

INSPECTION REPORT

**EDENFIELD CHURCH OF ENGLAND PRIMARY
SCHOOL**

Edenfield

Bury

LEA area: Lancashire

Unique reference number: 119385

Headteacher: Mrs J Reidy

Lead inspector: Mr R.P. Bamber

Dates of inspection: 16 – 18 May 2005

Inspection number: 269600

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary controlled
Age range of pupils: 4 – 11
Gender of pupils: Mixed
Number on roll: 132

School address: Market Street
Edenfield
Bury
Lancashire

Postcode: BL0 0HL

Telephone number: 01706 823608

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Appropriate authority: Governing Body

Name of chair of Ms Janice Johnson
governors:

Date of previous inspection: 14/02/2000

CHARACTERISTICS OF THE SCHOOL

This smaller than average, Church of England village school has 132 pupils on roll. It serves an area of mixed housing, with families from a wide range of social backgrounds, of white British heritage. A considerably lower than average proportion of pupils take a free school meal. No pupil speaks any first language other than English and the school currently has no traveller or refugee children. There is an average percentage of pupils with special educational needs, but a well above average proportion have a statement of special educational need. Children enter the school with average attainment. The percentage of pupils entering or leaving the school at times other than normal is average.

The school is in receipt of a Department of Education and Skills Achievement Award and was awarded the Race equality Charter in 2004. There are very strong links with the local community, particularly the Church.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15064	Mr P Bamber	Lead inspector	Mathematics Geography History Physical education English as an additional language
1329	Mrs G Marsland	Lay inspector	
19709	Mrs J Fisher	Team inspector	English Information and communication technology Music Design and technology Special educational needs
21893	Mr M Duggan	Team inspector	Areas of Learning in the Foundation stage Science Art and design Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school offering an enriched curriculum and **good** value for money. Pupils achieve well and attain above average standards. They benefit from very good links with the local community. Behaviour is good and pupils have very good attitudes to their learning. The leadership and management of the school are **good**, as is governance.

The school's main strengths and weaknesses are:

- Standards are above average and most pupils achieve well.
- Overall, the quality of teaching and learning is good, with specialist teaching contributing very well to pupils' learning.
- The school is well led and managed, promoting a good team spirit and very positive relationships.
- In Years 3 and 4, the expectations of pupils' behaviour and of the quality and quantity of their work is not always high enough.
- Pupils behave well and have very good attitudes to their work.
- Children have a good start to their education in the reception class.
- Pupils are very well cared for and as a result they enjoy a safe and positive environment in which to learn.
- There is a good, inclusive curriculum offering considerable enrichment. However, the cramped accommodation places some restrictions upon pupils' learning.

Improvement since the previous inspection has been very good. All the key issues identified at that time have been addressed well. The best improvement has occurred in the standards of attainment and of teaching in Years 1 and 2, in provision in information and communication technology (ICT), in leadership and management and in governance and in ensuring that the full National Curriculum is taught.

STANDARDS ACHIEVED

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

*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 **good** overall. Children enter the school with skills in line with those expected for their age. They are well taught and supported and make good progress in their areas of learning, particularly good in their personal, social and emotional development. Most exceed the targets set for them by the time they enter Year 1. Results in the Year 2 national tests over the past few years indicate a rising trend in standards. Last year pupils attained well above average standards in reading, writing and mathematics. Currently these standards are matched in reading and writing and they are above expectations in mathematics, science, ICT and religious education.

In the Year 6 national tests, standards over the past few years have been generally above average, with the 2004 cohort performing very well in mathematics and science and well in

English. They have consistently reached the challenging targets set for them in the national tests. Currently, standards are above expectations in English and mathematics and in line with expectations in science. Standards are above expectations in ICT and religious education.

Pupils in Years 1, 2, 5 and 6 achieve well and when they are taught by specialist teachers, the pupils' achievement is very good. In Years 3 and 4, pupils' achievement is only satisfactory because of some relative weaknesses in teaching. Throughout the school, achievement in speaking and reading is very good. Those pupils who have difficulties learning or behaving well achieve as well as their peers. Pupils who have special talents, or who are amongst the most able, achieve well as a result of a focussed curriculum.

Pupils' attitudes to school are very good and they behave sensibly. Attendance is very good and pupils are rarely late. Pupils' personal development, including their spiritual, moral, social and cultural development, is very good.

QUALITY OF EDUCATION

The quality of education is good. Pupils are well taught, learn effectively and good quality assessments contribute well to their achievements. The curriculum is good and very inclusive, with considerable enrichment provided by out-of-class activities, visits and visitors to the school. Pupils are very well cared for and they have very effective support and guidance, both personally and academically. There are good links with parents and very good links with the community, including the church, which contribute very well to pupils' learning.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good. The headteacher and senior staff promote a strong team spirit and very positive relationships, allied to the rigorous pursuit of high standards. Senior managers provide a very strong role model in their teaching and subject management. Governance is good. Governors take on an active role in strategic planning and in monitoring the school's provision.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are overwhelmingly positive about the school. A few have concerns about how well they are informed and how comfortable they are approaching the school with any concerns. They are very positive about the school's ethos, the curriculum and behaviour. Pupils enthuse about how interesting their lessons are and the friendliness of the school. With some justification, they are not so positive about the quality and temperature of school lunches.

IMPROVEMENTS NEEDED

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

- Ensure that pupils' achievement and the quality of teaching in Years 3 and 4 matches the quality in other years.
- Improve the accommodation in order to broaden the pupils' curriculum even further.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Attainment in Year 6 is above expectations in English and mathematics and in line with expectations in science. Currently in Year 2, standards in English are well above expectations and above expectations in mathematics and science. Overall, pupils achieve well and children in the reception class make good progress.

Main strengths and weaknesses

- Pupils' speaking and reading skills are very good.
- Where specialist teaching occurs, pupils achieve very well.
- Pupils with special educational needs achieve well as a result of well planned support.
- Pupils in Years 3 and 4 do not always achieve as well as those in the rest of the school.
- In the reception class, children achieve consistently well and make good progress.

Commentary

1. Children in the reception class make good progress and achieve well in all their areas of learning. Their personal, social and emotional development is particularly good as a result of sensitive and well focused teaching. In this area, they considerably exceed the targets set for them by the time they enter Year 1. In all the other five areas of learning many exceed expectations.

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

Standards in:	School results	National results
Reading	17.8 (17.3)	15.8 (15.7)
writing	15.9 (14.2)	14.6 (14.6)
mathematics	17.5 (18.3)	16.2 (16.3)

There were 17 pupils in the year group. Figures in brackets are for the previous year

2. The table above indicates that pupils in the Year 2 national tests in 2004 performed very well compared to pupils in all schools. They also considerably outperformed pupils in similar schools in reading and did better in writing and mathematics. Teachers' assessments in science also indicate high standards. Such results represent a very good improvement since the previous inspection. Currently, standards in Year 2 are well above expectations in English and above expectations in mathematics and science. In those other subjects, in which it was possible to make a secure judgement, standards are above expectations in information and communication technology (ICT) and religious education. Because of time constraints and the organisation of the curriculum it was not possible to judge standards in other subjects. Pupils achieve well in Years 1 and 2, especially in reading and in speaking. They also apply their writing skills well to support their learning in other subjects.

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

Standards in:	School results	National results
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English	28.1 (26.7)	26.9 (26.8)
mathematics	28.7 (26.7)	27.0 (26.8)
science	30.1 (29.6)	28.6 (28.6)

There were 21 pupils in the year group. Figures in brackets are for the previous year

3. In the 2004 national tests Year 6 pupils performed very well, attaining well above average standards in mathematics and science and above average standards in English. Compared with similar schools, they did best in mathematics and matched the performance in English and science. The current Year 6 has a much higher proportion of pupils with learning and behavioural difficulties than normal. As a result, standards are not as high as last year. However, pupils achieve well and indications are that in 2005 national tests they will achieve above average standards in English and mathematics and average standards in science. If achieved, these results will represent good progress and will meet the challenging targets the school set for the national tests in English and mathematics. There is no significant difference in the performance of boys and girls. In ICT and religious education pupils are attaining above expected standards. In Years 5 and 6, achievement is consistently good as a result of challenging and thoughtful teaching. Achievement in Years 3 and 4 although satisfactory, is not as consistently high as in other classes because of some relative weaknesses in behaviour management and in the pace of learning.
4. Throughout the school, pupils speak clearly and confidently. This enhances their achievements in many subjects, notably in their ability to interpret questions and to problem solve. Similarly their very good reading skills help them with many subjects and adds considerably to their enjoyment of learning. An example of this very good achievement was in a good Year 2 geography lesson about travel. Because pupils were so articulate and could read so well, they were fully engaged in accounts of their own holiday experiences and enjoyed reading together from a book about car ferries.
5. Often, pupils achieve best when they have specialist teaching. Lessons were observed in music, science, physical education, French and personal, social, health and citizenship education, in which pupils' attainment and achievement was considerably enhanced by skilful teaching. For example, Year 6 pupils made very good progress in learning the rudiments of sign language in a very good lesson in personal, social, health and citizenship which was taught by a visiting specialist as part of Deaf Awareness week.
6. Throughout the school, pupils with special educational needs and those who are very able achieve well. Pupils who have difficulties behaving well also make good progress. Their curriculum is well planned and the excellent partnership between class teachers and teaching assistants ensures that these pupils are fully engaged in lessons so that they may reach the targets set for them. In most classes, challenging work is set for the most able and the highest attaining groups have focussed support, which enables them to achieve well.

Pupils' attitudes, values and other personal qualities

Pupils' attendance is **very good**. Punctuality is **good**. The pupils' attitudes to school are **very good** and their behaviour is **good**. Pupils' personal development, including their spiritual, moral, social and cultural development, is **very good**.

Main strengths and weaknesses

- Pupils' very good attitudes to school make a positive contribution to their learning.
- Behaviour in the classroom and playground is good and pupils get on well with each other.
- Attendance rates are high in comparison with other primary schools and pupils arrive on time.

Commentary

7. The pupils enjoy coming to school and are rarely late. Attendance rates have risen since the introduction of the computer-based attendance programme. This enables the headteacher and secretary to monitor and analyse attendance figures rigorously. Certificates are awarded for good attendance and holidays in term-time are discouraged. However, some families do still take holidays in term-time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.4	School data	0.0
National data	5.1	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

8. The pupils have very good attitudes to school because of the very good relationships they share with staff. They are confident, friendly and keen to learn. In lessons, pupils are not afraid to express their opinions and contribute ideas. A good quantity of work of high quality was observed in a Year 1 mathematics lesson on symmetry, when pupils demonstrated confidence and commitment to their lesson. When tasks do become more difficult they persevere.
9. Pupils' behaviour has improved now that the new behaviour policy is in place. There have been no exclusions in the last three years. Every pupil has been given a behaviour book, which contains the school behaviour code and is used as a means of tracking the pupil's behaviour throughout each week. Parents are asked to sign the book and this provides the opportunity for ongoing dialogue between home and school. A good scheme of rewards and sanctions are in place such as the 'Star of the Week' certificates and the award of 'Golden Time' which rewards the pupils with the chance to choose a Friday afternoon activity. Instances of bullying or harassment are rare, but pupils know that they can turn to an adult for help and support if necessary and incidents are swiftly resolved.
10. Overall, pupils' personal development, including their spiritual, moral, social and cultural development, is very good. They are very spiritually aware because the school creatively uses many opportunities to promote a sense of enquiry and wonderment. Assemblies are used very well to extend pupils' understanding of the beauty of the world and as is very apt for a Church school, to understand the rites and ceremonies connected with Christian worship and teaching. Prayers start and end the day, encouraging pupils to reflect upon what has happened to them and how they have acted towards others.
11. Pupils have a keen sense of right and wrong, emanating from the strong Christian ethos promoted by the school. A variety of lessons and experiences encourage them to value the views and beliefs of other pupils who hold different opinions or who

come from different backgrounds. They understand that life presents moral dilemmas that are not easily solved or dealt with.

12. Socially, pupils are at ease. They are confident with their peers and adults, forging very positive relationships. The active way in which they are encouraged to express their views, both in the classroom and through the more formal vehicle of the school council, effectively promotes their keen sense of social awareness. Pupils are aware of the social responsibilities as members of the school and as young citizens in their local community.
13. Pupils enjoy learning about other cultures and embrace them positively. They are racially tolerant and as a result of many aspects of the curriculum understand the ways in which members of different communities and cultures are different to them, or are indeed similar. Visits to communities unlike their own and to places of historical or aesthetic interest enhance their cultural development well.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Overall, teaching, learning and assessment are all good. The curriculum is good and is considerably enriched through clubs, visits and visitors. The quality of care is very good and pupils have very good support and guidance. Although resources and accommodation are satisfactory overall, the lack of internal space places some restrictions upon pupils' learning. There are good relationships with parents. The very good links with the community contribute significantly to pupils' progress, as do the good links with the local schools.

Teaching and learning

Overall, the quality of teaching and learning is **good**. Assessment is effective in promoting pupils' continuing good progress.

Main strengths and weaknesses

- There is consistently good teaching in the foundation stage.
- Most teachers successfully insist on high standards of behaviour and promote enjoyment in learning.
- Very good use is made of teaching assistants to support small groups of pupils.
- The quality of teaching in Years 3 and 4 does not match the same high standards found in the rest of the school.
- Very good use is made of specialist teaching in music, science, personal, social, health and citizenship education (PHSCE) and in French.

Commentary

14. In the reception class, teaching is always good and often very good. As a result, children make good progress and achieve standards above those expected by the time they enter Year 1. Particularly good teaching of and support for speaking and personal skills and the basics of reading, writing and number work provide children with a solid foundation for the rest of their education. Accurate assessments contribute significantly to the planning of well matched tasks for children in the reception class.

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	14	4	0	0	0

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

15. In most lessons, teachers and other adults engage pupils' interest in learning very well and insist that they listen to and respect the views and opinions of all. As a result, lessons are conducted in a positive and productive atmosphere in which enjoyment in learning and good behaviour are paramount. By using interesting resources, including interactive whiteboards and employing effective teaching strategies, teachers make learning accessible and enjoyable. Pupils achieve well as a result. The open way in which the very good relationships develop between pupils and their peers and adults contributes very well to the confidence with which pupils' learn, respond orally to questions and give freely of their opinions. There were many instances in lessons of pupils working harmoniously together to enhance each other's learning, and of good-natured co-operation in practical tasks.
16. In those lessons where pupils learn in smaller groups or individually, they have very effective support from teaching assistants and as was the case during the inspection, from student teachers. Whilst the main beneficiaries of this support are pupils with special educational needs or behavioural difficulties, those pupils who are gifted or talented also have specific teaching in order to extend their thinking and ensure their continued good progress. In a Year 5 mathematics lesson, for example, the most able group of pupils was very well challenged by problems involving fractional percentages.
17. Pupils enjoy and benefit very well from specialist teaching in some subjects. Year 5 achieved very well during a very good music lesson taught by the headteacher, supported by a visiting drummer. The same year group greatly enjoyed and benefited from a French lesson taught by a specialist teacher from a local High School. Reception children and other pupils' physical development is well enhanced as a result of having weekly lessons from a physical education coach, whilst Year 2 pupils learn very well as a result of specialist science teaching.
18. In Years 3 and 4, standards of achievement and of behaviour are not as high as in the rest of the school. These pupils are taught in a mixed age class that contains a significant number of pupils who find it difficult to maintain good behaviour throughout a lesson. Whilst employing potentially effective behaviour management strategies, the relatively inexperienced teacher is sometimes not diligent enough about insisting that all rules are adhered to, nor are the tasks set sufficiently challenging to maintain pupils' concentration, resulting in tasks not always being completed properly. This is an area where the school's managers do not do enough to support the development of teaching skills.
19. Assessment is well used to promote good achievement. Teachers mark pupils' work diligently, with some variation in the usefulness of the comments made to help pupils improve. In English particularly, very good use is made of targets, linked to National Curriculum levels, not only to inform pupils of where they are in relation to national expectations, but also to spur them on to achieve higher levels. Because of this method, pupils are very clear about how their writing needs to improve in order to attain their goals. Teaching assistants play a key role in recording pupils' achievements during lessons. There were many good examples of teachers using

day-to-day assessments to fine tune their lesson plans in order to match individual pupils' needs more precisely.

The curriculum

The school provides a **good** curriculum. The range and quality of extra curricular activities are **very good**. The accommodation and learning resources are **satisfactory** overall, but the accommodation is limited.

Main strengths and weaknesses

- The school provides a well planned and stimulating curriculum within and beyond the school day.
- The ethos of the school ensures that all groups of pupils are fully included in the experiences that it offers.
- The curriculum in the Foundation Stage is good.
- The provision for special educational needs is good.
- The provision for personal, social and health education is very good.
- The quantity and quality of resources are generally adequate, but the limited space available places restrictions on some aspects of teaching and learning.

Commentary

20. The success of the curriculum is based on the strong leadership of the headteacher and subject co-ordinators and good training that has given the staff opportunities to develop and share their knowledge and expertise. This has resulted in very good teamwork and a well-planned curriculum, which meets the needs of all pupils well. The sensitive teaching of the curriculum, both within and beyond the school day, brings excitement and challenge to learning, extends pupils' skills and raises their self-esteem. Due emphasis is placed on literacy and numeracy and many effective links are made between subjects. These factors stimulate all pupils' learning and contribute to the high standards of achievement. The curriculum has improved well since the previous inspection.
21. The school gives very close attention to ensure all pupils have equal access to all areas of the curriculum. This begins in the Foundation Stage where the curriculum is good and a wide range of stimulating and exciting activities engage children's interest well. The provision for pupils with special educational needs is good and all statutory requirements are met. Throughout the school, teachers work very hard to involve all groups of pupils. Learning is enhanced by a very supportive atmosphere, positive attitudes of all staff and the good quality of the pupils' individual learning programmes. The learning needs of pupils are diagnosed and analysed from a very early age and careful attention is given to providing well-matched work for individual pupils. The well-trained support staff ably assist teachers and as a result, pupils are supported well and make good progress and achieve well. Close attention is given to ensure that the gifted and talented pupils have challenging programmes of work. For instance, very able mathematicians follow the curriculum for pupils a year older to ensure that they progress well.
22. Provision for pupils' personal, social and health education is now very good, both in specific lessons and through work in other subjects. In Years 1 to 6, pupils experience a very good range of well-planned opportunities, including citizenship. There is a well planned and taught programme for sex and relationship education. Pupils work collaboratively and independently in lessons. Class discussions help

pupils to develop their understanding of themselves, relationships and the world around them.

23. A very wide range of interesting and exciting opportunities enriches the curriculum. The quantity and quality of regular visits, including a residential visit to Whitehough by pupils in Years 5 and 6, help to structure and enhance learning beyond the classroom. Pupils participate enthusiastically in extra-curricular activities, which range from choir and instrumental tuition, to line dancing and sports. In addition, very good use is made of visitors to extend pupils' all-round education. The teaching of French further enriches the curriculum for some pupils.
24. Good improvements have been made to the accommodation since the previous inspection and the school makes the best use of its building and outside areas. The new ICT suite is a significant improvement in provision and is used effectively to enhance learning across the curriculum. Although accommodation is cramped, good timetabling and effective organisation minimise the effect on the quality of pupil's education. However, because of the lack of space there are some restrictions on the range of learning activities and group sessions that can take place. Teachers have resourcefully made a library area on the school stage for all pupils to have access to well-displayed books. It is competently organised by parent governors, but its siting restricts access to all pupils and could prove inaccessible to any pupils with physical disabilities. The school is eager, and has longstanding plans, to extend the playground. Resources are generally adequate. The match of teachers to the curriculum is good and the effective deployment of the support staff very effectively contributes to pupils' good achievement.

Care, guidance and support

Arrangements to ensure pupils' care, welfare, health and safety are **very good**. Pupils have **very good** support, advice and guidance from the staff. Involvement of the pupils by seeking, valuing and acting on their views by means of the school council is **good**.

Main strengths and weaknesses

- The staff's very good knowledge of pupils enables them to promote their academic and personal development very successfully.
- The pupils have a voice in school and the views of the School Council are valued and where possible acted upon.
- Very good induction procedures enable reception pupils to settle swiftly into school.

Commentary

25. The school provides a very safe environment in which the pupils enjoy learning. They are well supervised around the school building, where established routines ensure their welfare and safety. Potential hazards are quickly identified and resolved. Arrangements for child protection and 'looked after' pupils are now very good and meet the requirements of the local Area Child Protection Committee. All staff receive regular training including the lunchtime supervisors. There have been very good improvements in the quality of care since the previous inspection.
26. Staff have a high level of concern for the pupils' well-being. Pupils who are in need of additional support are identified swiftly. Effective tracking systems enable staff to check on pupils' progress and to make telling interventions to help those pupils who either may fall behind in their work or who are making better than expected progress.

Personal and social education lessons support the pupils' personal development and further opportunities to discuss sensitive issues arise discreetly in lessons such as religious education and science. Health professionals and members of the emergency services support some of these sessions. A discussion period called 'Circle Time' enables the pupils to talk openly about their feelings without fear or embarrassment. For instance, Year 6 was observed learning 'sign language' as part of Deaf Awareness Week. They learn to value each individual regardless of their ability or background. Children in Foundation Stage are aptly taught road safety and the school is working towards the Healthy Schools Award and has recently held a Healthy Eating Week. Older pupils negotiate their targets for improvement in literacy and reading with their teachers to enable them to assess their progress and learn what they must do to improve their work.

27. The elected school council meets each month to discuss issues raised by pupils. They are proud of their achievements and know their views are taken seriously by the adults and often acted upon. Arrangements are now in place for lunchtime activities in the playground or on the field, markings for games have been added to the playground and two 'friendship' benches have also been donated.
28. The very good induction procedures in the reception class help the children to settle quickly into school. Parents receive an induction pack with booklets such as 'Getting Started' and 'Ready Steady Go', which advises them on how they can help their children to learn. A parents' meeting is arranged and the school nurse attends to discuss any health issues. Staff visit pre-school providers beforehand to meet the children and assess the needs of each individual child. The children have the opportunity to visit the school on a number of occasions before entry and to sample lessons. They are slowly eased into the school on a part-time basis over a period of two weeks. The Toddler Group, held once a week at the school, also provides an opportunity for children and their parents to become familiar with the school and staff.

Partnership with parents, other schools and the community

The school maintains **good** links with parents. Links with the Church and local community are **very good**. Links with other schools and colleges are **good**.

Main strengths and weaknesses

- There is good mutual support between parents and the school.
- Parents receive good quality information about their children's progress and the work and life of the school.
- Very good links with the Church and local community enrich the curriculum.
- Good links with the local high schools aid transition into secondary education.

Commentary

29. Parents confirm that they are happy with the academic standards, behaviour and teaching in school and the values the school promotes. A minority did have concerns about information given regarding their children's progress and the school's involvement in seeking their views. However, the pupils' progress reports were judged to provide good quality information on progress supported by the annual parents' meetings. The headteacher and staff are also accessible at the start and end of each day, should parents have any concerns regarding their children or wish to express any views.

30. Most parents provide good support with homework and the Parents and Teachers Association raises a considerable amount of money to benefit the school. The annual Summer Fair has provided additional computers and parental help in lessons and after-school activities enhances the pupils' learning.
31. The quality of information for parents is good. The prospectus and governing body's annual report to parents and regular newsletters provide a wealth of information. Curriculum workshops have been held to explain the National Primary Strategy for numeracy, reading and for accelerated learning. Both were well attended. The pupils' progress reports are good and contain all the required information and targets to inform parents how their children can improve their work.
32. The school's very strong links with the church and the local community and good use of community resources make a good contribution to pupils' understanding of the wider context of their learning. For example, the pupils visit the church for Christian celebrations and entertain the local community with concerts and parties. Parents come into school to talk about their life and work and the police and fire brigade explain the duties of the emergency services. The school nurse talks effectively to pupils about health issues and the librarian supports their literacy skills well. Good use is made of the local environment to support subjects such as geography and history. Donations have been received from local businesses to support refurbishment and retail outlets have donated goods for raffle prizes at the summer fair.
33. Good links with the receiving high schools ensure a smooth transition from primary into secondary education. Secondary staff visit the school and Years 5 and 6 have the opportunity to sample secondary lessons on 'taster days' before deciding which school they prefer. Further 'induction days' are then held at the school of their choice. Staff liaison is effective, particularly with the special educational needs co-ordinators, to ensure continuity of learning and pastoral support. Curriculum links are established for mathematics with a transitional project used to enhance pupils' learning. Pupils are given the 'It's Your Move' booklet to explain all concerns regarding their move to secondary education.

LEADERSHIP AND MANAGEMENT

The school's leadership, management and governance are all **good**. Value for money is good.

Main strengths and weaknesses

- The headteacher and senior staff contribute well to effective teaching, to pupils' good achievements and in ensuring that pupils are fully included in all aspects of school life.
- The school is in a good position to improve even further as a result of well-informed self-evaluation and effective strategic planning.
- Governors are well informed and influential in decision making.
- Senior managers are not effective enough in promoting good teaching in the lower juniors.

Commentary

34. In a small school such as this, the headteacher and senior staff have a teaching commitment and subject responsibilities, as well as more general managerial roles.

They carry out these duties well. The headteacher makes a telling contribution to pupils' learning and achievement through very effectively teaching music, science, religious education and physical education to various year groups. The deputy headteacher maintains a consistently good standard of teaching in Year 5, as well as leading the teaching of mathematics well, and ensuring that effective assessment systems are well used throughout the school. The remaining member of the senior management team is the co-ordinator for special educational needs, leads the foundation stage, oversees Years 1 and 2 well, being particularly influential in the good provision in the foundation stage. In addition this member of staff has led the very good improvements made in the provision for ICT. Other effective contributions are made within the leadership and management of science and the humanities.

35. The school is realistic and accurate in its self-evaluation. As a result, it is able to plan improvements with a clear perception of what needs to be done and how to achieve it. Recent improvements in writing, ICT, PHSCE, in accommodation and in resources have all come about through careful planning linked to pragmatic action. Since the previous inspection, improvements in the quality of teaching and in pupils' achievements and standards have been good. This is due to the rigorous evaluation of standards and effective action to improve provision. However, currently not enough is done by senior managers to provide effective models of good practice and further strategies for classroom management, in the lower juniors.
36. Governors are well informed about the school's strengths and weaknesses and as a result of this good knowledge they are influential in decision making. Several governors visit classrooms and have subsequent discussions with class teachers and subject co-ordinators about what they have observed. Well organised committees oversee the curriculum, observe all statutory regulations well and ensure prudent financial management and planning. They carry out their role as critical friends conscientiously and effectively. For instance, the useful parents' forum - an opportunity for parents to discuss issues informally with the headteacher, staff and governors - was set up at their instigation.
37. One of the most significant and positive features of the effective leadership of the school is the very good relationships that exist and the very positive team spirit that is engendered as a result. Staff work well together, sharing expertise and ideas. The close partnership between teachers and teaching assistants considerably enhances pupils learning. The very positive ethos encompasses pupils' whole curriculum, contributing very well to their very good attitudes to learning and sensible behaviour. The school makes student teachers very welcome when they are attached to the school for teaching practices and as a result they make good progress in their training. Because the school is so welcoming it attracts many visitors and members of the community who in turn make a positive difference to pupils' learning. The Christian ethos promoted by the school and its close partnership with the local church results in pupils' very good spiritual and moral development.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	394,405
Total expenditure	377,328
Expenditure per pupil	1,700

Balances (£)	
Balance from previous year	11,743
Balance carried forward to the next	28,820

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

38. Provision in the Foundation Stage is **good**. This is a similar judgement to that made at the time of the previous inspection. Children's attainment on entry to the reception class as four year olds, is in line with what is expected nationally in the six areas of learning, namely personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development. By the time they leave reception they exceed the early learning goals for all these areas. All children, including those with special educational needs, make good progress and achieve well due to overall good teaching and their own good attitudes.
39. Induction arrangements are good. Before the children enter reception, positive links are established with parents, all of whom support the school well. During the inspection, many good examples were noted when the teacher and other staff discussed freely and easily the events of the school day with parents or carers. Shared information between all adults ensures that everybody is aware of the needs of all children. The knowledgeable and enthusiastic co-ordinator manages this department well. Her planning ensures that children are provided with good opportunities to learn through play. Good assessment procedures lead to effective planning for the next stage of children's learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Adults provide very good role models.
- The opportunities for learning through play are good.
- There is a good balance between free-choice and directed activities.

Commentary

40. Priority is given to the children's personal and social development, to very good effect. Teaching and learning in this area are very good. Children are encouraged to be independent and make choices about activities. The teacher's strong emphasis on learning through play ensures that children's mathematical, language and social skills are being continually well developed. All adults act as very good role models, helping children to form positive relationships and care for others. As a result, children's self-esteem is enhanced, as noted with groups role-playing travel agents and a garage breakdown service. Due to the very good provision and effective class management, children are on track to exceed the early learning goals by the time they leave reception.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The level of support from the teaching assistant is good.
- The quality of teaching is good overall.
- The focus is strong on the development of children's thinking.

Commentary

41. Children make good progress in communication, language and literacy as a result of effective dialogue with adults and the constant opportunities to extend thinking and reasoning skills through play. Most children listen attentively in an active manner, using apt responses and gestures, especially when the teacher's questions are probing, for example in a writing lesson based on a previously read text. The time invested wisely by the teaching assistant and other adults contributes significantly to the children's conversational skills, as exemplified well in several creative and physical activities. Reading and writing are promoted well, and as a result of well-organised guided reading sessions improvement is continuous. Writing is good overall, and more able children write very well, for example – *'I went on the train to the seaside.'* Less able children's writing is still in the early stages of development, but it is improving rapidly as a result of the teacher's effective work and these children's own willingness to learn. Indications are that standards will exceed the early learning goals by the time children leave Reception because of the good teaching in this area of learning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Because the teaching is good, all the children achieve well.
- Resources are used well for practical work.
- Good attention is paid to ordering numbers.

Commentary

42. Children enter the reception class with mathematical skills broadly in line with those expected. As a result of the overall good teaching and effective support from the teaching assistant, the children all make good progress and achieve well. The indications are that by the end of reception they will exceed the expected levels. Most count confidently and correctly to 30 and beyond, and on and back to 100 in tens. Tasks are pitched well to meet children's different learning needs to ensure that thinking and calculating skills are being developed effectively. A good example was observed in a lesson where children developed a good understanding of how numbers are used to order the finishing position of runners in a race. Good opportunities to develop mathematical vocabulary, for example *more than, less than*, are routine. With good adult support children begin to recognise repeating patterns and they make effective models of common shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good use is made by teachers of the outside environment to promote their knowledge.
- Good opportunities are provided for children to design and make models.
- Adults effectively encourage children to be aware of their local and wider community.

Commentary

43. Throughout the reception year children begin to understand more about the place in which they live and how they grow from babies to adulthood. As a result of well-organised trips, for example, a tour of the local village and visits to the school's wildlife area, they find out about their environment and chat confidently about features they observe. They make good use of simple computer programmes to paint pictures, and develop a sense of the past when they study photographs of grandparents. The outside environment is used well for scientific and nature observations. On their way to and from school children identify and list the physical and human features they encounter. They enjoy designing and making, and photographic evidence confirms this, especially the wide range of junk model vehicles. Their sense of community and the plight of others are developed well while raising money for the recent tsunami victims during a 'bring and buy' sale. All these activities become more meaningful as teachers and other adults encourage children to express their opinions. This was observed to good effect with a group deciding where to go on holidays during a role-play session. Overall, children are likely to exceed the early learning goals by the end of the year as a result of the good teaching and support.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- All adults use outside accommodation well.
- Physical education is taught well.
- There are limited opportunities for children to use climbing equipment.

Commentary

44. The children's physical development is beyond that expected for this age group because of the good provision, teaching and support provided. This is an improvement since the time of the previous inspection. Good provision of tabletop games, modelling materials and the use of simple tools improve children's hand-eye co-ordination and fine motor skills on a daily basis. Good examples of this included threading beads and cutting around vehicle models, supported effectively by the teacher, were observed. Children respond well to instructions and develop a good awareness of space and consideration for others, as noted during an activity where they negotiated routes while riding a range of three and four wheeled vehicles. They develop good co-ordination and confidence as they practise running, jumping and balancing, as observed during a good movement lesson, which introduced new shapes and pathways. Opportunities to develop their climbing, scrambling, sliding and swinging skills more rapidly are curtailed by the lack of large outdoor equipment due to restricted space. Because children are well taught to hold pencils, paint-brushes and scissors properly they use them safely and adeptly.

CREATIVE DEVELOPMENT

The provision in creative development is **good**.

Main strengths and weaknesses

- The opportunities for role-play are good.

Commentary

45. The children are offered a variety of interesting activities each day. There is a good balance between those that the teacher chooses and those the children select. The quality of teaching and learning in this area is good. Independence is increased as children explore different media and materials. For example, they colour-mixed paints to produce a frieze of events relating to *Handa's Surprise*. The teacher's well-planned work ensures good opportunities for role-play, demonstrated well in a lesson where children acted out the characters of customers and providers confidently in the 'travel agent's' and 'garage repair service' areas. Occasionally opportunities to respond to children's questions in these situations are not followed through. They sing simple, familiar songs such as *Everybody do this* and take great delight in carrying out the actions. Children's development in this area of learning is good and almost all are likely to exceed the early learning goals by the end of the year.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are well above average by the end of Year 2 and above average by the end of Year 6 and all pupils achieve well.
- Speaking and listening skills are very good throughout the school.
- Teachers place importance on teaching basic literacy skills so that activities are well targeted, and very well planned and prepared to enrich learning.
- The two subject co-ordinators provide very good leadership.
- Very good assessment systems are in place and are used very well to track pupils' progress through the school.
- In independent writing, punctuation is inconsistent throughout the school.

Commentary

46. Standards in English in the Year 6 national tests have been average or above over the past four years, with boys and girls achieving similarly. Although data shows a downward trend in average standards during that time, those standards have not dropped below the average for all schools and on most occasions have been above average. Compared with similar schools, results have varied between well below to above average. In the 2004 tests, standards were above average nationally, with pupils performing in line with their peers in similar schools.
47. In Year 2 national tests, performance has improved well, in both reading and writing over the last two years, with results showing a considerable upward trend. From under-performing in writing, compared with similar schools, last year's results showed a very good improvement.
48. Currently, overall standards in Year 6 are above expectations with pupils' speaking and reading skills being very good. In Year 2, speaking and reading skills are well above expectations with writing standards above expectations. Boys and girls

achieve equally well. One area where pupils achieve less well is in their inconsistent use of the correct punctuation, which contributes to less good attainment in writing than in the other skills of English.

49. Pupils with special educational needs make good progress towards their individual targets. They are supported well by teaching assistants, who successfully encourage pupils to contribute confidently, both in the shared parts of the lesson and when they are working independently. The teaching assistants know the targets the pupils are working towards and what they need to do to help them achieve them.
50. The quality of teaching and learning is good overall. Teaching in Years 1 and 2 has improved very well since the previous inspection and is now very good. Teaching in Years 3 to 6 remains good overall, with very good teaching observed in Year 6. Teachers' expectations are high and their very good subject knowledge is reflected in very good planning to allow all pupils to be included in all activities. Close attention is given to the increased use of a wide range of independent writing and the setting of work that suitably challenges the differing learning needs of individual pupils. Most teachers have high expectations of work and behaviour and this generates very good attitudes to the subject. The effective use of targeted questioning in lessons ensures that pupils understand the tasks they are set. Most lessons have a very good pace and are well organised with clear structure. During the generally well-managed and effective sessions at the end of lessons, pupils demonstrate their good learning by applying what they have learnt to answer more searching questions. Assessment procedures are very good and information is used to set individual targets for all pupils. Discussions with pupils indicated they had a clear understanding of their individual targets.
51. The curriculum is very good and makes a significant contribution to the good and very good standards attained by pupils. Whilst following the guidelines of National Literacy Strategy the school has adapted this guidance to match the needs of its own pupils very well.
52. The quality of leadership is very good and that of management is good. The two subject co-ordinators have a very good knowledge of what is working well. Test data and the analysis of pupils' work provide valuable information about where improvement needs to be made in order to raise standards further and the necessary action to achieve them. Overall, provision has improved well since the last inspection.

Language and literacy across the curriculum

53. A high emphasis is now given to the development of all literacy skills across the curriculum. Writing skills are used well to support learning in a range of subjects. Different styles of writing, for example, note taking, discursive argument and report writing are promoted well. The high standards achieved in reading and writing enable the majority of pupils' to access all subjects of the National Curriculum very well and contribute significantly to their good achievements in many areas of the curriculum.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well because they are effectively taught to calculate and problem-solve.
- Pupils apply their knowledge and understanding well.
- Sharply focused support for pupils who find mathematics more difficult enables them to achieve well.
- Many pupils find division of number difficult.
- Leadership and management are good, contributing well to rising standards.

Commentary

54. Results of 2004 national tests show well above average standards in both Year 6 and Year 2. Compared with similar schools, standards were above average with pupils progressing satisfactorily as they moved through the school. The proportion of pupils reaching higher levels was well above average in Year 6 and above average in Year 2. Early indications from 2005, Year 2 teacher assessments and from inspection evidence, are that standards are just above those expected. In Year 6, standards are similarly just above those expected. In both Year 2, but especially in Year 6, there is a much higher than normal proportion of pupils with special educational needs, which has the effect of lowering average standards.
55. Pupils achieve well overall. They are taught the basics effectively. More able pupils particularly, apply their knowledge creatively to solve problems and to simplify their calculations. Daily, quick-fire, mental mathematics sessions stimulate pupils' thinking and reinforce their understanding of number relationships and multiplication tables. Regular homework also consolidates these skills.
56. The quality of teaching and learning is good overall. Class teachers plan lessons based on the assessments of what pupils need to do next in order to learn facts more thoroughly or to extend their understanding. In a well taught Year 5 lesson, as a result of the keen marking of pupils' work, the reinforcement of pupils' understanding of place value in decimals was evident.
57. The quality of learning and achievements of pupils with special educational needs are considerably enhanced by the very effective deployment of and support given, by the teaching assistants and during the inspection by student teachers. As a result of telling interventions and subtle prompting, pupils were kept fully engaged in lessons and significantly helped to achieve the targets set for them. Despite their difficulties, many pupils with special educational needs attain expected levels in national tests.
58. The quality of leadership and management is good. Test results and teachers' assessments are analysed closely to identify the strengths and weaknesses in pupils' attainment. The most common weakness the school has noted is in the difficulty many pupils have in calculating division, especially involving 3 or more numbers. The co-ordinator has instigated action to try to strengthen pupils' understanding of methods to overcome this weakness. This has included workshops for parents who are unfamiliar with the methods currently promoted by the National Numeracy Strategy and who may inadvertently confuse their children by trying to help them using different methods. The well-focused action taken by the co-ordinator has contributed well to the good improvements made since the last inspection.

Mathematics across the curriculum

59. Pupils use mathematics well in a variety of contexts, in order to enhance their learning in other subjects. Mathematics is often the basis for their work in ICT, both in those classrooms that are equipped with interactive whiteboards and in the ICT suite. Pupils use their measuring skills effectively in design and technology, history and in geography. The good oral skills pupils display are put to good use when they explain mathematical concepts and their very good reading skills are promoted through solving mathematical problems.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The pupils' knowledge about life processes and living things is good.
- Opportunities for investigative work are good.
- Good use is made of outdoor area for scientific work.
- Teaching, learning and achievement are good overall.
- Over-use of work-sheets in some classes curtails the opportunity for pupils to develop fully their thinking and reasoning skills.

Commentary

60. Standards at the end of Year 2 are above the national average, which is an improvement since the previous inspection. At the end of Year 6 standards are in line with the national average. During the past five years the trend in the Year 6 national test results has been upwards and always above or well above the national average. The reason for the lower attainment in 2005 is due mainly to the high proportion of pupils with special educational needs in this year group. There is no significant difference in the performance of boys and girls. Overall, pupils, including those with special educational needs, make good progress. They also achieve well due to good and sometimes very good teaching and their own willingness to learn. Overall, improvement in provision has been good since the previous inspection.
61. Analysis of pupils' work and discussions with them indicate that their investigative skills are good, especially in Years 2, 5 and 6. A pleasing feature is the opportunity in Years 2 and 6 for pupils to write out their investigation recordings in a freely, extended manner. This, together with teachers' high, realistic expectations, contributes significantly in deepening their thinking, as observed in a lesson comparing living and artificial plants. On the other hand, the over-reliance on work-sheets sometimes hampers the pupils' capacity for reasoning processes out for themselves, as noted in an analysis of some pupils' work.
62. In Years 1 and 2 the development of pupils' knowledge and understanding is good. They know that light comes from a variety of sources including the sun, and carry out simple experiments accurately, for example, to consider the best conditions for growing seeds. In their study of life processes and living things, pupils use the outside environment well, especially the wildlife and pond area. Older, more able pupils explain well the process of photosynthesis and how viruses, bacteria and fungi enter the human body. As pupils move through the school they develop an increasingly good grasp of how to set up a fair experiment. This was observed in a good Year 5 lesson investigating sound.

63. The quality of teaching, learning and assessment is good. In the best lessons, teachers pay particular attention to fair testing and the acquisition of specific scientific vocabulary. Learning in this area is good because pupils apply their good speaking and reading skills well to both describe and infer from what they observe. Nearly all the teachers have very good subject knowledge, which they use effectively to explain scientific processes and to provide opportunities for pupils to set up their own investigations. The purposeful atmosphere created in all lessons contributes greatly to nurturing the already very good attitudes of the pupils.
64. The quality of leadership and management is good. The co-ordinator, who has been in post for one term, is very knowledgeable and manages the subject well. A more rigorous assessment, tracking and recording system has been introduced. The co-ordinator is well aware of the strengths and areas for development in science. Resources are satisfactory and maintained well.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- As a result of the significant improvement in provision, pupils achieve well throughout the school.
- Teachers' confidence and subject knowledge have been developed well by targeted training and they use the ICT suite effectively to raise standards.
- Cross-curricular links and visits are used very effectively.

Commentary

65. Overall, pupils achieve well in ICT and standards throughout the school are above expectations. This is a good improvement since the previous inspection. The school has taken substantial steps to improve the provision through training, the development of a suite of new, networked computers, extra laptops and the purchase of a significant amount of good computer software. Visits to a specialist ICT centre effectively enhances pupils' work and develops their skills in control and modelling. ICT skills are taught as separate lessons and also successfully in the context of other subjects in the curriculum. Pupils with special educational needs benefit from the good support and they have enough individual help to enable them to tackle work similar to other pupils. This gives them confidence and raises their self-esteem.
66. By Year 2, pupils' skills show good improvement and reach standards above national expectations. They use the keyboard and mouse confidently and change the font with ease and capably amend and save their work. They show information by using text, pictures and sounds. ICT is used well to consolidate learning in literacy and numeracy. For example, less able pupils write short sentences on a given topic and learn to correct their spellings of words such as *peapull* (people) and *mouved* (moved) and data handling is used to interrogate graphs of Pets and Cars. They use creative art programmes effectively when they draw well executed self portraits and control a floor robot. Pupils are highly motivated and work collaboratively and support each other well.
67. Pupils in Years 3 to 6 are offered a good range of opportunities to use all aspects of ICT, including spreadsheets, databases, multi-media presentations, CD-ROMs and

the Internet. All pupils log on and off, open and close programs and save work in personal folders, only younger pupils and less able pupils need support. Pupils' keyboard skills, when word processing, are generally good and pupils draft and redraft their written work well. Good use is made of the Internet to search for information and many pupils capably import text and pictures to their work in history and religious education. They successfully design, create and adapt spreadsheets in mathematics to record the results of games and traffic surveys.

68. The quality of teaching and learning is good overall. Teachers are confident and their secure knowledge enables them to explain procedures well to pupils and resolve quickly and competently minor programme blips. Teachers are well organised in the ICT suite and they plan interesting and purposeful activities that are linked well to other areas of the curriculum. They make learning interesting and pupils respond well and show positive attitudes towards their work. Pupils enjoy ICT, are well motivated, as shown by the gasps of wonder from Year 6 pupils, when, after creating a mathematical formula, they used the *fill tool* to complete the exercise quickly.
69. Leadership and management are good. The co-ordinator has a clear overview of the subject and gives good support to colleagues. The curriculum now meets statutory requirements and all aspects are covered thoroughly. Pupils' work shows their skills developing well. Resources are good and allow pupils greater access to practise their skills. The co-ordinator liaises closely with colleagues and there is a useful portfolio of pupils' work to act as an exemplar for guidance. Pupils' progress is tracked well to enable teachers to know what they need to do next to improve and their work is analysed effectively to highlight any strengths and weaknesses they have in their attainment. However, time constraints mean that up until now little observation of teaching has taken place.

Information and communication technology across the curriculum

70. ICT is now used well to support and consolidate learning in other subjects of the curriculum. In English, pupils use word processing to produce original stories and poems. Pupils competently interrogate databases in mathematics to extract information. In geography, pupils use the computer to help them make route plans and the Internet is searched to find information in subjects such as history and religious education.

HUMANITIES

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Religious education contributes well to pupils' moral, spiritual, cultural and social development.
- Pupils gain a very good understanding of the main world religions.
- Religious education helps pupils to recognise the need for rules to help people to live in harmony.

Commentary

71. Only one lesson was observed during the inspection, but an analysis of a sample of pupils' work and discussions with some of them, indicate that standards are above those expected in the local education authority's Agreed Syllabus guidance by the end of Years 2 and 6. This is a good improvement since the previous inspection. Religious education is a strength of the school in that it contributes significantly to the pupils' very good attitudes and their spiritual, moral, social and cultural development. The lesson observed was very good but the work on display indicates good teaching and learning overall. Pupils, including those with special educational needs, make good progress and achieve well due mainly to good teaching and support. An example observed was a very good Year 6 lesson about why the Festival of Baiskhi is so important in the Sikh religion. Pupils' keen attention, lively teaching and sensitive support ensured that statemented pupils and others with special educational needs achieved well.
72. Pupils develop a good knowledge and understanding from the topics they study about the importance of community, helping and sharing. This was evident in their work regarding the Five Precepts of Buddhism, the story of Zacchaeus in the Christian religion and the celebration of the Sabbath in Judaism. They know the significance of symbolism in religion, especially the older pupils, for example, the importance of light during the festivals of Easter, Hanukkah and Diwali in the Christian, Jewish and Hindu religions respectively. The reason for symbolism is well developed during assemblies, as observed when the local vicar explained the history of vestments during a robing demonstration.
73. Overall, the leadership and management are good. The committed and enthusiastic co-ordinator ensures that the full curriculum is taught and that assessment is carried out regularly. Religious education is enhanced further with visits to the local church, synagogue and a Buddhist temple. Resources and accommodation are satisfactory overall.

Geography and History

74. Only one lesson in each subject was observed and a limited amount of other evidence was analysed. As a result, no full judgement about provision is possible. The evidence from pupils' work, lesson observed, teachers' plans and programmes of work is that pupils attain above the national expectations in both subjects. Pupils enjoy a varied and interesting curriculum that fully reflects national guidelines.
75. Pupils' learning in both subjects benefits from well planned visits to places of interest and geographical significance. History is particularly well promoted through visiting drama groups and historical theme days such as the recent Tudor day. Both subjects contribute well to pupils' cultural development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

76. Because no lessons were observed and only a limited amount of work was available on display or in portfolios, a judgement on provision, standards or teaching and learning cannot be made. An analysis of documentation, photographs and brief discussions with teachers indicate full coverage of the subject and that National Curriculum requirements are met.

Design and technology

77. No lessons were observed in design and technology and, therefore, there is insufficient evidence to make a judgement on standards or provision. Documentation shows there is a recently revised policy and a good, updated teaching programme in place. In addition, further activities and resources have been identified to supplement teaching. Analysis of teachers' plans indicated that pupils gain experience of a range of materials and techniques and develop the expected skills as a result of designing and making a variety of products. Resources are sufficient and ICT is used well to support learning.

Music

78. Only two lessons were observed, and therefore, there was insufficient evidence to make a judgement, as at the previous inspection, on standards and provision. A positive feature is the use that is made throughout the school of the teachers' very good expertise in music. In the two lessons observed in Years 5 and 6, teaching was very good overall. In one lesson, pupils achieved very well because of the high expectations and excellent use of resources by the specialist teacher, who demanded high standards of understanding and performance. No written or recorded work was analysed. The singing in assembly demonstrated that the standard of singing is good. The high quality of singing and good use of music, ranging from classical music to South African drumming and dancing, plays a major part in ensuring that music contributes well to pupils' spiritual and cultural development. The school's choir is highly regarded and pupils enjoy the opportunity to participate with others, not only in school, but also at outside venues. Visiting instrumental music specialists provide good support.

Physical education

79. There was insufficient evidence to make a full judgement about provision. The evidence that was available indicates that pupils enjoy a full programme of physical activity in accordance with the National Curriculum. Records show that swimming is a strength, with all pupils at least fulfilling expectations by the time they leave Year 6.
80. There is a good range of after-school sports activities to which pupils respond enthusiastically. Specialist teaching in the reception class enhances children's physical development well. Coaches from local clubs also contribute, advancing pupils' skills in sports such as football and hockey.
81. The annual residential visit is enjoyed by Years 5 and 6 pupils and adds considerably to their experience of and skills in outdoor activities. They thoroughly enjoy orienteering, canoeing, rock climbing and team building exercises, adding significantly not only to their physical development but also to their personal and social skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- The curriculum is very well planned and well taught.

- Pupils have very good opportunities to develop their self-confidence, a sense of democracy and to value the opinions of others.

Commentary

82. The school has a very good curriculum, which ensures pupils' achieve well in their personal development. It includes sex and relationship education and the danger of drug misuse, and provides pupils with good information to help them make decisions about their own lives. The quality of teaching and learning is good. Class teachers sensitively enable pupils to discuss issues that are important to them and help them prepare strategies for dealing with any potentially difficult circumstances they may face. Specific lessons and focused assemblies are a regular feature within the curriculum and these are used effectively to promote personal and social development. This was observed in a lesson where pupils were introduced to procedures and strategies for living alongside deaf people. During circle time, pupils have opportunities to reflect on and offer opinions about matters that affect them or others in their everyday lives. A good example was observed in a Year 5 lesson discussing the causes of stress and anxiety and strategies for alleviating them. In addition to separate specialist lessons there are ample opportunities in other subjects to promote personal and social skills, for instance, discussion in science and religious education sessions.
83. Leadership and management are very good. There is a helpful policy to guide teachers. The teaching programme fully supports the Christian ethos of the school. Pupils' personal development is well monitored in order to provide very good support for any pupils who need extra help. Pupils' views are sought extensively through the school council and they explore a range of issues such as the quality of school lunches. They consider the manner in which they live their lives and how to deal with difficult situations that might arise, such as aggressive behaviour. Citizenship is promoted through their involvement with the community, especially the local church where they are regular contributors, both at festivals and fund-raising events. In some classes, pupils have a prayer and reflection time to consider the plight of others or give thanks for what they have. Some parents and governors describe how happy and confident pupils are when they come into or go home from school, an observation verified during the 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	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
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	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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