all members of staff are aware of their responsibilities.
28. Members of staff know the children well and provide good quality pastoral support. They provide good role models for the pupils' behaviour and build trust through their very good relationships with the pupils. However, academic support is satisfactory, because information is not always used well enough to identify individual pupils' needs. Pupils with special educational needs are well cared for and take a full part in school life. Members of staff are very well informed about their needs and share a common purpose in providing for them. The school has close contact with visiting specialists. Members of staff are keen to develop appropriate expertise under their guidance so they can do their best in responding to pupils' needs.
29. Procedures for seeking pupils' views are effective. Pupils are confident and eager to express their thoughts, knowing that they are valued and taken seriously. The school council includes pupils further in the decision-making process.
30. The good quality induction procedures enable the children to feel welcomed from the moment that they start school.

Partnership with parents, other schools and the community

The school has good links with parents, the community and other schools and colleges.

Main strengths and weaknesses

- Parents are given good quality information.
- Links with the community are used well to enrich pupils' experiences.
- Parents are extremely supportive of the school and its work.
- There are good arrangements for pupils' transition to their next school.

Commentary

31. The good partnership with parents has been maintained since the last inspection and continues to have a positive effect on the quality of education provided and particularly pupils' personal development. Most parents responding to the questionnaires and those attending the meeting were extremely supportive of the school and appreciated its strengths.
32. Parents are encouraged to become involved in the life of the school and many respond positively. They help at school and on educational visits, and are very successful in the organisation of fund-raising and social activities. The school values highly the efforts of parents, visitors and other members of the community for the valuable contributions that they make to the quality of education and the children's learning. The school deals with any concerns from parents effectively and is successful in seeking and acting upon parents' views.
33. The quality of the information for parents about their children's learning has been maintained since the last inspection and continues to be good. The governors' annual report to parents and the prospectus are detailed, informative and user-friendly, though they do not include statutory information about targets for pupils by the end of Year 6. The annual reports give much good information about what the children know, understand and can do and suggest

areas for improvement. They also give the older children the opportunity to add their own views. Parents of pupils with special educational needs are invited to annual reviews and kept fully informed of their children's progress.

34. The school has maintained the links with the community and they continue to be good. Links with the church have been well maintained. Educational and residential visits are used regularly and effectively to further extend the range of community support. Links with other schools and colleges are good. Students on placement from college are regularly welcomed and the school aids their development well. Arrangements for the pupils' transition to their next school are good and enable them to transfer with minimum disruption to their learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The leadership of the headteacher and other key members of staff is satisfactory. Management is satisfactory. Governance is satisfactory. Whilst most statutory requirements are being met, information supplied in the annual report to parents does not include targets for pupils by the end of Year 6.

Main strengths and weaknesses

- The well-respected headteacher provides good leadership for the personal development of pupils, cares for all members of the school community and motivates members of staff and pupils to try hard.
- The school is successful in welcoming pupils with diverse needs.
- Insufficient use is made of information on pupils' progress to help set challenging targets.
- Co-ordinators set a good example in their teaching.
- The school provides good support for trainee teachers.

Commentary

35. The headteacher and members of staff have built up the respect and trust of pupils, parents and carers. Members of staff enhance pupils' personal development by setting high expectations for behaviour and as a result, pupils learn to become polite, mature and well-rounded individuals who are willing to take part in all the activities provided. The atmosphere in the school is warm and friendly, and pupils with differing needs are welcomed and included in all activities. For example, the school has several pupils with hearing impairment and at certain times of the year welcomes travelling fairground children.
36. The school is beginning to use assessment information to monitor how well pupils are learning; however, this is not being used with sufficient rigour to ensure that pupils make enough progress from year to year. As a consequence, some pupils do not make enough gains in their learning and are not being identified for additional support quickly enough. Targets set for the end of Year 6 are not high enough and this does not encourage members of staff throughout the school to challenge pupils consistently, especially in their written work.
37. As at the time of the last inspection, the headteacher provides satisfactory leadership for the work of the school and there are clear plans for school improvement. Co-ordinators are knowledgeable about the subjects they lead and know how provision should be improved. However, the monitoring of teaching is not yet sufficiently developed to enable them to share good practice with each other, to eradicate weaknesses swiftly and to increase the challenge for pupils. Overall, the work of subject co-ordinators has improved since the time of the last inspection and is now satisfactory. Provision for pupils with special educational needs is led and managed well and these pupils make good progress when withdrawn from class for specific support. The co-ordinator is very well informed and works hard to keep provision under review. Members of staff are given regular training to develop their expertise, and teaching assistants are well deployed. Recommended procedures are carefully followed and

record-keeping is systematic. The school provides good opportunities for trainee teachers, who are welcomed and supported well.

38. Governors are supportive of the school and understand its strengths and some of its weaknesses. The chair and vice-chair of governors have good relationships with the school, work closely with the headteacher and provide suitable challenge.
39. Financial management is carried out efficiently by the administrative staff and governors. The school has satisfactory arrangements for ensuring best value and provides sound value for money by maintaining steady progress since the time of the last inspection. The school has a large amount of money that was not spent in the previous financial year. Most of this has been allocated to pay the school's contribution towards the building of the new hall, to establish a secure outdoor area for Reception children, and to provide an additional teacher because Years 5 and 6 are larger than usual next year.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	881,796	Balance from previous year	88,350
Total expenditure	868,844	Balance carried forward to the next	101,302
Expenditure per pupil	2,361		

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

AREAS OF LEARNING FOR THE FOUNDATION STAGE

40. Provision is satisfactory overall, and similar to that found at the time of the last inspection. Provision in the Nursery is good and children achieve well in this class. In the Reception Year,

provision is adversely affected by the lack of a secure outdoor area, and this has a negative impact on learning.

41. Teaching and learning are satisfactory overall, with teaching being consistently good in the Nursery. There are also examples of good teaching in the Reception classes, with no teaching being unsatisfactory. Members of staff are hard-working and conscientious and work well as a team. The key features of teaching are:
- Members of staff have a good understanding of the early years curriculum, have high expectations of behaviour and good relationships with the children.
 - Nursery nurses and teaching assistants give good support to children and have a positive impact on learning.
 - Classrooms are well organised and children are given good opportunities to co-operate and show independence.
 - There are occasions in the Reception classes when children are working in mixed-ability groups when more able children are given insufficient challenge.
 - Children with special educational needs are well integrated into activities and are given good support.
42. The curriculum is satisfactory. Provision is best in the Nursery, where children's social skills are developed especially well. In the Nursery, an outdoor area is used effectively to encourage children to play and work together, helping them to become more co-operative and to develop the ability to work independently. However, as at the time of the last inspection, the children in the Reception Year have no access to a secure outdoor work area. This restricts learning significantly, and although members of staff attempt to compensate for this by taking children to work outside on the playing field, this is not entirely successful. The playing field is large, and to ensure safety, members of staff take a largely supervisory role rather than spending time working with small groups of children. Over the year, children have had limited opportunities to work outside, so when given the choice, most work outside and do not benefit from the well-planned activities set out indoors.
43. Assessment is satisfactory. There are detailed assessment procedures in both the Nursery and Reception classes, with all members of staff being involved in regular observations of children at work. This information is used to make well-presented and informative profile books. However, teachers do not always make enough use of assessment information to ensure that work is matched closely enough to individual needs.
44. Leadership and management are satisfactory. The recent move to new accommodation for Reception Year children has been well managed and the co-ordinator has established a strong team of staff. There is a good awareness of the need to improve outdoor provision, but the pace of implementing this change has been too slow. However, funds have now been allocated to undertake this work.
45. There are good links with parents and good induction procedures. Children have good opportunities to experience school before they join the Nursery, helping them to settle quickly. Parents are given a good range of information before their children start school.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well in the Nursery.

- Members of staff take good account of children's individual needs but in the Reception Year there are too few opportunities to work outside.

Commentary

46. Children's achievement is satisfactory overall, with most being on target to meet the expectations of the 'early learning goals' by the end of the Reception Year. Children's achievement is best in the Nursery, where teaching and learning are consistently good. In the Nursery, members of staff have a good knowledge of both the social and emotional needs of individual children and provide a wide range of practical activities that successfully develop children's social skills. Children respond well to the high expectations of members of staff and they make good progress. They enjoy the good opportunities to work indoors and outdoors. This means that more boisterous children have good opportunities to work and play in large spaces, helping them to learn to work together.
47. In contrast, in the Reception Year where teaching and learning are satisfactory, there are fewer opportunities for children to work outside. This has had a negative impact on the development of social skills, especially for a small group of boys who still lack maturity and have weak social skills. These children, in particular, have not been given enough opportunities to work outside to 'let off steam' and to learn that there are times when it is appropriate to play boisterously and times when quiet and concentration are needed. Nevertheless, both of the Reception classes are well organised and most children are given good opportunities to choose where they are going to work, helping to develop independence.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve well in reading and speaking and listening.
- The curriculum does not take enough account of the needs of the more able children within the Reception classes.

Commentary

48. Children, including those with special educational needs achieve satisfactorily. Most children are on target to meet the expectations of the 'early learning goals' by the end of the Reception Year. Achievement is best in reading, with early skills being taught effectively. A good range of strategies is used to teach children letter sounds and there is a strong emphasis on learning being fun. Stories are read well in both the Nursery and Reception classes and children happily join in with teachers as they learn letter sounds.
49. Children's speaking and listening skills quickly improve in the Nursery. This is because members of staff give children good opportunities to take part in small group discussions and to talk with each other about what they are doing. As a result, they become more confident in speaking to groups as well as to individuals. In the Reception classes, children talk happily to visitors about their work.
50. Teaching and learning are satisfactory. However, in the Reception classes, children work in mixed ability groups for most of the time, and there are occasions when insufficient account is taken of the potential of more able children. Whilst most children make sound progress and begin to make marks on paper, the most able children in the Reception classes are sometimes given insufficient opportunity to extend their skills further. Although teachers have a good awareness of the ability levels of children, they do not always take enough account of this assessment information to ensure that differing needs are successfully met.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children are beginning to count confidently.
- In the Reception classes, children often choose to play outside rather than work with the teacher.
- Work is not always well matched to children's individual needs.

Commentary

51. The achievement of most children, including those with special educational needs, is satisfactory overall. Most are on target to meet the 'early learning goals' by the end of the Reception Year. Counting skills improve at a good rate because children are given good opportunities to count in a range of situations. For example, they count the number of children having different fruit drinks each day, sometimes adding numbers together to get a total.
52. Teaching is satisfactory overall. Teachers plan interesting activities, but during the inspection, the impact of this teaching on learning was restricted by the fact that children frequently chose to play outside rather than stay indoors to work on a focused mathematics activity with the teacher. Again, children work in mixed ability groups and there are missed opportunities to challenge more able children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

MAIN STRENGTHS AND WEAKNESSES

- There are good opportunities for children to learn about living things.
- There are missed opportunities for children to record their ideas.

Commentary

53. Children's achievement, including those with special educational needs, is satisfactory overall and most are on target to meet the expectations of the 'early learning goals' by the end of the Reception Year. Teachers plan an interesting range of activities that help children to learn about the world around them. In both the Nursery and Reception classes, children grow plants, look after animals and learn about mini-beasts, helping them to appreciate the wonders of nature and to understand how they can look after the world. In religious education, children learn about various stories from the Bible and make pictures of them.
54. Teaching is satisfactory. Activities are well linked around a central theme and this helps to make learning purposeful. Role-play areas are used well to encourage children to explore different ideas. There are occasions when good questioning from an adult skilfully guides children in their thinking, although there are sometimes missed opportunities to extend the learning of the more able children, for example by asking them to record some of their own ideas in more detail.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- There is a good curriculum in the Nursery which supports learning well.
- In the Reception classes, the lack of an outdoor area limits children's opportunities to explore and practise a range of skills.

Commentary

55. Children's achievement, including that of those with special educational needs, is satisfactory, with most being on target to meet the expectations of the early learning goals by the end of the Reception Year.
56. Teaching is satisfactory overall. In the Nursery, teaching is good, helping children to make good progress. Members of staff plan carefully for when children are working outside, supporting the development of their physical skills successfully through a good range of activities. Children are given good opportunities to work at their own pace and, consequently they quickly improve their physical skills. They learn to ride tricycles with good control and are beginning to balance and climb with confidence.
57. In contrast, in the Reception classes, where teaching is satisfactory, outdoor activities are less frequently available, due to the lack of a secure outdoor area. Children are able to work outside on the playing field, but this can only happen when the weather is good and when a member of staff is available to supervise activities. This means that there are missed opportunities for children in the Reception class to practise and reinforce skills and, consequently, the good progress seen in the Nursery is not maintained.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teachers plan a good range of practical activities that help children to learn new skills quickly.

Commentary

58. Most children, including those with special educational needs, achieve well and are on target to exceed the expectations of the 'early learning goals' by the end of the Reception Year. Teaching is good because learning is made purposeful by the careful planning of practical activities linked to a common theme. During the week of inspection, children were finding out about 'The Jungle' and they were successfully introduced to a range of new skills. For example, they learnt how to make binoculars by skilfully using different materials and tools.
59. In both the Nursery and Reception classes, all members of staff have high expectations of what children should achieve. There are good opportunities for children to work independently, with members of staff supporting learning well at these times. Good quality displays show that there is an interesting curriculum, with children using a wide range of techniques to produce attractive artwork. Children have good attitudes towards learning and talk confidently about things that they have made in the class.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in writing are too low.

- Lessons are interesting and well resourced.
- Pupils have good attitudes towards the subject.
- Literacy skills are not consistently developed through other subjects.

Commentary

60. Results in the Year 2 national tests have been similar to the national average since the previous inspection. However, they have been below the average of similar schools and, in some years, well below average. In the broader range of work outside the national tests, standards in the present Year 2 are in line with national expectations in speaking, listening and reading but below them in writing.
61. Standards in Year 6 were well above average at the previous inspection, and results in the national tests in some years have also reached this level. However, test results in 2004 were average compared with schools nationally. Nevertheless, these pupils made good progress compared with their test results in Year 2. In the broader range of work outside the national tests, standards in the present Year 6 are in line with national expectations in speaking, listening and reading but below them in writing. Pupils' achievement throughout the school, including those with special educational needs, is satisfactory overall, though they do not make enough progress in writing.
62. The curriculum is well planned to develop pupils' experience of writing in a range of styles for different purposes. However, expectations for the quality of pupils' work are not high enough. By Year 2, many pupils confidently write stories and accounts, correctly punctuated. Higher-attaining pupils write at good length, using description and dialogue to enliven their stories. However, much handwriting is poorly formed and spelling is weak. In Years 3 to 6, some work is word-processed to improve presentation and encourage careful editing, though the use of ICT is limited. Where a particular kind of writing is studied over a series of lessons, pupils achieve well because they have time to plan, rewrite and improve their work. There are good examples of this approach in Year 4, where story-writing skills are carefully developed. Poetry writing is well promoted through the school, and attractive class anthologies boost pupils' pride in their achievement. However, it is a significant weakness that pupils do not learn to check their written work for accuracy. Careless mistakes are too frequent and presentation is often untidy. Standards found in regular handwriting practice and school competitions are not carried over into daily work. In particular, spelling is a weakness throughout the school, yet pupils rarely use a dictionary or thesaurus.
63. Lessons are well planned around interesting topics. As a result, pupils have good attitudes to the subject and generally listen well. However, some Year 2 pupils do not listen carefully enough and this limits their progress and that of others who are distracted. Teachers spread their questions to involve all pupils, with the result that most speak clearly for all to hear. By Year 6, pupils take confident part in class discussions and explain their ideas in full. However, not enough use is made of end-of-lesson reviews to train pupils to take the lead in speaking formally and at length.
64. The skill of sounding out unfamiliar words is soundly established by Year 2, guided by a structured scheme of work. The system of grading for reading books works well in ensuring consistent progress. It is a good feature that this grading continues to Year 6, so pupils through the school select books with confidence, at a challenging level. Quiet reading time each day is used well to develop concentration. By Year 6, most read aloud expressively, with sound understanding. Homework makes a good contribution to learning, and reading diaries are used well to monitor individual progress.
65. Teaching and learning are satisfactory, with examples of good and very good teaching. Texts for close study are well chosen to demonstrate key features. In the best lessons, these features are carefully explained, with pupils' understanding closely checked and reinforced during instruction. In most lessons seen, all pupils were given the same writing task but only in

the best lessons were specific expectations made clear for pupils in different ability groups. Overall, boys and girls work hard with a good will and little need for direct control. It is a weakness that expectations for the quality of writing are not high enough. In marking, teachers do well in giving encouragement but do not routinely require pupils to learn from their mistakes by making corrections or doing further work. Teaching assistants make a good contribution to learning. Their support in class and in teaching withdrawal groups is skilful and clearly focused on pupils' needs. Lower-attaining pupils, including those with special needs or at an early stage of learning English, make satisfactory progress towards their language targets because of this help.

66. Leadership and management are satisfactory overall. Provision is similar to that found at the time of the last inspection, and is soundly based on the recommendations of the National Literacy Strategy, and recommended booster programmes are used effectively. The co-ordinators have made good progress in auditing provision to produce a well-focused action plan. Assessment information is detailed but not used to find where teaching needs to be strengthened. Teaching is not monitored rigorously enough to ensure that agreed policies are followed and good practice is shared.

Language and literacy across the curriculum

67. By Year 6, pupils have a good understanding of formal style and write well-structured accounts. However, they make too many mistakes, particularly in spelling. They confidently use books for research but their library skills are underdeveloped, reflecting the limitations of the school library. Some good opportunities are planned to develop reading and writing skills through other subjects, but pupils of all abilities are often given the same worksheet, with a low-level reading or writing demand. This helps lower-attaining pupils, but over time, it limits the opportunities for others to plan and develop their own ideas in depth and detail.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in Year 6, but do not always make enough progress in other year groups.
- Attainment by the end of Year 2 is below national expectations.
- Teaching is very good in Year 6.
- The school has good methods for assessing pupils' progress, but information is not used consistently to plan work that matches pupils' differing needs.
- Test results are analysed carefully but not used rigorously enough to track pupils' progress.

Commentary

68. In the current Year 2, pupils' attainment is below nationally expected levels, and lower than the school's national test results in 2004, when they were in line with national expectations. Test results vary depending on the proportion of pupils with special educational needs in each year group. Attainment is below national expectations because teachers do not always have high enough expectations, especially for the more able, and there are inconsistencies in the matching of work to pupils' differing needs.
69. As in the national tests in 2004, pupils' attainment compared with all schools is in line with national expectations by the end of Year 6. In Year 6, better teaching and a challenging approach enable the pupils to achieve well. However, there are inconsistencies in other year groups in Years 3 to 6, with the lack of tasks correctly matched to all ages and abilities. Here, the higher ability pupils are not given appropriate tasks; consequently, they do not reach their

full potential. Achievement is satisfactory overall and, throughout the school, pupils with special educational needs make satisfactory progress.

70. Teaching, learning and assessment procedures are satisfactory, though teaching varies from satisfactory to very good, with the very good teaching being in Year 6. In the good and very good lessons, teachers show good subject knowledge, teach the pupils the correct subject vocabulary and plan challenging work for all abilities. In these lessons, the pupils are very well motivated, work quickly and are challenged to move on to the next level of learning. In the satisfactory lessons, the work was not always suitable for all abilities, especially the more able, and consequently they were not challenged sufficiently. Inconsistencies were seen in the pace and challenge of the mental and oral starter to prepare pupils to think quickly during the whole numeracy session. Teaching assistants are used well to support pupils with special educational needs.
71. Assessment information is thorough and trends in attainment are analysed. However, data is not always used effectively to inform or amend planning or to track progress and set achievable individual targets.
72. Leadership, management and improvement since the last inspection are satisfactory. Teaching and pupils' work are monitored and evaluated by the co-ordinator and headteacher, though this information is not used rigorously enough to provide a consistent approach. For example, teachers' marking does not always include positive and constructive comments to help pupils know how to improve their work. The recently-introduced system of pupils evaluating their own progress and achievement has not been in place long enough to help raise standards. At the time of the last inspection, some teachers had a weakness in their subject knowledge and made inefficient use of resources and this is no longer the case, though limited use is made of ICT to extend learning. The co-ordinator provides a good role model with his own teaching.

Mathematics across the curriculum

73. Satisfactory use is made of mathematics to support learning in science, design and technology, history and geography.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teachers' encouragement, questions and high expectations for behaviour keep pupils well motivated.
- Pupils work hard, co-operate well with each other and are keen to learn.
- Teachers have too low expectations of what pupils can achieve and assessment information is not always used to plan work that challenges pupils and meets their needs.
- There is insufficient monitoring of the subject.

Commentary

74. Inspection findings indicate that pupils' achievement is satisfactory, and their attainment is in line with the nationally expected levels by the end of Years 2 and 6. Test results for Year 6 have varied since the last inspection from well above average to average, depending on the proportion of pupils with special educational needs in each year group.
75. The national test results in 2004 show that, by the end of Year 2, pupils were in line with the national average when compared with all schools, with the proportion achieving the higher

level (Level 3) also being average. At the time of the last inspection, fewer children achieved the higher levels.

76. The 2004 national test results show that, when compared with all schools, pupils were above average by the end of Year 6. However, the number of pupils achieving the higher level (Level 5) was below average. This is because teachers throughout the school do not have high enough expectations of what pupils can achieve. They usually expect all pupils to complete the same written task and do not challenge the more able pupils sufficiently. Assessment information is not used well enough to establish the different levels pupils are working at and what they need to do to improve. This has a negative impact on pupils' achievement and means that they do not consistently make enough progress. Teaching assistants soundly support pupils with special education needs and they make satisfactory progress.
77. In response to the last inspection, teachers have developed the investigative work in science, and pupils now have good opportunities to investigate and discuss the process and their findings. However, an over-reliance on prescriptive worksheets to record their work means there are few opportunities for pupils to write their findings and thoughts independently and to use their literacy and ICT skills to support learning.
78. Teaching and learning are satisfactory, with an example of good teaching in Year 2. In this lesson, good links were made with a visit to the environmental area to find woodlice. Pupils remembered the important features of the habitats of woodlice, predicted which habitat a wood louse would prefer, and tested this by letting woodlice choose from habitats they had prepared. The pupils were challenged well in their writing about their findings and by the teacher's good use of questioning.
79. Throughout the school, teachers manage pupils' behaviour effectively and ensure learning is fun, encouraging individuals with good support, positive praise and encouragement. Pupils respond by working hard, co-operating well with each other and showing good enthusiasm for the subject. However, teachers' planning of lessons is not always based on the needs of the pupils and they do not adapt the scheme of work sufficiently to enable those pupils that are more able to achieve more. Likewise, the limited use of assessment information in planning lessons contributes to the underachievement of some pupils.
80. Teaching at the time of the last inspection was good. The lack of challenge and missed opportunities for extending learning are the factors for it now being satisfactory. For example, in a lesson for pupils in Years 5 and 6, whilst there was a good discussion about animal and human reproduction, the task of cutting out and sticking figures on a time-line lacked challenge, and did not reflect the quality of the discussion or extend significantly pupils' learning.
81. Leadership and management of the subject are satisfactory. The co-ordinator has a clear action plan for the future and has written some good material, which has yet to be distributed, to support teachers in ensuring depth of coverage and progression of learning in the science topics. However, monitoring of standards and the quality of teaching and learning is, as at the time of the last inspection, underdeveloped. Little opportunity has been provided for the co-ordinator to fulfil this aspect of her role and targeted action to improve standards is too slow.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There are missed opportunities to extend the learning of more able pupils and to make use of ICT in lessons for other subjects.
- The new subject leader has made a good start to improving provision.

Commentary

82. Progress since the last inspection has been satisfactory, although some issues from that time have only recently been addressed, and have not had time to raise standards. Pupils' attainment continues to be in line with nationally-expected levels by the end of Year 2 and Year 6. In Year 2, pupils are successful when using art and word-processing programs to record their work. By Year 6, pupils understand how spreadsheets can be used to present data and they use a range of desktop publishing techniques to produce newsletters and posters.
83. Pupils' achievement is satisfactory overall. Satisfactory teaching throughout the school helps all pupils, including those with special educational needs, to make sound progress. Good use is made of teachers who are knowledgeable in the subject to take lessons in Years 3 to 6. Achievement is best when there are good levels of challenge for all pupils, and when learning is linked to topics in other subjects. However, in some lessons there are missed opportunities to extend the learning of more able pupils, limiting their achievement over time. This is because most lessons have the same starting point, with more able pupils often only completing more challenging activities toward the end of a session, if there is time.
84. Leadership and management are satisfactory. The new co-ordinator has made a good start to improving provision. New resources have been purchased recently to enable the school to teach the 'control' aspect of the curriculum. The lack of such resources was identified as a weakness at the time of the last inspection. The co-ordinator has carried out a detailed audit of strengths and weaknesses in the subject and has a clear understanding of what needs improving, including assessment procedures and resources which are barely adequate.

Information and communication technology across the curriculum

85. In ICT lessons, teachers make good links with other subjects. For example, in a lesson in Years 5 and 6, the teacher successfully linked work on sensors with science and natural history. This helped to make learning purposeful and meant that pupils were interested and engaged. However, though every classroom has a computer, these were rarely used during the inspection. As a result, there are missed opportunities to practise and consolidate ICT skills in lessons that take place outside the ICT suite and this has a negative impact on overall achievement.

HUMANITIES

Geography and **history** were not a focus for the inspection and there is insufficient evidence to form a judgement on the quality of provision in these subjects. **Religious education** was inspected in full.

Geography

86. In geography, two very good lessons were observed in Years 5 and 6. Pupils learnt about the physical features of rivers at a very quick pace, because they were very well motivated by the teachers' interesting use of resources. Teachers are successful in encouraging pupils to use the correct geographical vocabulary.

History

87. Teaching in the one lesson observed in history was satisfactory. In this lesson for pupils in Years 3 and 4, the history content of the lesson was blurred with those of literacy, personal, social and health education, resulting in pupils' learning of history being minimal. A scrutiny of pupils' work in Year 2 indicates the intended curriculum is being covered satisfactorily, though all pupils complete the same worksheets, limiting opportunities for extended pieces of writing.

Consequently, teachers do not have high enough expectations, especially for the more able, who complete the same tasks as the other pupils.

88. In Year 6, a topic on the 1960s provided good opportunities for pupils to carry out their own research. The resulting displays covered a wide range of themes such as transport, homes, work, equal opportunities, music, technology, medicine, education, fashion and art and demonstrated a real flavour of the characteristics of the period. Pupils drew comparisons well with then and now. Discussions with individuals indicated their enjoyment of the topic, with good recall of the historical facts.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The subject makes a good contribution to pupils' personal development.
- Teachers do not have high enough expectations for pupils' written work.

Commentary

89. Attainment by the end of Year 2 and Year 6 has been maintained since the time of the last inspection and continues to meet the expectations of the locally agreed syllabus. Pupils, including those with special educational needs, achieve satisfactorily and develop a satisfactory knowledge of different faiths. Work seen in Year 2 indicates a sound understanding of Bible stories and a knowledge of religious artefacts such as features in a church, and the importance of the Torah to Jews. By the end of Year 6, pupils can describe what it means to be a Sikh and can consider sensibly how Christians should react on finding money or when encountering bullying.
90. Teaching and learning are satisfactory overall. Teachers have very good relationships with their pupils and, in the better lessons, prepare interesting tasks. However, in an unsatisfactory lesson in Years 5 and 6, a task about the ethical dilemma Thomas More faced over the divorce of Henry VIII was not explained clearly enough to enable all pupils to complete their worksheets.
91. Pupils record facts accurately but much of their written work is brief. Some tasks, such as writing captions to accompany illustrations, are too simple, especially for the more able, and teachers do not have high enough expectations for the quality of work produced, limiting pupils' use of their writing skills. The use of ICT to support learning is not developed well and teachers make insufficient use of assessment information to set work that consistently meets the pupils' differing needs.
92. The subject makes a good contribution to the pupils' personal development, with pupils being given good opportunities to think about the beliefs, views and feelings of others. For example, in the subject co-ordinator's class in Years 3 and 4, pupils wrote good accounts about what it might have been like to witness one of Jesus' miracles.
93. The subject is soundly led and managed by a new co-ordinator. There is a clear understanding of how the subject can be improved, though there has been limited time to ensure that changes are made.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and Design and technology

94. These areas of the curriculum were not a focus for the inspection and there is insufficient evidence to form judgements on provision, or teaching and learning in art and design and design and technology.
95. Teaching in the lesson observed in Year 2 in **art and design** was satisfactory. Throughout the school, pupils' artwork is shown appreciation by being attractively displayed. Pupils in Years 5 and 6 mixed water-colours well to show perspective in their pictures in the style of Turner and made striking mobiles from geometric designs influenced by the work of Bridget Riley. Popular clubs for clay and art make a good contribution towards learning.
96. In the good **design and technology** lesson observed in Year 1, the teacher gave clear instructions on how pupils should design and make a model house, resulting in some well-considered plans and effective use of various types of hinge. Samples of work across the school show that pupils have appropriate opportunities to design and make objects from a range of materials. For example, interesting sock puppets were on display in Year 2, colourful money containers in Years 3 and 4, and pupils in Years 5 and 6 have designed and made some inventive board games. A sewing club produces some good quality cushions, bags and soft toys.

MUSIC

Provision in music is **good**.

Main strengths and weaknesses

- Pupils achieve well in Years 3 to 6.
- Good extra-curricular activities enhance learning.

Commentary

97. Pupils' attainment is in line with national expectations by the end of Year 2, and above them by the end of Year 6. In Year 2, pupils achieve satisfactorily. They listen well and show sensitivity when playing percussion instruments to imitate rainfall. However, they are slow at learning to sing new songs, and they are not always given enough time in a lesson to improve the tune sufficiently and learn all the words.
98. In Years 3 to 6, pupils' achievement is good. In Years 3 and 4, pupils keep in time with the music, even when it changes tempo. In Years 5 and 6, pupils perform music well. They sing with good expression and listen to each other carefully when playing in the orchestra. Standards have improved since the time of the last inspection when they were satisfactory.
99. Teaching and learning are good overall. A commercially published scheme of work is used well to help pupils build on their previous learning. Lessons have a clear structure, and most have a good pace. Good relationships and a shared sense of humour encourage all pupils to participate fully. In a lesson in Years 3 and 4, the teacher's strategies for rehearsal and high expectations for behaviour and standards ensured that all pupils improved during the lesson. The pupils made good progress because they followed instructions carefully, co-operated well with each other and were enthusiastic.
100. In a lesson in Years 5 and 6, the teacher skilfully rehearsed a complicated song first with the individual parts and orchestration and then built these finally into a performance of two-part voices with instrumental accompaniment. The song was challenging and pupils responded well. They clearly improved their technique and knowledge during the lesson with particular attention to the articulation of the words and length of phrases. The orchestration was well supported by a teaching assistant conducting the orchestra and pupils were confident to hold their own tune, rhythm or beat, according to which instrument was played. Pupils made good progress during the lesson and excitement was generated for the song's performance at the leavers' concert.

101. Leadership and management are satisfactory. The co-ordinator is newly in post but has already achieved much to ensure teachers are confident to teach and assess pupils' achievement in music. There is a clear action plan for the subject and a regular review of what needs to be done next. Clubs such as hand-bells, choir and instrumental music lessons are good curriculum enrichment activities and the participation in festivals and community events provide good opportunities for pupils to perform in public and promote confidence and self-esteem. Music is regularly played around the school and in classes and is a strong, positive feature of school life.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils achieve well because teaching is consistently good.
- Extra-curricular provision contributes very well to the development of pupils' skills.

Commentary

102. Pupils' attainment is above national expectations by the end of Year 2 and Year 6, because good teaching, good facilities and the very good provision for extra-curricular activities help pupils to achieve well.
103. Teaching and learning are consistently good. Teachers are successful in encouraging pupils to participate enthusiastically, and a good sense of fun is created in lessons. Teachers support pupils well in learning a wide range of skills and tactics.
104. There is good coverage of the whole physical education curriculum, including outdoor adventurous pursuits, and pupils enjoy and are well motivated in these activities. There is a very good range of extra-curricular activities that are well supported by the pupils and which enhance their learning very well. This has led to the school being very successful in competitive fixtures. Many local and countywide sports clubs and teams are involved with the school and this has helped raise the standards and enthusiasm for sport. Provision for the subject has improved since the last inspection, when it was satisfactory, and the school was awarded the prestigious Football Association Development Standard in 2003.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

105. This area of the curriculum was not a focus for the inspection and it was not possible to form judgements on provision or teaching and learning.
106. The school uses a formal scheme of work to guide teachers in planning appropriate activities. Coverage includes sex-and-relationships education and drug awareness, and involves contributions by visiting specialists. Aspects of personal, social, health and citizenship education are covered through a combination of specific lessons, school assemblies and topics in other subjects. For example, pupils ran their own campaigns during the recent general election.
107. Members of staff create good opportunities for pupils to take initiatives in the wider life of the school. Pupils take on significant responsibilities such as answering the office telephone during lunch times. The school council challenges selected pupils when debating relevant issues and making decisions. Overall, the curriculum makes a good contribution to pupils' personal development and attitudes towards school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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