

INSPECTION REPORT

WYCHBOLD FIRST AND NURSERY SCHOOL

Droitwich

LEA area: Worcestershire

Unique reference number: 116762

Headteacher: Mrs E. Sinton

Lead inspector: Mrs S. M. Barnes

Dates of inspection: 18-19April 2005

Inspection number: 268320

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:	First
School category:	Community
Age range of pupils:	3-9
Gender of pupils:	mixed
Number on roll;	82
School address:	School Road Wychbold Droitwich Worcestershire
Postcode:	WR9 7PU
Telephone number:	01527 861421
Fax number:	01527 861107
Appropriate authority:	Governing Body
Name of chair of governors:	Mr A. Ward
Date of previous inspection:	17/6/2003

CHARACTERISTICS OF THE SCHOOL

Wychbold First and Nursery is a smaller than average sized school in Wychbold, near Droitwich in Worcestershire. The boys and girls who attend are between the ages of three and nine and come from homes nearby with a wide range of socio-economic backgrounds. Attainment on entry to the school is currently below average overall, although there are fluctuations due to the small size of each year group. The percentage of pupils known to be eligible for free school meals is average at about 22 per cent. Virtually all pupils are from white English backgrounds and speak English as their first language. The proportion of pupils with special educational needs is broadly average, including the proportions of pupils who have a statement of their need. The school was awarded Eco Schools Bronze award in 2003 and Healthy Schools' Award in 2005. There have been significant changes to staffing over recent years and at the time of inspection one class was being taught by a temporary teacher.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16249	Mrs S. M. Barnes	Lead inspector	Foundation Stage Special educational needs Mathematics Information and communication technology Music Physical education
10392	Mr B. Sampson	Lay inspector	
2911	Mr E. Steed	Team inspector	English Art and design Personal, social and health education and citizenship Design and technology
20963	Mrs J. Keiner	Team inspector	English as an additional language Science Geography History Religious education

The inspection contractor was:

Cambridge Education

Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be made initially to the 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	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. By the time pupils leave school at the age of nine, they attain standards that are above average in mathematics and in art and design and their achievement overall is good. Teaching is good overall and as a result, pupils respond well and approach their learning with high levels of interest and very good behaviour. Leadership and management are good overall. The school gives good value for money.

The school's main strengths and weaknesses are:

- Actions taken by the leadership to improve standards in English and mathematics have been very effective and pupils' achievements in these subjects are good.
- The school provides very good levels of care for all its pupils.
- Relationships within the school are very good and pupils behave very well.
- Provision for pupils' spiritual, moral, and social development is very good.
- Parents and pupils are very satisfied with the school.
- There has been a good level of improvement in provision in information and communication technology (ICT), but some opportunities are still missed to use it to support work in other subjects.
- Assessment for children in the Foundation Stage is good. It is good in English and mathematics and for pupils with special educational needs. Assessment in other subjects is at an early stage of development.
- Leadership overall is effective. However co-ordination and leadership of some subjects currently rely too heavily on direction from the head.

There has been a good level of improvement since the previous inspection in 2003. All of the key issues noted at that time have been addressed. In addition, standards have been raised in behaviour, care and welfare and links with parents and other schools.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	E	C	C	B
writing	D	C	C	A
mathematics	B	B	B	A

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

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

Caution should be taken when interpreting these results, due to the small size of the cohort

Pupils' achievement is good overall throughout the school. Test results for pupils at the end of Year 2 in 2004 indicated that standards in reading and writing were average when compared to all schools nationally. They were above the standards attained in reading in similar schools, based upon eligibility for free school meals. They were well above the standards of writing attained by similar schools. In mathematics, results were above the national average and well above the average of similar schools. Currently inspection findings show that standards in English, mathematics and art and design are above national expectations at the end of Year 2, and that standards in science, ICT and religious education are in line with those expected. Pupils' achievement in lessons seen is currently satisfactory overall in Years 1 and 2.

At the end of Year 4, standards in English, ICT, religious education and science are in line with those expected by the national curriculum and the Locally Agreed Syllabus. In mathematics and art and design, standards are above those expected for pupils' ages and pupils of all abilities make good progress and achieve well. Throughout the school pupils with special educational needs are well supported and achieve good standards in relation to their educational targets.

The children's attainment when they join the nursery class is below average. Children in the nursery and the reception class achieve well and attain the expected level by the end of the reception year in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. In physical development and in personal, social and emotional development the children's attainment is above the expected level for their age.

Pupils of all ages have very positive attitudes to work and set about their activities with high levels of enthusiasm. Pupils' behaviour is very good overall. Attendance is satisfactory and punctuality is good. Pupils enjoy coming to school. **Pupils' spiritual, moral, social and cultural development is good overall, and there are particular strengths in pupils' spiritual, social and moral development.**

QUALITY OF EDUCATION

The quality of education is good. The quality of teaching and learning is good overall throughout the school. Assessment in English and mathematics is good, and good use is made of the analysis of test data to set targets and to highlight strengths and weaknesses in the provision. Assessment in the Foundation Stage is good. Assessment in other subjects is at an early stage of development. The curriculum for Foundation Stage and for pupils in Years 1 to 4 is good overall, and it is enriched by a good variety of additional activities and learning opportunities. The curriculum for ICT is satisfactory overall, but opportunities to use ICT to support work in other subjects are sometimes missed. The accommodation is good. Resources are satisfactory overall. The school provides very good levels of care, and welfare and good support and guidance for all pupils, and actively seeks the pupils' views. The school's partnership with parents and with other schools is very good, and it has established good links with the local community.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are good. The head teacher provides good leadership and management for the school and has led the school forward effectively over the last few years. Staff are committed to raising standards, and the leadership role of subject co-ordinators for English, mathematics, special educational needs and the Foundation Stage is good, and is continuing to develop. Co-ordination of some other subjects is at an early stage and often relies too heavily on guidance and monitoring by the head teacher. The governing body is supportive and well informed, and effectively fulfils its statutory duties. Administration is efficient. The school is well managed on a daily basis, and the strategic financial management of the school is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school and are very supportive. They are treated as genuine partners in the education of their children and appreciate the information they are given and the way their views are taken into consideration. Pupils are very happy, are regularly consulted and their views taken into account.

IMPROVEMENTS NEEDED

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

- Develop whole-school assessment to record attainment and progress towards National Curriculum requirements in subjects which do not yet have it and use the information gathered to plan lessons to meet individual pupils' needs.
- Integrate ICT more fully into other subjects.
- Develop co-ordination of subjects which do not currently have a named leader to include effective monitoring of teaching, learning and standards.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement of pupils of all ages and abilities is good overall throughout the school. Standards attained are broadly in line with those expected at the end of Year 2 and year 4.

Main strengths and weaknesses

- Standards in mathematics and art and design are above national expectations by the end of Year 4.
- Children are given a good start to their learning in the nursery and reception classes.
- The provision for pupils with special educational needs is good.

Commentary

1. The school makes good provision for pupils of all abilities, and additional support for those pupils with special educational needs enables them to make good progress towards their individual targets. Over the last few years, under the guidance of the new head teacher, there has been a concerted effort to raise standards and to ensure that higher attaining pupils are fully challenged.

Foundation Stage

2. The children's attainment when they join the nursery class varies slightly year-on-year. Currently it is below the standards expected for children's ages overall. By the end of reception, most children attain the Early Learning Goals in communication, language and literacy, mathematical development, knowledge and understanding of the world, and creative development. In physical development and personal, social and emotional development, the children's attainment is above the expected level for their age. Taken overall, the children's achievement is good. The school is particularly effective in the way in which it quickly identifies children who may have special educational needs, enabling additional support to be targeted at a very early stage in their education.

Key Stage 1

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

Standards in:	School results	National results
reading	15.9 (15.6)	15.8 (15.7)
writing	15.0 (15.1)	14.6 (14.6)
mathematics	17.2 (17.3)	16.2 (16.3)

There were 9 pupils in the year group. Figures in brackets are for the previous year

3. Based on the 2004 end of Key Stage 1 national test results, the pupils' attainment in reading and writing was in line with the national average. Standards in mathematics were above the national average. The teacher assessments show that pupils' attainment in science was below the national average, but in line with the results for similar schools. In comparison with similar schools, the pupils' performance in reading was above average and their performance in writing and mathematics was well above average.
4. The inspection findings indicate that pupils' attainment in English and mathematics is above national expectations and that pupils' achievement is good. Attainment in science is in line

with national expectations and pupils' achievement is satisfactory. In ICT, the pupils' attainment is in line with the expectations for their age and they have a suitably wide breadth of experience. Standards in art and design are above those expected for pupils' ages overall. In religious education, pupils' achievement is satisfactory, and they attain the expectations of the Locally Agreed Syllabus.

Key Stage 2

5. The inspection findings show that the pupils' attainment in English and science is in line with the expectations for their ages at the end of Year 4. In science pupils' achievement is satisfactory. In lessons, achievement in English is currently good. Standards in mathematics and in art and design are above those expected for their ages and pupils' achievements are good. In ICT, the pupils' attainment is in line with the expected standards and their achievement is satisfactory. In religious education, the pupils' achievement is satisfactory and their attainment is in line with the expectations of the Locally Agreed Syllabus.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. The school develops their personal qualities, including their spiritual, moral, social and cultural development well overall. Attendance is satisfactory and punctuality is good.

Main strengths and weaknesses

- Assemblies and class discussions are used very well to promote pupils' personal development.
- Pupils' attitudes and behaviour are consistently very good.
- Relationships are very good and respect for others is promoted very well.
- Attendance could be improved by further discouraging term-time holidays.
- More could be done to develop pupils' awareness of other cultures in Britain and the wider world.

Commentary

6. Pupils' attitudes and behaviour have improved further since the last inspection, and are now consistently very good throughout the school. All the adults set a very good example of calm, respectful behaviour, praise the good behaviour they see, and ensure the children recognise the benefits of choosing right over wrong. Pupils listen carefully to each other and their teachers, and are eager to answer questions, volunteer to demonstrate their learning or help clear up. Classroom group discussions are very effective in encouraging the good manners and consideration pupils of all ages show to each other and adults. As a result of the very good opportunities for personal development, they respect the views, values and beliefs of others. They are eager to come to school, and this is reflected in good punctuality. There were three fixed period exclusions in the last year.
7. The School Council represents pupils' views effectively, for example, in getting their suggestions about improving after-school activities. The pupils appreciate that their views are valued and taken seriously, because the head teacher regularly asks class representatives to consult their classmates about developments being considered. Many of their suggestions have been adopted. Some representatives are beginning to take greater responsibility, for example, by volunteering to take minutes. There is scope to develop this more systematically by teaching all pupils how to run and keep records of their meetings.
8. The head teacher's lively, enjoyable assemblies contribute strongly to the school's very good promotion of spiritual, moral and social development. They typically link themes from the life of Jesus to the school's "golden rules" behaviour code. Visits and the good range of enrichment activities help to broaden pupils' cultural horizons satisfactorily. They very much enjoy visits from local clergy and to the church. Those pupils who have visited the local synagogue have enjoyed and appreciated the opportunity. The curriculum includes stories, songs and topics

with international themes, such as a study of village life in India. Relatively little is done to develop pupils' knowledge of the rich diversity of cultures in the local area, Britain and the wider world. The school is aware that there is scope to develop this through the citizenship programme.

- Nursery and reception class children make very good progress towards the early learning goals of personal, social and emotional development. The staff plan many opportunities to develop their social skills, for example, by making daily snacks a time for the children to take turns in setting out the table and helping each other to snacks and drinks.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.7	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.

- Although attendance is very slightly below the national average, the school has good procedures and attendance is considered satisfactory because a very high incidence of sickness, during the winter, has distorted the overall figures disproportionately, in a school of only 79 pupils. Although attendance is satisfactory, it could be improved by strengthening efforts to discourage holidays taken in term-time. Overall figures have improved upon the previous inspection, parents are well aware of their responsibilities, punctuality is good and lessons commence promptly.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	55	3	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	2	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 good. The quality of teaching and learning is good throughout the school. Assessment is satisfactory overall. The curriculum is good overall, and the school provides a good range of additional learning opportunities. The curriculum for Foundation Stage children is good and fully meets their needs. The accommodation is good and resources are satisfactory. The school provides very good levels of care, and good support and guidance for all pupils, and actively seeks the pupils' views. The school's partnership with parents and with other schools is very good, and the school has established good links with the local community.

Teaching and learning

The quality of teaching and learning is good overall throughout the school. Assessment is satisfactory overall. It is good in the core subjects.

Main strengths and weaknesses

- Teaching throughout the school is effective for pupils with special educational needs.
- Teaching in the nursery and in the reception classes is good overall.
- Teachers place suitable, high emphasis on teaching literacy and numeracy skills, and pupils make good gains in their learning in these areas as a result.

Commentary

Summary of teaching observed during the inspection in 20 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1	13	5	1	0	0

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

11. The quality of teaching and learning is good overall in the nursery and reception classes. On occasion it is very good. Teachers, support staff and nursery nurses work well together to provide a wide range of activities that are imaginative and enjoyable. They ensure that the range of activities provided for children takes good regard of their interests and capabilities and also the early learning goals. Teachers ensure that support staff are fully aware of the objectives for each lesson and provide them with detailed written instructions, including prompts to ensure questioning promotes language effectively. The teaching of personal and social skills is particularly good. High emphasis is placed on providing a curriculum that encourages independency and free choice. Routines are established effectively and, as a result, children quickly learn what is expected of them. Teachers capture children's imagination effectively. For example, in using a good range of attractive toy animals in a lesson on sets. As a result, they are engrossed in their activities, and concentrate well. Children quickly learn to take turns and share activities and have the confidence to try new activities and initiate ideas.
12. Teaching of pupils with special educational needs is good throughout the school. Teachers and support staff work together effectively to ensure that these pupils are fully involved in all activities. Careful planning ensures that while lessons have sufficient challenge for these pupils, they are also given discreet support that enables them to make good gains in their learning and achieve the targets in their individual education plans.
13. Literacy and numeracy skills are taught effectively. Teachers have good levels of awareness of the national literacy and numeracy strategies and apply these methods successfully in lessons. As a result, pupils make good progress in their learning in these subjects. The use of literacy and numeracy across the curriculum is satisfactory overall, but some opportunities to reinforce English targets in writing in other subjects are missed. Teachers have a warm and friendly presentation style, which engages and enthuses the pupils. There has been a good level of improvement in teachers' skill and confidence in teaching information and communication technology. Computers are now used effectively as a teaching aid as well as for pupils to develop skills. Pupils enjoy their lessons and apply themselves well with good levels of concentration. However the subject is not yet embedded fully in all areas of the curriculum and sometimes opportunities for pupils to use computers to help their learning in other subjects are missed.

14. Procedures for collecting data on individual pupils, and using the data to decide on long and short-term targets, are used well in the Foundation Stage, in the provision for pupils with special educational needs, in English and in Mathematics. It is no accident that these are the areas where standards are good as these areas have been targeted for review in the school development plan. Overall, assessment procedures are broadly satisfactory elsewhere, but have not yet been formalised as they have been for these areas. Insufficient recording is undertaken in other subjects of the teachers' observations, discussions and scrutiny of pupils' work, where finer grading of assessed levels of attainment would aid the setting of targets. Where appropriate targets are available, they are not always used effectively across the curriculum. For example, although pupils know their own writing targets, many do not associate these with writing tasks in, say, history or geography. There is a tendency to plan lessons based on medium-term plans, rather than drawing on the broad outline provided by these plans to offer pupils work that challenges them as individuals and that give teachers scope to check on each pupil's progress towards their own targets. This results in tasks presented in too many areas not completely fitting the needs of all pupils, so preventing them from making more than satisfactory progress.

The curriculum

The school provides a good breadth of curricular opportunities and a good range of enrichment opportunities for all its pupils. The accommodation is good and resources are satisfactory.

Main strengths and weaknesses

- Provision for sporting opportunities is very good.
- There is good provision for pupils with special educational needs.
- The curricular enrichment and extra-curricular activities are good.
- The balance of the curriculum requires some attention.
- Opportunities to use skills gained in English, mathematics and ICT in other subjects are sometimes missed.
- Good curricular links with local schools ensure that pupils' transition to the middle school is secure.

Commentary

15. Curricular provision is good in the Foundation Stage and in Years 1 to 4 for all groups of pupils. All statutory requirements are met, including religious education. Pupils are well prepared for the next stage in their education. The present curriculum is an improvement since the previous inspection, but still needs further development, for example in the effective use of pupils' literacy and ICT skills in other subjects.
16. Whilst pupils have access to all subjects, some adjustments within and across subjects would be beneficial to pupils' knowledge and understanding. For example, in religious education insufficient attention is given to studies of other faiths and cultures; in art and design, where some skills are above average, studies of three-dimensional work is not undertaken often enough. A two-year programme is used in order to prevent pupils in different year groups in the same class from repeating work but the work presented to pupils does not always reflect their previous experiences or their different abilities and improvement is needed.
17. Some subjects, history and geography for example, are taught discretely in blocks of time throughout the year. Although at the time of the inspection this meant that pupils' historical knowledge was much greater than their geographical knowledge, planning is in place to cover this apparent discrepancy. The school is aware of the need to raise standards in design and technology and this requirement is also provided for in future planning. There have been good improvements in the use of ICT since the last inspection. Provision and use is now satisfactory, but there is scope for improved, more regular use across the curriculum.

18. The school provides good opportunities for enrichment through a well-planned range of extra-curricular activities, visits and visitors. All members of staff participate in extra-curricular events in which other adults often join them. There is particularly good provision for sport, both through the enthusiasm of the co-ordinator and links with the local high school. During the inspection, activities seen included dance and painting clubs where the take up was very good. Pupils are appreciative of the time that adults devote to them and gain good levels of social skills from their participation.
19. The accommodation is good. The building and outside environment are well maintained and well used. The interior is well lit and displays around the school are very attractive. The school uses the space that it has very efficiently. However the school is also well aware that it does have potentially very congested areas, for example, at the main entrance and round and about the reception class area. Resources are satisfactory overall, but good for the Foundation Stage and in mathematics, science and ICT. All resources are used well.

Care, guidance and support

Pupils' care, welfare, health and safety are very good as is also the way that the school involves its pupils through seeking, valuing and acting upon their views. The school's overall support, advice and guidance, based on monitoring are good.

Main strengths and weaknesses

- There are very good procedures to ensure pupils work in a healthy and safe environment.
- There are very good systems to ensure each pupil has a good and trusting relationship with one or more adults in the school.
- Induction arrangements for pupils are very effective.
- Pupils' have good access to well-informed support and guidance.

Commentary

20. The head teacher is the named and trained child protection person. There is also a relevant governor. They ensure that all staff are regularly briefed. Very good liaison is maintained with the local authority and all documentation is locked away. There is one looked after refugee or traveller child.
21. The head teacher is also the health and safety person and with relevant governors ensures risk assessments for all eventualities. All fire fighting, physical educational and portable electrical equipment is in date checked. Emergency exercises are held twice a term and all exit routes are well marked and accessible. Accident and medicine procedures are caring and efficient. There is a specific first aid room with a shower and several trained first aid personnel. Good use is made of outside professional help such as, the police, fire brigade, school nurse and educational psychologist. Lunch is eaten in hygienic conditions and the school has its own Internet Safety Policy. There has been a good level of improvement since the previous inspection.
22. Induction arrangements both into nursery and reception class are caring and efficient. Staff visit homes and parents are invited in with their children. Starting times in September are gradually increased to full time and parents are welcome to stay until a child is settled in. From reading pupil questionnaires, talking to them and observation it is clear that all are well known by staff. The pupils know that they can turn to anyone for a word of comfort or advice and relationships throughout the school are very good. However target setting in some subjects is limited.
23. The active school council ensure that pupils views are well listened to by the school. For example, recently both, boys' and girls' toilets have been decorated as per the pupils chosen colour schemes.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Educational links with other schools and contribution to wider partnerships are very effective.
- The mechanism for the transfer of pupils is very efficient.
- There is very good involvement of parents through seeking, valuing and acting upon their views.
- Procedures to ensure satisfaction and to deal with any concerns and complaints are very good.

Commentary

24. From returned questionnaires and talking to parents, a very high majority say that they and their children are very happy with the school. There has been a good level of improvement in this aspect since the previous inspection.
25. The school supplies good information. The prospectus and governors report comply with all statutory requirements. Pupils' academic reports are clear and say what a child can do. However, they are not always specific on suggested targets. There are fortnightly letters saying what children will be studying and lists of projects and topics. There are also termly consultation evenings and monthly, drop in, teacher/parent surgeries. Curricular evenings are held throughout the year and the school has an open door policy.
26. The school is very good at seeking and acting upon parents' views. Parents have their own, regular forums and also receive questionnaires. Parents are consistently suggesting areas to raise money for the school and have recently influenced change of end of day arrangements.
27. Procedures to ensure satisfaction and deal with any concerns and complaints are also very good. The school has so few concerns that none goes beyond the head teacher.
28. Parents make good contribution to learning. In class those who can, help with readers and cookery and several help enthusiastically with visits out. At home, most parents are keen to support reading, projects and topics. The school's very energetic parent/teachers association raises considerable funding towards the children's education.
29. The community offers good links. "The local church is used for celebrating major religious festivals. This year the church held their Mothering Sunday service in the school. This was well supported by members of the local community and the school who are not usually part of the regular congregation. The vicar is a regular visitor to school taking assemblies and contributing to some RE topics."
.Local and national firms have supported music and physical education resources and charities and the children additionally support the local hospice. They also visit a local old peoples' home at Christmas and sing carols. The police and fire brigade instruct on road safety, neighbourhood watch and smoke alarms. The school is utilised regularly by the local Brownies and an aerobics club.
30. The school is part of a very effective local pyramid, which shares professional and academic knowledge. Transfer to middle school is seamless as Year 4 pupils are prepared well ahead by commencing their Year 5 learning in the previous May/June. Year 4 and 5 teachers and special needs coordinators also interact well before they move on. The school helps to train teachers from the local college and also welcomes local work experience students.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are good. The head teacher provides good leadership and management for the school. The leadership role of subject co-ordinators is satisfactory. The governing body is effective and very supportive.

Main strengths and weaknesses

- The head teacher has a clear vision for the next stage of development of the school.
- The governing body is very supportive and has a good understanding of the school's strengths and weaknesses.
- Co-ordination of English and mathematics has been effective in raising standards, but many areas have not yet been reviewed recently.
- There is strong commitment to the continued professional development of staff, and staff training is closely linked to the priorities in the School Improvement Plan.

Commentary

31. The head teacher was appointed three years ago, and since that time she has been very effective in the way in which she has refocused the school, brought about staff changes, and improved many aspects of the school's provision. Her leadership is good and is characterised by a clear vision for how the school can continue to move forwards. The way in which the head teacher has managed change over recent years has led to a strong team spirit amongst the staff, and a real drive and commitment to raising standards still further.
32. The head teacher has provided a very good steer to the school's work in terms of developing well-managed systems for assessment and whole-school curriculum planning, and she uses her time very productively to ensure that agreed targets for whole-school development are met. She has taken a firm lead in monitoring the school's work, and performance management systems are firmly embedded for all staff. The monitoring of lessons and pupils' work by the head teacher is good, and pointers for improvement lead to ongoing development in terms of the quality of teaching and learning. Co-ordination of English and mathematics has resulted in a raising of standards across the school. The leadership of special educational needs is good, and as a result these pupils make good progress towards their learning targets. However, the co-ordination of some subjects has not been reviewed recently, and much of the burden of monitoring the quality of teaching and learning has fallen to the head teacher.
33. The governing body is effective. Governors provide good support for the school and fulfil their responsibilities well. The governing body has a good range of appropriate committees, which meet regularly to review progress towards the agreed targets in the School Improvement Plan and to plan the next stage of the school's development. The governing body is fully committed to inclusion, and is effective in ensuring that pupils enjoy equal access to all aspects of school life. Performance management is effective and staff development is closely linked to the needs of individual staff and the needs of the school.
34. The school is well managed, and daily routines are very well established so that the school runs smoothly. Financial systems are good and the principles of best value are firmly embedded. The strategic plan for the school's future development is good, and the head teacher, staff and governing body are accurate in their evaluation of the school's strengths and relative weaknesses. Good measures are in place to assess the cost-effectiveness of spending decisions, such as the generous ratio of support staff to the number of classes and pupils on roll, and income and expenditure are closely aligned. The school has carried forward monies to finance the development of ICT and accommodation. The school gives good value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	282,254
Total expenditure	267,463
Expenditure per pupil	3,474

Balances (£)	
Balance from previous year	9,811
Balance carried forward to the next	24,602

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage in both the nursery and reception class is good. The good achievement noted by the previous inspection has been effectively maintained. Children start nursery with standards across the full range, but currently overall below those expected for their ages except in physical development, which is in line. They make good progress in their learning and their achievements are at least good in all six areas of learning. In personal, social and emotional development they make very good progress. By the time they transfer to Year 1 standards are above those expected for their age in personal and social and in physical development. The co-ordinator works well with the head teacher in providing good leadership and management, which has resulted in the provision of a rich, stimulating and coherent curriculum and this is an improvement since the previous inspection. Particularly good use is made of the well-resourced outdoor areas to develop children's learning. Assessment is good and is used well as a key tool in tracking children's progress and in planning lessons to meet their needs effectively. Children with special educational needs are identified early on and given good support. As a result, they make the same good progress in their learning as their peers.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children make very good progress in developing personal and social skills.
- Teaching and learning are good and relationships are very good.

Commentary

35. Most children start nursery with personal and social skills that are below those expected. High emphasis is placed on providing a curriculum that encourages independency and free choice. Routines are established effectively and, as a result, children quickly learn what is expected of them. They are well-behaved and most are engrossed in their activities, concentrating hard. Children quickly learn to take turns and share activities and have the confidence to try new activities and initiate ideas. Achievement is very good and by the end of the reception year most children have achieved the early learning goals and many will have exceeded them.
36. The quality of teaching and learning is very good. Teachers and support staff work well together to provide a wide range of activities that are imaginative and enjoyable. They are friendly and approachable and act as good role models and they are fully committed to the inclusion of all groups of children. Relationships are very good and this good grounding supports and underpins the positive ethos of the whole school. The children learn to consider the needs of others and to respect the environment. They are developing a respect for the views of others.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Effective planning and an interesting range of activities encourage good development of early reading and writing skills.
- Children listen well and are given good opportunities to talk and develop confidence and vocabulary.
- ICT is used effectively to support the development of language.

Commentary

37. Children enter the Foundation Stage with communication skills that overall are below national expectations. Teachers make good use of a variety of techniques to develop language and encourage involvement of all children. For example, good use is made of puppets and toys to encourage children to take part in discussions as a group. Questions are frequently followed up with the children's answer repeated and modelled as a correct sentence. This is good practice. The children respond well and are praised for their efforts so that learning becomes enjoyable. Achievement is good and children are likely to attain the expected levels for their age by the time they transfer into Year 1.
38. Teaching and learning are good. All adults who work in the nursery and reception class provide good opportunities for language development throughout the day. Teachers make good use of ICT as a stimulus for learning. For example, children learn to use the digital camera to take pictures of their achievements and these are displayed the following day and used as a stimulus for talking about what they remember.
39. Good listening skills are encouraged at all times. All adults make good use of praise to reinforce the development of good listening skills. As a result, children learn to sit quietly and to wait for their turn to speak, listening to what other children have to say. By the end of reception, children listen well to each other and share ideas. Children have to record their name when they have chosen an area to play in. This is good practice and has a positive impact on the development of children's writing skills and letter formation. Displays of pupils' work and photographs are used to promote reading skills in an attractive way.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children make good progress and achieve well.
- Teachers make good use of a range of interesting and exciting activities, both indoors and out, to develop children's mathematical skills.

Commentary

40. Although children start nursery with mathematical skills that are below those expected overall, they make good progress and achieve well. This is because of good teaching and good opportunities to learn through practical experiences that are interesting. These are well planned and designed to engage the children's imagination. The achievement of boys and girls of all levels of prior attainment are good. By the end of reception, most children will have achieved the early learning goals for their age and many will have exceeded them in some aspects.
41. Teaching and learning are good. Children are encouraged by all staff to develop an interest in numbers and counting. This learning is made fun by the regular use of songs and rhymes to help children to remember patterns. Most can count to 10 and some have an understanding of even and odd numbers. Water and sand trays are available to develop the children's understanding of capacity through play. In the outside play area children are able to play with large toys and cones, for example learning to make repeating patterns. Reception children work co-operatively to sort shapes into groups according to the number of edges, surfaces and corners they have. This aspect of children's work is particularly well developed. Staff make good use of opportunities to encourage children to use mathematical language and counting skills and to reinforce their confidence in using numbers in day to day situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers provide a wide variety of interesting and practical task and experiences.
- Good use is made of ICT.
- Particularly good use is made of the outdoor and “Forest” area.

Commentary

42. All children make good progress in their learning and achieve well as a result of a well-planned curriculum and good teaching. Most children will attain the Early Learning Goals for their age by the end of the reception year and many will exceed them in some aspects, particularly in their knowledge of plants and mini-beasts and their competence with ICT.
43. Teaching and learning are good. Teachers provide good opportunities to develop children’s curiosity. They are encouraged to use their senses and look carefully at mini-beasts and plants and identify features of other living things and objects. They are given regular, good opportunities to investigate and explore in the garden and “Forest” areas. They are encouraged to ask questions about how and why things happen or work. The children particularly enjoy using magnifying glasses to look closely at the things they find. They are learning to care for their environment. They respond well to these experiences and talk with enthusiasm about them.
44. All staff use ICT well. Digital cameras are used very effectively, both by staff and children alike to capture the children’s experiences. These are then printed or displayed on the interactive white boards and used as a stimulus for children to discuss what they remember about what they have done with parents or each other at the start of each day. Children are keen to use the computers in the classroom. They are skilled in relation to their age at using the mouse and keyboard to create pictures and to “write” about them.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teachers and nursery nurses work well together to give children a broad range of opportunities to develop their skills.
- Good use is made of the outdoor environment.

Commentary

45. When they start in the nursery, pupils’ physical skills are broadly in line with those expected. They make good progress in the nursery and reception class and achieve well. Standards are above those expected by the end of reception. This is because of the good quality of teaching and learning. Teachers and support staff carefully plan a variety of activities to enable children to practise their physical skills, using a range of equipment with control and coordination. Children enjoy the regular opportunities they are given to run, ride and clamber in both the garden and “Forest” area. An important aid to this is in the requirement school makes that children always have wellington boots in school and the provision of waterproof leggings and tops so that children can comfortably experience outdoor play all year round.
46. Children develop their fine motor skills effectively through using a variety of tools, including scissors, pencils, paints and crayons as well as construction materials, cutlery and puzzles.

Playing in the garden areas children are involved in decision making and, using simple “found tools”, such as sticks and pebbles and developing hand and eye coordination.

47. The outdoor environment includes a covered play area and playground and a wooded area, all of which are used well throughout the day. Many activities and games are provided, including large building blocks, giant sized counters and cones, bikes and trucks. The children love being outside and are well supported by the staff who encourage physical play and also make good use of opportunities for development of other aspects of learning.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children are given many good opportunities to use their imagination in art, music and role-play situations.

Commentary

48. Children achieve well in the development of creative skills because of the good quality of teaching and learning. Teachers and support staff provide the children with a wide range of good opportunities to develop their creative skills and imagination. They make every effort to interact with children as they take part in activities in order to stimulate or further develop their imagination. There are several imaginative play areas within each classroom, including a garden centre where children enjoy caring for flowers. As a result of the good range of interesting and exciting opportunities, children are likely to attain the expected standards for their age by the end of the reception year.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The quality of teaching in Years 3 and 4 is good, and pupils achieve well in this class.
- Standards in spelling are weaker than in other aspects of English.
- Reading is above average because pupils are encouraged in their reading both in school and at home.
- Assessment routines are used effectively to set targets for individual pupils and to track their progress.
- The use of English across the curriculum is in need of attention and there is scope for development in the use of ICT.

Commentary

49. National tests for Year 2 pupils in 2004 showed pupils to be above average in reading and well above average in writing when compared with pupils in similar schools. These results were entirely due to the girls in the class scoring well above the national average for girls. In this very small school each year group of pupils can be very different from other groups. Whilst the current Year 2 class is overall above average in reading and writing, the proportion of pupils likely to gain the higher levels is less than in 2004. However, there is less of a gap between the boys and the girls. The last report stated that standards were not rising as quickly as they should have been in Years 3 and 4. This is no longer the case. The recently appointed

class teacher has responded effectively to the challenge of restoring standards. In Year 4 pupils' reading is above average and, whilst writing is overall satisfactory, it is improving satisfactorily, with higher attaining pupils above average. Pupils in Year 3 have maintained the overall good standards they displayed at the end of Year 2. Achievement is now good in lessons. Attainment differs in each year owing to the small numbers of pupils involved, but all pupils make at least satisfactory progress.

50. The school has responded effectively to helping and encouraging reading amongst boys. A Dads and lads project has been formed for the Foundation Stage and non-fiction reading books have been purchased for the whole school for shared reading". The response has been good and boys heard to read were confident and claim to be enthusiastic readers with better reading skills.
51. Throughout the school, listening skills are generally good. Pupils listen to their teacher, other adults and classmates with concentration and understanding. Pupils' speaking presents a more mixed picture. Higher attaining pupils in each class talk confidently using whole, often complex, sentences. These pupils use Standard English and frequently display broad vocabularies. Pupils of lower attainment have not yet developed these speaking skills although many do well when judged against their prior attainment. Despite the encouragement given to speak in class and elsewhere, a small number of pupils are reluctant to express their views and do not speak above a whisper.
52. Reading standards are above average overall. Pupils read accurately, even where expression is lacking. Lower attaining pupils use letter sounds well when they meet words with which they are not familiar. All pupils can explain what a book might be about from its cover, and have knowledge of how to obtain information from non-fiction books. Knowledge and understanding of punctuation is good and this very much aids pupils' expressive reading abilities. They read with appropriate understanding and can recall the essential outline of stories that they are reading.
53. The quality of pupils' writing has improved over the year. Throughout the school, pupils' writing is generally at the level expected for their age in English workbooks, but there is room for improvement in their writing for other subjects. Handwriting standards are inconsistent. Even by Year 4, there are pupils whose handwriting is not joined. Spelling of common words is a weak aspect, often due to carelessness, because when asked, pupils could spell misspelled words correctly when they used letter sounds to guide them. Punctuation is a strong feature of writing, especially amongst the higher attaining pupils.
54. Teaching and learning are good overall and achievement is good throughout the school. In English lessons the teaching assistants are used effectively to support pupils with special educational needs. Assessment is used well to gather information on individual pupils, to set targets to be achieved, and to track progress towards the targets. Pupils know their own writing targets and are able to say how well they are doing. Whilst written lesson plans do not always identify what pupils should be able to do by the end of the lesson with sufficient clarity, teachers keep personal notes on individual pupils and carry out assessments during the lesson to check progress. Care must be taken to ensure that the lack of written identified assessment opportunities to cover the needs of all pupils does not result in some pupils not receiving appropriate challenges. Marking of schoolwork and homework is carried out regularly and tells pupils what they need to do in order to improve current standards.
55. The temporary co-ordinator, who is in her second year of teaching, is maintaining satisfactory leadership and management of the subject under the guidance of the head teacher.

Language and literacy across the curriculum.

56. Prior to, and following the last inspection the school has properly concentrated on raising standards in English. In this it has been successful, standards have risen from well below the

average of similar schools in 2001 to being well above in 2004. Whilst the use of language across the curriculum is generally satisfactory, especially in talking and reading skills, there has been less developed use in writing. Pupils know that their writing targets are important in English lessons, but have not yet associated their targets with writing tasks elsewhere. As a consequence written work in some subjects is brief and opportunities to practice skills are sometimes missed.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils are currently making good gains in their learning throughout the school.
- Teachers are confident and knowledgeable in the subject and in numeracy strategy.
- Assessment systems are efficient and are used well when planning work.
- Pupils with special educational needs are supported effectively.

Commentary

57. Standards in national tests in 2004 for pupils in Year 2 were above average. They were very good compared to similar schools when eligibility for free school meals was the criteria.
58. Inspection evidence indicates that standards are above average at the end of Year 2 and Year 4 and pupils' achievements are good. The school has placed a specific focus on the development of the subject and, as a result, there has been a good level of improvement since the previous inspection. By the end of Year 4, pupils generally organise their work effectively. They have a good understanding of place value and use their knowledge of tables and links and patterns in number to deduce answers to mathematical problems. Higher attaining pupils present information in a clear way and check their results as they go. They use instruments to measure accurately and collect and record data on frequency tables, which they then interpret well.
59. A result of the hard work that the school has put in over the last two years has been a significant improvement in the quality of teaching and learning in the subject, which is now good overall. Teachers and support staff are knowledgeable and confident. Lessons, particularly for pupils in Years 3 and 4, move on with good pace. Teachers make good use of resources, such as number fans and number lines in lessons and this enables them to easily see how well each pupil is completing the tasks they have set. Work is planned which includes a good range of opportunities to use number in practical ways and to develop pupils' mathematical vocabulary effectively.
60. Clear, effective whole-school assessment systems have been developed and the information gained is used well by teachers to plan work for each pupil that is neither too easy nor too hard. Pupils are given good opportunities to learn about the relationships with numbers. As a result of the interesting and stimulating work they are given, pupils in the oldest class concentrate well and become fully involved in their tasks. Lessons have a good amount of challenge for higher attaining pupils in the oldest class and this is a significant improvement since the previous inspection. Pupils are made aware of how well they are doing and what their next targets are for improvement. As a result, all pupils, including those with special educational needs, gain confidence in their mathematical ability and are happy to volunteer to explain their reasoning and results to the class. Support assistants work effectively with pupils with special educational needs to ensure that they have a good amount of practical opportunities to use number and progress at a good pace, developing their confidence and self esteem in this work.

61. Leadership and management of the subject are good. The leadership has an accurate understanding of standards throughout the school and of teachers' and pupils' skills. Careful analysis of tests and monitoring of lessons and pupils' work has resulted in raised standards throughout the school. Because of this good work, standards at the end of Year 2 have remained as high as they were at the time of the previous inspection and standards at the end of Year 4 have been improved.

Mathematics across the curriculum

62. Teachers provide a satisfactory range of opportunities for pupils to develop mathematical knowledge and skills. For example, pupils learn to measure and record findings in science. ICT is used well in lessons for pupils to practise and develop mathematical skills, such as tables and number patterns, but opportunities for its use are not automatically included in planning sheets and so opportunities are sometimes missed.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils' investigative skills in Years 3 and 4 are improving.
- Teachers' workbooks comments provide good guidance on improving their work.
- Teachers' assessments and planning are not always focused closely enough on National Curriculum expectations.
- ICT could be used more effectively to help pupils' science learning.

Commentary

63. Standards are in line with those found nationally at the end of Year 2. Pupils from all groups achieve satisfactorily. In the most recently published national assessments at the end of the 2003-2004 school year, teachers judged that standards at the end of Year 2 were below national averages, but matched those for similar schools. The proportion of pupils attaining the higher Level 3 matched averages nationally. Standards at the end of Year 4 are comparable to those found nationally. Year 3 and 4 pupils from all groups achieve satisfactorily. Their investigative skills have improved since the last inspection.
64. Pupils' studies in Years 1 and 2 include studies of their bodies and how to keep themselves healthy. They are given meaningful opportunities to investigate, for example looking at the characteristics of a wide range of materials and testing them for waterproofing and sound insulation. They investigate seeds and plant growth through their own experiments in germinating seeds and planting out seedlings. They use simple tables to group their findings. By the end of Year 4, pupils probe the qualities of materials, living things and physical processes more deeply and widen their knowledge of scientific method and scientific vocabulary. For example, they investigate friction resistance through devising experiments of transporting an egg up a ramp.
65. Teaching and learning are satisfactory. In the lessons seen, pupils were eager to begin investigations and readily thought of ways to describe and test their ideas. Their teachers' enthusiasm captured and maintained their interest. Pupils with special educational needs achieve as well as their classmates because of the good support they receive. The needs of higher and lower achieving pupils are not met as consistently in lessons and written work. A satisfactory Year 4 lesson on the characteristics of different kinds of rocks enabled the pupils to make good progress through experiments on solubility and hardness. The pupils were very interested in identifying the rocks and delighted in noticing the differences when scratching and pouring water over various rock types. They made much less progress on systematically measuring and recording their results because they had too little guidance on how to do this.

A Year 2 lesson on plant growth seen was unsatisfactory because it did not give enough opportunities for a number of pupils who were very knowledgeable about gardening to use their knowledge. Teachers are beginning to set targets for pupils, and comments written in their workbooks give good guidance on how to take their learning further. For example, one Year 2 pupil was encouraged to think further by the comment, “ You found some magnetic materials. What about non-magnetic materials?” Because the targets set are based only on the scientific skills element of the National Curriculum requirements, teachers do not always assess pupils’ knowledge of the full range of scientific knowledge required for each age group. Opportunities to use ICT, including data gathering tools are sometimes missed.

66. Leadership and management are good. The committed and enthusiastic co-ordinator has energetically promoted improvement in through her guidance on developing pupils’ investigative skills and teachers’ workbook comments. She has analysed the most recent national assessment results and has worked well with the link governor and local authority on checking the quality of teaching and pupils’ workbooks. She recognises the need to use ICT more effectively in science.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Newly enhanced accommodation and resources for the subject are having a positive impact on pupils’ acquisition of new skills and learning.
- Opportunities to use ICT as a tool for learning in other subjects are sometimes missed.
- The school recognises the weaknesses in its provision for ICT in the past and is taking positive steps to provide better resources and develop teachers’ skills.
- Procedures for assessing pupils’ achievements and making use of the information have only been introduced very recently and as yet contain little information to aid lesson planning.

Commentary

67. There has been a good level of improvement in the school’s provision for ICT since the last inspection. Standards are now in line with those expected for pupils’ ages at the end of Years 2 and 4 and pupils’ achievement is satisfactory. The main reason for this is that the school has invested a great deal in enhancing the provision in terms of accommodation, resources and developing teachers’ knowledge and skill. Pupils in all year groups now have daily access to a suitable number of computers and software. In addition, interactive white boards in each class are effectively used as a teaching aid to make lessons interesting and exciting. Pupils in Year 2 use drawing programs to illustrate their work in literacy and then use the word processing facility to write about what they have drawn. By Year 4, pupils use word processing effectively to write their stories of the “Iron Man”. They use a suitable range of skills, such as using the internet and the digital camera. They program floor moving robots satisfactorily to perform simple manoeuvres and input work into simple data bases.
68. The quality of teaching and learning is satisfactory overall and some of the teaching observed was good. Pupils are taught a suitably wide range of skills and teachers use equipment such as the interactive white boards effectively to make lessons interesting. Pupils achieve satisfactorily in the areas that are taught, but there is evidence that opportunities to use ICT in other subjects are sometimes missed which prevents standards being raised still further.
69. Pupils throughout the school, including those with special educational needs, have a satisfactory understanding of how to operate a computer, and use a range of programs successfully. By the end of Year 4, pupils have a basic understanding of how to exchange and share information, such as by using a word processor to present written work, and of how to find things out, such as by using the Internet. However, there has been very little development

of more advanced skills, which enable pupils to develop ideas and make things happen, until very recently. Pupils throughout the school are given good opportunity to use a digital camera to record work and school events.

70. Leadership and management of the subject and the strong focus placed upon the subject, including the large investment in upgrading systems has led to a good level of improvement. However, there is currently no named person to co-ordinate the development of the subject and much of the monitoring that has been done has fallen to the head teacher. While this is satisfactory in the short term, this is not a sustainable position and does inhibit the easy sharing of information. Assessment of pupils' achievement and progress in the subject has not been undertaken in any cohesive way in the past. Pupils do not keep a record of the work they have done systematically, although some is saved on computer. The school has very recently started to trial a simple form of assessment, but as yet too little information has been accrued to be of significant use in planning lessons to match the needs of individual pupils. Teachers' planning and subsequent evaluation has not been scrutinised systematically to ascertain whether all aspects of the curriculum, such as links with other subjects have been covered adequately. The school has rightly identified that ICT is an important area for further development and important first steps have been taken to bring improvement, but acknowledges that there is still a need to develop skills and knowledge of teachers and support staff to ensure that full use is made of all of the opportunities to use the subject to enhance teaching and learning and the standards pupils attain.

Information and communication technology across the curriculum

71. The use of ICT across the curriculum is broadly satisfactory, but opportunities are sometimes missed. There is very little evidence of work involving ICT in pupils' books. Pupils sometimes present their written work using a word processor, and occasionally produce graphs and charts for work in mathematics and science, but there are few other examples of ICT being used to complement or enhance work in other subjects.

HUMANITIES

72. Pupils' work in history, geography and religious education was not a major focus for the inspection. Too little evidence was gathered to make secure judgements about provision in these subjects. Evidence from teaching plans, pupils' workbooks, and discussions with pupils and staff show that the National Curriculum and Local Agreed Syllabus are met. Standards are likely to be in line with national expectations. There is some curriculum imbalance within and between these subjects.
73. Pupils' work in **history** and **geography** is greatly enriched by visits, for example to a local centre, which enables pupils to see and enjoy experiencing Viking and Anglo-Saxon technology and daily life. However, their classroom written work is not linked to these experiences, and often lacks challenge for the highest achieving pupils. Opportunities to develop their numeracy and ICT skills through these subjects are still at an early stage of development.
74. Pupils' discussions and written work for **religious education** shows they develop good knowledge of Christian beliefs and worship and the life of Jesus. This is enhanced by well-planned links to assemblies. Younger pupils learn about Judaism and older ones about Hinduism, which arouses their interest. They develop positive attitudes, for example expressing appreciation of the beauty and spirituality of the local synagogue they visit. Because these religions are studied for only a limited time in each two-year cycle of the school's curriculum plans, many pupils remember too little of what they have learnt. Pupils also have very little knowledge of Islam, which is studied in the middle school they transfer to. The school is aware that there is still scope to widen their awareness of Islamic and other religious ways of life.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

75. Physical education, design and technology and music were not main foci for the inspection and not enough evidence was collected in these subjects to make firm judgements about the quality of provision, or the quality of teaching and learning. However, general discussion with pupils, and the scrutiny of displayed work indicates that pupils experience a broad curriculum, and attain appropriate standards for their age.
76. No teaching in **design and technology** was observed during the inspection. However, scrutiny of work and discussions with pupils and staff indicate that standards are broadly in line with national expectations by the end of Year 2, and Year 4. The curriculum covers all of the required aspects and pupils have opportunities to undertake the full process of planning, designing, making and evaluating their work.
77. Very little evidence was gained for **music**, but indications are that the school fulfils the requirements of the National Curriculum. A number of pupils learn to play recorders and tuned percussion confidently and the singing in assembly is tuneful and enthusiastic.
78. There are indications that standards in **physical education** are at least in line with those expected for pupils' ages. Participation in sport is promoted effectively. The school day starts with an aerobic session, which is very disciplined and energetic and enjoyed by all. This makes a very good start to the day and has a positive impact on pupils' personal and social development as well as their health and fitness. A wide-ranging programme of extra-curricular activities provides the opportunity at various times for pupils to participate in sports including sports festivals linked with other local schools. Teachers and teaching assistants give willingly of their time to run these activities and promote participation in sport and dance. There is regular use of sports coaches to raise standards of awareness of opportunities in pupils and parents alike. The curriculum coverage includes opportunities for swimming and adventurous and outdoor activities and good use is made of the nearby facilities. The school has good outdoor facilities for physical education and teachers use these effectively.

Art and design

Although only one art and design lesson was observed during the inspection, this lesson, together with displayed work, enabled a secure judgement on standards and provision to be made.

Provision in art and design is **good**.

Main strengths and weaknesses

- Standards exceed national expectations in drawing and the use of colour.
- Achievement is good throughout the school.
- Pupils' use of their drawing skills in other subjects is good.
- Pupils' study and use of three-dimensional media needs attention.

Commentary

79. All pupils make good progress in drawing and colour work throughout the school and they achieve well, exceeding the standards expected for their age. The teaching in the one lesson seen was good. The overall quality of work displayed strongly suggests that teaching of this aspect of art is generally good.
80. Pupils are enthusiastic about their own work and that of others. They are eager to discuss their work, and are able to say how it might be improved. Pupils are not afraid to experiment with media, so that in the lesson seen pupils tried out various methods of colour blending and mixing media. They know that they will not be corrected for applying paint or pastels incorrectly, so long as they benefit from investigations that do not work. It was good that studies of famous painters had resulted in pupils in Years 3 and 4 producing images in the style of Joan Miro, rather than copying examples of his work. Pupils in Years 1 and 2 study

photographs of classical and modern sculpture in preparation for later work, but pupils' use of three-dimensional media is undertaken too infrequently. Drawing skills are used to illustrate work in other subjects. For example, during a visit to Avoncroft Outdoor Museum pupils produced good quality detailed drawings of buildings. Some of the flower studies displayed in the corridors are of well above average quality.

81. The subject makes only a satisfactory contribution to pupils' cultural development. For example, the range of painters studied is narrow and could be widened to enable the studies of religious and secular art from a variety of periods in order to broaden pupils' knowledge and understanding of other cultural traditions. Whilst sketchbooks are used effectively to give focused drawing practice, their use to enable individual pupils to collect and investigate a range of images, textures, patterns and colour use that interests them, is underdeveloped. At present there is no co-ordinator in post. The members of staff meet together, guided by the head teacher, and make decisions regarding such matters as resources and the monitoring of pupils' work. It is a tribute to the staff that current standards are so high.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- The school has a good programme for personal, social and health education.
- Very good relationships between pupils and teachers engender confidence in pupils, who are not afraid to share their ideas, feelings and concerns.
- Teachers plan and prepare lessons carefully.
- Very good use is made of incidental opportunities to support pupils' personal and social development.

Commentary

82. The pupils' attainment is above the expected level for their age at the end of both Years 2 and 4. Pupils of all ages and abilities achieve well.
83. The school provides a good programme of personal, social and health education and citizenship and this aspect of its work has a high priority. Lessons focus on a good and wide range of important issues that are well matched to the pupils' levels of maturity. Very good relationships between pupils and adults ensure that pupils feel confident about sharing and exploring their ideas and concerns, knowing that their views will be valued, and treated with sensitivity. Pupils are keen to enter into discussion, and take a full and active part in lessons. There are many planned occasions for pupils to learn about the dangers of drugs and other substances through visits from the police and fire service. Sex education is taught through science and linked to the school's Healthy School project.
84. The teaching and learning of personal, social and health education is good, and teachers throughout the school prepare lessons well so that they are well focused and move at a good pace. Teachers are skilful in drawing out the pupils' own ideas, and introduce topics with good levels of sensitivity. Teachers make learning of manners and polite response fun, such as when playing simple games in a circle that ensure that all pupils interact politely with each other. Teachers make good use of stories as a starting point in lessons and assemblies, and these capture the pupils' interest and focus their thinking. In addition to the formal programme of lessons, teachers and support staff use incidental opportunities that arise during the course of the day very effectively to promote pupils' personal and social development, for example, during the lunchtime session, or when playing in the "Forest" area.
85. This aspect of the school's work is well led and managed. In addition to lessons and other structured activities, there is a school council, which takes a very active part in bringing about

school improvement, and in making pupils aware of their responsibilities within the school community. As a result of the council meetings, pupils feel that they are listened to and that their views are taken seriously. There has been a good development of this aspect of the curriculum since the last inspection.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
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	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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