

INSPECTION REPORT

KEMPSEY PRIMARY SCHOOL

Kempsey

LEA area: Worcester

Unique reference number: 116690

Headteacher: Mrs H Simpson

Lead inspector: Mrs J Ikin

Dates of inspection: 15th - 17th November 2004

Inspection number: 272066

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:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	262
School address:	Ellsdon Kempsey Worcester Worcestershire
Postcode:	WR5 3NT
Telephone number:	(01905) 820 262
Fax number:	(01905) 820 262
Appropriate authority:	The governing body
Name of chair of governors:	Mr Brian Clarke
Date of previous inspection:	28 th February 2000

CHARACTERISTICS OF THE SCHOOL

The school is a little bigger than other primary schools, with 262 pupils on roll. It is a popular school and although most pupils come from the village of Kempsey, others come from further afield because of the school's good reputation. Pupils come from a wide range of social backgrounds. The majority are from white United Kingdom and European backgrounds but mixed white and black African, Chinese and black British Caribbean are also represented. No pupils speak English as an additional language. The number of pupils registered as entitled to free school meals is below average and the socio-economic nature of the area is above average. There is a very wide range of attainment on entry but overall it is average. The percentage of pupils with special educational needs and with a Statement of Special Educational Needs is above average. These needs include specific and moderate learning difficulties, hearing impairment and speech and communication difficulties. The school has a Healthy Schools award, an Investors in People award and a School's Achievement Award for 2002. It is closely linked with Worcester University College and the Rocking Horse Pre-School Playgroup. At the time of the inspection the deputy headteacher was absent on long-term sick leave.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3349	Mrs J Ikin	Lead inspector	English Art and design Geography History The Foundation Stage
9173	Mrs S McDermott	Lay inspector	
10611	Mr M James	Team inspector	Science Physical education Design and technology Personal, social, health education and citizenship Special educational needs
11227	Mr J Moles	Team inspector	Mathematics Information and communication technology Music Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with some very good features. It is well led and managed, teaching is good and pupils achieve well. The curriculum is good overall, with very good opportunities for enrichment. Overall, the school gives good value for money.

The school's main strengths and weaknesses are:

- The headteacher provides very strong and dynamic leadership and she is very well supported by a skilled and experienced governing body.
- Pupils have very good attitudes to their work and they reach well-above-average standards in English, mathematics, science and information and communication technology (ICT).
- Teaching is very good in Years 2 and 6 and pupils achieve very well in these year groups.
- There are very strong links with parents, the community and the local secondary school, which make a significant contribution to pupils' learning.
- Weaknesses in the use of assessment for target setting and planning for skill development and independent learning slow down progress in some classes.
- Although standards are broadly average in history, religious education and design and technology, some higher-attaining pupils do not achieve as much as they should in these subjects.
- There is insufficient emphasis on the need to prepare pupils for life in a culturally diverse society.

The school was last inspected in 2000. The school's improvement since then has been good. Although standards have fluctuated from year to year since the last inspection, they are higher than they were. Teaching has improved and most of the issues raised have been addressed. However, more work remains to be done on the use of target setting and assessment to inform planning. The school is not complacent and staff and governors are highly committed to further improvement.

STANDARDS ACHIEVED

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

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average.
Similar schools are those with similar numbers of free school meals.*

Pupils' **achievement is good** overall. Children in the Reception class achieve well. Standards are above average in their personal and social, communication, language and literacy, mathematical and physical development, and in their knowledge and understanding of the world. Standards in English, mathematics, science and information

and communication technology are well above average in Year 2 and Year 6 and pupils achieve well in these subjects. Achievement in Year 2 and Year 6 is very good. It varies between satisfactory and good in classes in other year groups. Achievement is good and standards are above average overall in art and design and in physical education. The achievement of pupils with special educational needs is good and higher-attaining pupils achieve well in English, mathematics, science and ICT. However, higher-attaining pupils do not always achieve as much as they should in history, religious education and design and technology, where standards are average and overall achievement is satisfactory.

Pupils' personal qualities and their **spiritual, moral, social and cultural development are good overall**. However, they are not sufficiently prepared for life in a culturally diverse society. Their attitudes to their work are good and they behave well. Attendance is very good. Punctuality is satisfactory. Although most parents ensure that their children arrive at school on time, a significant minority are persistently late.

QUALITY OF EDUCATION

The **quality of education** provided by the school is **good**. The quality of teaching varies between satisfactory and excellent. **Overall, teaching and learning are good** and they are very good in Years 2 and 6. Some outstanding teaching also occurs in Year 6. Assessment is satisfactory overall but not enough use is made of it to set individual and group targets and to ensure consistent achievement from year to year. The curriculum is good overall and there are strengths in curriculum enrichment through visits and visitors. A very good range of activities takes place after school and provision for sport is very good. Planning in English, mathematics and ICT is good. In other subjects it is satisfactory overall, but there are weaknesses in planning for pupils' different needs, the development of their skills and the development of independent learning. The school provides a very good standard of care for its pupils and links with parents and the community are very good.

LEADERSHIP AND MANAGEMENT

The **leadership and management** of the school **are good** overall. **Governance is good**. The headteacher provides very good leadership and good management. She is given very good support by a strong and experienced team of governors who have a very good understanding of the school's strengths and weaknesses. The leadership and management of senior teachers are good. They are developing their roles well and are becoming more involved in the strategic running of the school as well as its day-to-day management. Finances are very efficiently managed and administered. The accommodation is good and is very well looked after and maintained.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The great majority of parents hold the school in high regard. Most pupils enjoy school and the work that they do. They like their teachers very much.

IMPROVEMENTS NEEDED

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

- Improve the use of assessment and target setting to inform planning for individual pupils and to ensure greater consistency in achievement and progress over the longer term.
- Improve planning for skill development and independent learning across the curriculum and improve the achievement of higher-attaining pupils in history, religious education and design and technology.
- Extend opportunities for pupils to learn about the wide variety of cultures and traditions that are present in today's diverse society.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils in Years 1 to 6 **achieve well**. Standards are well above average in reading, writing, mathematics, science, and information and communication technology (ICT). They are above average in art and design and physical education and average in history, religious education and design and technology. Children in the Reception class achieve well. Standards are above average in communication, language and literacy, knowledge and understanding of the world, mathematical and physical development and in personal, social and emotional development.

Main strengths and weaknesses

- The school has successfully improved standards in English, mathematics and science.
- Very good achievement occurs in Years 2 and 6 but it varies between satisfactory and good in other year groups.
- The school has successfully sustained its very good standards in ICT and improved standards in physical education and art and design.
- Higher-attaining pupils do not achieve as well as they should in history, religious education and design and technology.

Commentary

Key Stage 1

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	17.2 (16.7)	15.8 (15.7)
writing	16.4 (14.6)	14.6 (14.6)
mathematics	17.5 (16.8)	16.2 (16.3)

There were 40 pupils in the year group. Figures in brackets are for the previous year.

Key Stage 2

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	30.0 (27.4)	26.9 (26.8)
mathematics	29.8 (26.4)	27.0 (26.8)
science	30.9 (28.6)	28.6 (28.6)

There were 34 pupils in the year group. Figures in brackets are for the previous year.

1. Standards are better now than at the time of the previous inspection. In Year 2, they are well above the national average in reading, writing and mathematics. The results for Year 6 are well above the national average in English, mathematics and science. Pupils do better in these subjects than pupils in similar schools. The findings of the

inspection are that pupils achieve well in English, mathematics and science overall and that standards are well above average in the present Year 2 and Year 6. Factors that contribute to these good standards are pupils' very good knowledge of the basic skills of literacy and numeracy and scientific facts, the very good teaching that occurs in Years 2 and 6 and the good monitoring of what goes on in the classroom by the headteacher and subject leaders. Pupils' achievement fluctuates from year to year. Whilst pupils achieve very well in the present Year 2 and Year 6, achievement in other year groups varies from satisfactory to good, depending on the quality of teaching they receive. The lack of rigour in the use of assessments to inform year-on-year target setting for individual pupils contributes to these variations.

2. Good management by a knowledgeable subject leader, good training and a good investment in resources ensure continuing good achievement in ICT. Pupils confidently make use of ICT to support their work in other subjects, both in lessons and in their own time. The good use of ICT to support the achievement of pupils who have special educational needs contributes well to the standards that they achieve in English and mathematics as well as in ICT. Better standards and good achievement in physical education and art and design are a result of knowledgeable subject leadership. Very good links with other schools and after-school clubs also make a significant contribution to the improved standards in physical education. Some pupils, particularly higher attainers, underachieve in history, religious education and design and technology because of weaknesses in assessment, insufficient planning for their individual needs and skill development. There is insufficient evidence to make a judgement about standards in music and geography.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes and good behaviour. The school promotes the personal development of the pupils very well. Attendance is very good and punctuality is satisfactory.

Main strengths and weaknesses

- Pupils enjoy coming to school, behave well and generally have very positive attitudes to their learning and to each other.
- When given opportunities to take responsibility, pupils do this very well, but opportunities are missed in some lessons.
- The school is successful in boosting confidence and self-esteem, teaching right from wrong and in particular cultivating a strong sense of social responsibility.
- Pupils do not learn as much as they should about the wide range of cultures represented in today's society.
- Levels of attendance are very high but a significant number of parents do not bring their children on time for the start of school.

Commentary

3. Pupils are very proud of their school and enjoy school life. They participate enthusiastically in their learning and in the many clubs and activities on offer. The school is good at developing the pupils' spirituality. Staff positively promote pupils' joy of learning and an appreciation of the beauty in their surroundings. Of particular note

is the positive way the school celebrates the many talents that its pupils have, building a positive sense of self-worth and pride in their abilities.

4. Pupils' attitudes have improved since the last inspection and are very good overall. Where teaching catches their imagination, for example, in Year 2 and Year 6, pupils' attitudes are excellent. They respond very well when given opportunities to take responsibility. For example, the Year 6 pupils organised their class assembly very thoughtfully and led it with great presence. Pupils use their initiative very well when taking on a good range of responsibilities in class and around the school. For example, the Year 6 pupils represent the school very well when they take on office duties over lunchtime. However, opportunities for pupils to use their initiative and take responsibility in lessons are not developed consistently throughout the school and are missed in lessons when teaching is satisfactory rather than good.
5. The development of moral awareness is good and pupils' behaviour is good. Staff act as very good role models and, consequently, courtesy and politeness are very strong features of the school and pupils learn from an early age to distinguish right from wrong and to value fairness. Any incidents of inappropriate behaviour are handled effectively and pupils are encouraged to understand the impact of their actions on others. Pupils are generally thoughtful and kind to each other, for example, older pupils are pleased to help look after the younger ones as "book buddies". Bullying hardly ever occurs and, should it happen, the staff nips it in the bud very swiftly and effectively. There have been no exclusions. Pupils' social development is enhanced by weekly personal, social and health education lessons which provide a regular opportunity to share views and empathise with others. Teamwork is promoted very well both in sports and in collaborative work in the classroom.
6. Overall, pupils' cultural development is satisfactory. There are some opportunities for pupils to increase their knowledge of other faiths and cultures and they are respectful of each other's beliefs and backgrounds within the school. However, there are not enough opportunities to prepare pupils for life in a culturally diverse society; for example, by ensuring that pupils learn about the ways that people from the ethnic minorities have contributed to British society, culture and history.
7. The school has increased its attendance levels significantly since the last inspection to the current impressive figure of over 98 per cent. The school has very good systems to encourage regular attendance and is meticulous in tracking attendance trends and dealing with potential problems. The very high attendance levels make a significant contribution to the pupils' good achievement. The punctuality of the pupils is satisfactory. Most pupils arrive in good time. However, there are a significant minority who are regularly brought to school late. This frequently interrupts registration and on some occasions causes some pupils to miss important work at the start of lessons.

Authorised absence		Unauthorised absence	
School data	1.6	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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

Teaching and learning are **good** overall. Assessment is satisfactory.

Main strengths and weaknesses

- Teaching in the Reception class has improved since the last inspection.
- Teaching is very good in Year 2, and in Year 6 it is very good and sometimes outstanding. It is good in the Reception class but there are variations between satisfactory and good in other year groups.
- There is not enough planning for the needs of different pupils in subjects other than English, mathematics and ICT.
- Pupils do not always have the skills that they need to think and learn for themselves.
- Not enough use is made of target setting to ensure the maintenance of high standards.

Commentary

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	10 (23%)	23 (53%)	9 (22%)	0 (0 %)	0 (0%)	0 (0%)

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

8. The improvements in teaching and learning that are evident throughout the school are significant factors in the improvement in standards and achievement since the last inspection. Teaching in the Reception class is marked by good planning which identifies clear learning intentions and ensures a wide range of opportunities for children to learn through practical activities involving play and talk. There is a good emphasis on the basic skills of literacy and numeracy and a well-balanced approach to the provision of activities which involve both teacher direction and learning through play. As a result, the children acquire all the skills and knowledge that they need to support their work in Year 1. The very good teaching that is evident in Years 2 and 6 is marked by very good subject knowledge, high expectations and skilful interaction with pupils. This keeps pupils working at the edge of their capabilities throughout lessons and contributes to their very good achievement in these year groups. In Year 6, some teaching is quite inspirational and this is a significant factor in the high quality work that pupils produce, particularly in writing.

Example of outstanding practice

A Year 6 literacy lesson on developing an extended story in which events escalate and are not easily resolved.

It is an oral planning session, which precedes later story writing.

The teacher has projected a number of picture symbols on the screen, e.g. a scared cat, a treasure box, footprints, a wizard, an axe, a key etc., and she asks the pupils to make connections between these visual images. The teacher speculates on possible story lines with the pupils, using skilful questions to encourage the use of complex words such as 'cacophony', which make the different story lines come alive. She enthusiastically interprets pupils' suggestions through her actions and facial expressions. Originality is encouraged and both boys and girls eagerly suggest their own inventive ideas about 'what

might happen next'. The pupils are to work in pairs to plan their own stories to 'tell' to the whole class. At their request, the teacher tells her own story which has been inspired by the visual symbols. She is a highly skilled storyteller and the atmosphere is almost palpable as the teacher dramatically models different ways of communicating emotions, feelings and tensions to capture the interest of the audience. For example, she uses a wide-ranging and complex vocabulary, short staccato sentences, long complex sentences, moments of silence, self questioning, sudden explanations and then develops a mysterious ending, There is a period of stunned silence before pupils are eagerly engaged in developing their own very high quality work. 'You've got to admit', said one pupil, 'Ms... is definitely a brilliant teacher, definitely!!' They enjoyed their work so much that they didn't want the lesson to stop.

9. Literacy, numeracy, science, ICT and physical education are generally well taught throughout the school. Pupils who have special educational needs receive good support to ensure that they take a full part in lessons. However, weaknesses occur in some lessons, such as in religious education and history, where most pupils tackle similar work, regardless of age or capability. Although this results in achievement being broadly satisfactory, some higher-attaining pupils underachieve. In other lessons which are satisfactory rather than good, it is because there is an over-emphasis on direct teaching and closed questioning. Consequently, pupils become over-dependent on the teacher for things that they should be able to do for themselves and they do not develop the skills that they need to learn in depth. Achievement is satisfactory rather than good in these lessons.
10. Systems for monitoring pupils' attainment and achievement in relation to their starting points in English and mathematics have improved since the last inspection. This has enabled the school to highlight aspects of weakness and develop successful short-term strategies for improvement. However, pupils' achievement varies from year to year because not enough use is made of assessment to set long-term goals for individual pupils and to identify the precise yearly targets that need to be achieved along the way. Assessment in subjects other than English, mathematics and ICT is too general and does not provide teachers with the information that they need to plan for pupils' differing needs in lessons.

The curriculum

The curriculum is **good** overall and there are very good opportunities for enrichment.

Main strengths and weaknesses

- There have been good improvements in the curriculum since the last inspection which include good developments in the literacy, numeracy, science and ICT curriculum.
- Not enough attention is yet given to the systematic development of some subject-specific skills and the skills of independent learning.
- There is good provision for pupils who have special educational needs.
- The school prepares pupils very well for their transfer to the comprehensive school.
- After-school activities make a very good contribution to the curriculum.

Commentary

11. All the statutory requirements of the National Curriculum and the locally agreed syllabus for religious education are fully met and the allocation of time to each subject of the curriculum has improved since the previous inspection. The curriculum for children in the Reception class closely reflects national guidance for all the areas of learning and prepares children well for their work in Year 1. There is a good emphasis on English, mathematics and ICT, both as subjects in their own right and, increasingly, on their use in other subjects, and this contributes well to pupils' achievement. Planning for practical activities in science has been improved and this has enhanced pupils' understanding of scientific facts. However, there are weaknesses in planning for the year-on-year development of pupils' skills in history, design and technology and religious education. In addition, not enough attention is yet given to the development of cross-curricular learning skills, such as researching and questioning. These weaknesses limit pupils' achievement at the higher levels.
12. Clear procedures are in place for pupils with special educational needs. They include good quality individual education plans and precise targets for improvement which are effective in ensuring that the needs of individual pupils are met in lessons. The school makes good provision for the equality of opportunity for all pupils, and in so doing allows them to achieve as well as they can.
13. The school prepares pupils very well for their transfer to the comprehensive school. Not only are they very well equipped with the skills they need to support later learning, they also have the attitudes and confidence they need to help them succeed. The very good curricular and staffing links are used effectively to ease pupils' entry into their next stage of education.
14. The school provides a very good range of extra-curricular activities, including sport, which involve many pupils and are very well supported by teachers, learning support assistants and parents. The school welcomes many visitors, including some from other countries. It arranges a wide range of educational visits, including residential visits for older pupils and good use of the local area of Kempsey. These activities support pupils' learning very well; however, opportunities are missed to extend pupils' knowledge and understanding of cultural diversity in modern society.
15. The school is well resourced. ICT provision is very good and the provision of books has improved since the previous inspection. This makes a significant contribution to pupils' achievement. The provision of resources for Reception-aged pupils has improved since the last inspection and there are well-established plans for further development of the outdoor play area, which is currently the weakest area of provision. The school is well staffed by a dedicated and well-informed group of teachers and support staff. They complement each other well in providing for their pupils. The accommodation is good. It is very well maintained by a conscientious caretaker and used well to support the curriculum.

Care, guidance and support

The care, welfare, health and safety of the pupils are **very good**. The provision of support and guidance is good. Pupils have a good voice in their learning and the running of the school.

Main strengths and weaknesses

- The school places a high priority on the safety and security of the pupils.
- The personal support and pastoral guidance of the pupils are very effective.
- Pupils feel very confident that they can turn to an adult in the school should they have any worries.
- The support for pupils transferring to the local secondary school is very effective but arrangements for Reception children to start school do not always give them the individual attention they need.
- The school council is a good forum for pupils to have a say in the management of the school.

Commentary

16. The headteacher and her staff are very careful to ensure the pupils are safe and sound. This aspect has improved further since the last inspection. Health and safety procedures are very well established. The school site is regularly assessed for any potential risks and the caretaker is conscientious in removing any hazards. The staff are all well trained in the latest child protection guidance and are up to date in how to support children who are looked after away from their parents. As a recipient of the Healthy Schools Award the school ensures pupils learn to follow a healthy lifestyle and become responsible for their own wellbeing.
17. The very positive relationships between adults in the school and the pupils provide a very firm basis for effective personal support. Pupils trust the staff and feel confident to turn to them if they have questions or worries and all the staff give high levels of pastoral support to each individual pupil. The headteacher ensures that her staff are made aware of any information which might affect a pupil's performance and teachers are quick to notice concerns. This enables them to work with families so that pupils' achievement is affected as little as possible. The care and attention given to pupils with special educational needs and those in foster homes enables them to be fully involved in all aspects of school life so that they achieve as well as they can.
18. Children new to the school are given a good number of chances to visit their class and get to know their teacher before they start. The headteacher and her Reception class staff build up a good bank of information about each new child. However, as virtually all children start straight into full-time education in September, it is then difficult for the staff to give sufficient care and attention to each young pupil as they learn to cope with a full day away from their parents. Pupils who are admitted to school at irregular times are settled in well.
19. Year 6 pupils are prepared very well for their move to Hanley Castle High School. They have many chances to get to know their new school, and the experience of a secondary timetable on their induction day, including travelling by the Hanley coach, helps them to start secondary education confidently and happily.

20. The staff value the input of the pupils. The well-established school council gives pupils a very good insight into how democracy works and an opportunity to make decisions for the good of the school community. The headteacher organises regular formal surveys of pupils' views and acts on the results. This contributes well to pupils' well-being because they know that their voices are heard and that they are taken seriously.

Partnership with parents, other schools and the community

The school has a **very good** partnership with the parents, the community and other schools.

Main strengths and weaknesses

- Parents are fully involved in school life and their children's learning.
- The school provides families with very good information on school events and on what their children are being taught.
- The very good links with the local community bring many benefits to the pupils' education.
- The pupils' learning and the teachers' professional development benefit greatly from the very productive links with other schools.
- Annual reports do not give parents a sufficiently clear message on their children's progress in each subject over the year.

Commentary

21. The school continues to work very closely with parents for the good of the pupils. The headteacher keeps families very well informed on school events and frequently invites parents into school to celebrate the pupils' good work. Good information about homework requirements and the curriculum gives parents a useful insight into teaching methods and enables them to confidently support their children's learning both at home and at school. The termly consultation meetings with the teachers give parents very useful information about how their children are doing. However, the annual reports are not always sufficiently clear about what pupils know, understand and are able to do in subjects other than English and mathematics, and information about their next steps in learning often lacks precision.
22. Governors carry out regular annual consultations of parental views, follow up any concerns and feed back the results to the parents. Parents in turn are very good supporters of the school and keen for their children to achieve well. Attendance at productions and events is very high, the parent teacher association raises good amounts to complement the school budget and a good number of parents volunteer to help in the school. For example, the exciting Story Sacks for the younger pupils were put together with the very valuable practical support of parents. This very strong parental support is a major contribution to the pupils' good achievement because they know that school and parents are working towards the same ends.

23. Links with the neighbourhood have strengthened further since the last inspection and they contribute very well to pupils' education. The headteacher knows Kempsey very well and this ensures that the school is fully involved in many community events. Not only does pupils' learning in geography, history and art benefit from local outings, the very strong link with the parish church contributes well to their learning in religious education. Good networking with local businesses has led to interesting speakers for the pupils and practical assistance with the grounds maintenance. Pupils gain in community spirit by visiting the local residential homes, singing carols at Christmas and raising money for the local children's hospice. Very good links are maintained with a wide range of schools and this has contributed to improvements in the quality of teaching and the curriculum that is offered to pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The leadership by the headteacher is very good. Governance is good overall and the governors have a very good understanding of the strengths and weaknesses of the school.

Main strengths and weaknesses

- The headteacher has a clear vision for the school and provides very strong and energetic leadership.
- Governors have a very clear idea of areas where the school is most effective and the priorities for improvement.
- There are insufficiently robust strategies in place to ensure that high standards are sustained over a longer period.
- The school is highly committed to caring for each pupil so that they feel included in all aspects of school life.
- Financial management is very good.

Commentary

24. The good quality of leadership and management has been maintained since the previous inspection. The leadership by the headteacher is very good and a driving force for improvement. She has a very clear vision and very high aspirations for the school in which she is very well supported by all staff and governors. The deputy headteacher is currently absent on sick leave but the school continues to operate very well as a result of the headteacher's energy and commitment and the increasing involvement of the two senior teachers.
25. The school improvement plan identifies areas for development well and is the result of good self-evaluation. Although there is good use of data analysis and lesson observation to identify areas for improvement, not enough use is made of assessment for target setting to ensure that the school sustains its very good standards over the longer term and to plan well ahead for the support that will be needed. This contributes to the wide variations in the results of national tests and the variations in

pupils' achievement from year to year. Management is judged to be good and not very good because of this.

26. Under the strong leadership of the headteacher, governors and all staff are committed to operating an inclusive school in which each child is valued and treated as an individual. The management of the provision for special educational needs is good and ensures that resources are effectively targeted to support their learning and achievement.
27. Governance of the school is good. The acting chair of governors is very supportive and the governing body is committed, enthusiastic and hardworking and many individual governors use their significant managerial and pastoral expertise to the benefit of the pupils of the school. Governors have a clear view of the strengths and weaknesses of the school. They apply the principles of best value very well and challenge all initiatives closely. All statutory requirements are met. The financial management of the school is very good. The headteacher works closely on all financial matters with the finance committee of the governing body. They have good reasons for carrying over sums of money between financial years and effective strategies for seeking out funding for major initiatives that ensure money is directed to where it is most effective. It provides good value for money.
28. The school day runs smoothly and significant to this is the considerable and effective management role undertaken by the school secretary. The headteacher and teachers are truly enabled to concentrate on teaching and are well supported by experienced learning support assistants. The caretaker and cleaning staff maintain the school buildings to a high standard that makes a visible statement of the ethos of care throughout the school.
29. The personal commitment and vision of the headteacher, very skilled teaching in Year 2 and Year 6, the very good attitudes of pupils and the strong support of the governing body are considerable aids to the school's improvement efforts. Weaknesses in the use of assessment, planning for the development of some subject-specific skills, cultural development and the skills of independent learning are the only barriers to further improvement.

Financial information

Income and expenditure (£)	
Total income	582,700
Total expenditure	593,382
Expenditure per pupil	2,104

Balances (£)	
Balance from previous year	112,581
Balance carried forward to the next year	105,700

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in their Reception Year in the Foundation Stage is good. It is well led and managed and a number of improvements have taken place since the last inspection. These include a well-planned curriculum, better teaching and an improved balance between the tasks directed by the teacher and the activities initiated by the children. The teacher and teaching assistant work as an effective team and the children are very well managed. Induction arrangements are satisfactory overall. However, the current arrangements do not give enough time for the teacher to get to know the children and to give them the individual attention that they need in the very early stages of school life.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children gain a good sense of self-worth and learn to respect themselves and others in their class.
- The teacher has high expectations of the children and so children develop good habits of work and behaviour.
- There are weaknesses in provision for pupils' understanding of cultures that are different from their own.
- The induction process limits opportunities for the teacher and the teaching assistant to get to know the children quickly when they first start school.

Commentary

30. Standards are above average and children achieve well. Teaching and learning are good. The high expectations of learning and behaviour that the teacher has of the children are consistently reinforced and, as a result, good work habits are established from an early stage. The relationships that the teacher and teaching assistant build with the children are very good. The children grow in confidence and behave well because their efforts, ideas and suggestions are consistently valued. However, the induction arrangements, which involve all the children starting at once, limit opportunities for the Reception class staff to get to know the children quickly and to assess and plan for their personal needs. This slows down their achievement in the very early stages. There is good support for children with special educational needs. This helps these children to develop the confidence that they need to take part in lessons and ensures they make good progress.
31. There is a good range of opportunities for children to learn about their own culture and backgrounds and children gain a good sense of their own identity as a result. Although there is satisfactory planning for the development of children's awareness of cultures that are different from their own, through celebrations such as Diwali, there are not enough resources to promote children's understanding of ways of life that are different from their own in everyday tasks and activities.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Very good attention is given to teaching the basic skills of literacy.
- The provision of story sacks is very effective in encouraging children to share books with their parents and carers at home.
- Children's speaking skills are not as good as their skills in reading and writing.

Commentary

32. Standards are above average overall by the end of the Reception Year and children achieve well. Teaching and learning are good overall. Careful daily attention is given to the development of children's skills in recognising letters and associating them with the sounds that they make. Good attention is given to helping children to understand how books work and there are regular opportunities for children to read and to write in the course of daily activities. These are improvements since the last inspection. Good attention is given to pointing out initial and final letter sounds and children are encouraged to sound out and write simple words for themselves, for example, on the interactive whiteboard. As a result, most have acquired a bank of known sight sounds and some are starting to write independently by the end of the Reception Year.
33. The teacher reads stories to the children well, with great enthusiasm and expression, and this is effective in helping the children to sustain attentive listening, in promoting their love of books, as well as in helping them to understand how stories are structured. The very good collection of story sacks is greatly enjoyed by the children who take them home to share with their parents on a weekly basis. Children also regularly take reading books home and they are also heard to read in school. These all make a significant contribution to standards and achievement in reading.
34. A good range of activities is provided for children to talk to the whole class and with each other. However, standards of speaking and using language for thinking are average and achievement is satisfactory rather than good by the end of the Reception Year. This is because there is insufficient emphasis on encouraging the children to talk their ideas through and to extend their vocabulary in the course of their play.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The basic skills of numeracy are very well taught.
- There is good use of practical activities as well as ICT to promote children's mathematical development and their understanding of mathematical terms.

COMMENTARY

35. Standards are above average by the end of the Reception Year and children achieve well. Teaching and learning are good. Opportunities to learn about number are presented in lively and interesting ways which capture the children's attention and interest them in learning. Consequently, most children can count reliably up to ten and some can count reliably up to twenty and beyond. The children quickly gain an early understanding of addition and subtraction and how to use language such as 'more' and 'less' when counting on a number line and when singing songs. Some accurately identify one more or one less than a given number, for example, when working out how many children are present and how many it takes to form a line of children that will stretch right across the playground. There is good attention to developing children's mathematical vocabulary. Consequently, most children develop the language that they need for shape, space and measure. They know the names of simple two-dimensional shapes and, through exercises to improve their co-ordination such as 'brain gym', physical activities in the hall and outdoor play, they also have a good understanding of directional and positional language. Their knowledge of measure and the vocabulary involved in making comparisons between different sizes and weights develops well as a result of activities such as weighing parcels in the class 'shop' and comparing the lengths of unifix columns as they build them using the interactive whiteboard.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A good range of practical activities is provided for children to find out about aspects of their own lives, their immediate surrounding and some aspects of the wider world.
- Children use ICT confidently and the basic skills are well taught.
- There are limited opportunities for children to find out about ways of life that are different from their own.

COMMENTARY

36. Children achieve well and standards are above average by the end of the Reception Year. Good teaching ensures that the children learn well because they have access to a wide range of interesting and well-planned experiences, which encourage them to find out about the world about them using all their senses. Opportunities for children to build and construct with a range of objects enable them to explore the properties of a wide range of materials and to learn something of how they can be fitted together to make objects of their own choosing. There are good opportunities for children to look at photographs of themselves when they were babies and compare them to how they look now, which leads to an early understanding of past and

present. Visits from people who work in the community, including a policeman and a fireman, extend their understanding of the place where they live. There are well-established plans to develop the use of the outdoor area to extend opportunities for exploration of the natural environment. However, the teacher makes good use of activities in the classroom and visits to places further afield for this purpose. For example, they have visited the Cotswold Farm Park, where they have held chicks and watched a sheep being sheared.

37. A well-planned programme of activities ensures that the children make good use of computers as part of their learning on a daily basis. For example, they use the interactive whiteboard with the support of the teaching assistant to help them build words as part of their work in literacy. In addition, they have regular opportunities to use the computer suite, where they are taught the basic skills they need to operate the programmes they use independently.

PHYSICAL DEVELOPMENT

Provision for physical development is **good** overall.

Main strengths and weaknesses

- There is good attention given to developing pupils' co-ordination and manipulative skills.
- The outdoor area needs further development.

Commentary

38. Pupils achieve well and standards are above average by the end of the Reception Year. Teaching and learning are good. Particular attention is given to the development of children's co-ordination through daily exercises of 'brain gym' and this is having a positive effect on their ability to control their finer movements. A well-planned range of opportunities such as the use of construction toys, drawing and cutting ensures ample opportunities for the further refinement of these skills. Good attention is given to teaching the children how to use implements such as pencils and scissors correctly and this supports their work in other areas of learning. Children have regular opportunities to use the outdoor area and this enables them to develop the control and coordination of the movements on a larger scale than is possible indoors. However, the school recognises that the bland design of this area and the limited provision of equipment makes this area satisfactory rather than good, and there are well-established plans for improvement. In the meantime, the teacher ensures that children's achievement in their physical development is not impeded. She does this by making the best use she can of the equipment that is available and making good use of the hall.

CREATIVE DEVELOPMENT

Insufficient activities were seen to make an overall judgement about provision in this area of learning. However, evidence from teachers' planning indicates that this area of learning is fully covered. There are ample opportunities for children to paint and draw what they

feel, see and imagine. Role-play activities are provided both indoors and outdoors and there are well-planned opportunities for drama, dance and music.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve very well and standards are well above average in Year 2 and Year 6. However, achievement varies between satisfactory and good in other year groups.
- The basic skills of literacy are very well taught but there is not enough emphasis on developing pupils' skills of independent learning in some lessons.
- There are weaknesses in the use of assessment and target setting to plan for the school's longer-term goals.
- The leadership and management of the subject are good.
- Literacy skills are well used across the curriculum.

Commentary

39. The school's results in the national tests for Year 2 and Year 6 pupils in 2004 were well above the national average. They also compare very well with the results of schools with similar numbers of free school meals. Inspection findings confirm that standards have improved since the last inspection and are well above average. This has been achieved because of the very good attention that is given to teaching the basic skills of literacy throughout the school.
40. Teaching and learning are good overall and have improved since the last inspection. During the inspection, the quality of lessons varied from satisfactory to excellent. Very good teaching in Year 2 and very good and sometimes excellent teaching in Year 6 are significant factors in the well-above-average standards and very good achievement of pupils in these year groups. Teaching varies between satisfactory and good in other year groups and is reflected in the variations in achievement from year to year. Very good attention is given to teaching the basic skills of literacy. Most pupils spell well for their age and their handwriting is neat and well formed. A wider range of good quality books is available than was the case during the last inspection and there are now good opportunities for pupils to write for a variety of purposes. Consequently, by the time that they reach Year 6, most pupils have a very good understanding of how authors achieve particular effects when writing fiction and they have the skills that they need to write for a variety of purposes and audiences. Pupils are encouraged to use an adventurous vocabulary and to allude to the thoughts and feelings of characters. In Year 2 and Year 6, teachers use interesting and varied approaches to teaching writing, which are highly successful in capturing pupil's imagination. An excellent Year 6 lesson, resulted in work of very good quality because teaching appealed to pupils' emotions, encouraged creativity and helped them to learn in practical and visual ways as well as through talking and listening. Where teaching is satisfactory rather than good, there is an over emphasis on instruction and

control, tasks are dull and uninspiring and there is insufficient use of skilful open ended questioning to help pupils to think for themselves and develop their own ideas.

41. The school has a range of good assessments with which to monitor standards and the achievement of individual pupils as they move through the school. This is an improvement since the last inspection. Assessment information is used satisfactorily during the term and at the end each year to identify where problems are occurring and where pupils need additional help. Pupils with special educational needs particularly benefit from this. Although annual targets are set for writing, they are not sufficiently rooted in challenging aspirations for the end of Year 6. This results in some weaknesses in planning for raising the achievement of individual pupils, particularly where teaching is satisfactory rather than good.
42. The literacy co-ordinators are very knowledgeable about the subject and they set a very good example by the quality of their own teaching. They have a good overview of the subject as a result of observing teaching, monitoring planning and analysing test results. They have used this information well to identify where general improvements need to be made and this has contributed to the very good standards that are currently being achieved. However, the absence of rigorous target setting procedures limits their ability to check how well pupils are doing as they move through the school.

Language and literacy across the curriculum

43. Pupils make good use of their language and literacy skills in other subjects of the curriculum. They respond very well to the materials they read because of their good understanding of the organisational features of many different kinds of information text. They use different forms of writing well in other subjects of the curriculum, for example, accounts of visits to places of interest and stories written from different points of view in history.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are well above average in Year 2 and Year 6 and pupils achieve very well in these year groups. Achievement varies between satisfactory and good in other parts of the school.
- The subject is well led and managed, with a clear focus on improvement.
- Target setting is not fully part of the assessment and marking process.

Commentary

44. Although the results in national tests have fluctuated since the previous inspection and had dipped in 2003 to below average, they have now risen to well above average. Pupils with special educational needs are well supported and achieve well. Higher-attaining pupils also achieve well as a result of work that is generally well matched to their differing capabilities. Achievement is judged to be good overall. It is

very good in the present Year 2 and Year 6 because of the very good teaching that occurs in these year groups. Achievement varies between satisfactory and good in other year groups, reflecting the variations in the quality of teaching.

45. Teaching and learning are good overall. They varied between satisfactory and very good in lessons during the inspection, with some very good teaching occurring in Year 2 and Year 6. Well-focused mental calculation forms the backbone of learning in most lessons throughout the school. Most teachers have good subject knowledge and use effective methods and strategies to stimulate pupils to achieve well. A good example of this occurred in a very good lesson during the inspection. The teacher caught the pupils' imagination with a set of interesting problems displayed on the interactive whiteboard, one problem being to put three scoops of ice cream into cones without repeating the pattern. Pupils showed the possible combinations by confidently demonstrating the patterns using a laptop computer linked to the whiteboards. They were then set a complex follow-up activity that imagined a planet where it was the wedding custom to rub elbows with every guest but for only one person to do the rubbing. The pupils increased their skills in using logical reasoning as they used a variety of techniques to work out a permutation that would solve the problem. Frequent probing questioning by the teacher developed good quality mathematical understanding and rapid learning.
46. Where teaching is satisfactory rather than good, it is because it does not extend pupils' learning by encouraging them to apply their numeracy skills in ways which encourage them to think and do things for themselves. Although a considerable amount of data is now being collected at regular intervals during the time the pupils are moving from Year 1 through to Year 6, it is not used to set challenging long-term goals and to identify shorter-term targets along the way. Consequently, teachers and pupils are not always sufficiently aware of what lessons are leading to. Marking is positive, often providing support to develop the pupils' confidence but, because individual targets do not exist, comments are not always precise enough to help pupils know what they should do next.
47. Leadership and management are good. The subject co-ordinator has been absent from school during recent times but the acting subject co-ordinator has a good knowledge of the subject. Working closely with the headteacher, she has maintained the clear action plan, previously set in place to raise standards in the subject; this has been effective.

Mathematics across the curriculum

48. Opportunities to use and develop mathematical skills in other subjects are good and developing. Throughout the school, teachers make good use of computer programs to support work such as rapid mental calculation, recording temperature change in science or measuring a pupil's pulse during physical education and science work.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards have improved significantly since the time of the previous inspection, especially in Year 2.
- Teachers make good use of practical activities to develop pupils' knowledge and understanding, and the quality of teaching and learning is good.
- Teachers do not always make enough use of assessment to provide pupils with tasks that suit their particular needs.

Commentary

49. Standards are well above average at both Year 2 and Year 6 and pupils generally achieve well. This is a result of a greater emphasis on helping pupils to learn about scientific phenomena through practical activities. Pupils in Year 2 successfully and confidently undertake experiments on many aspects of their work. In Year 6, they carry out a range of experiments, using suitable equipment, making observations and recording their findings. They readily and carefully identify the need for a fair test. This is an improvement since the last inspection. The teachers make good use of the correct scientific terminology, and this has a beneficial effect on the pupils' overall learning. Although achievement is very good in Year 2 and Year 6, reflecting the high quality of teaching in these year groups, achievement varies between satisfactory and good in other parts of the school.
50. The quality of teaching and learning is good overall, but varies between satisfactory and very good. Where it is very good, it is marked by very skilled use of questioning and very good use of practical tasks which challenge pupils to develop their ideas at a range of different levels. When teaching is satisfactory rather than good, it is because work is not sufficiently matched to pupils' differing needs and capabilities, and some pupils, particularly those who are higher attaining, do not then have the challenge that they need. This is in part due to weaknesses in assessment procedures. Whilst data is analysed to identify where whole-school improvements are needed, the information is not used to set long-term goals and to inform target setting for individuals and groups of pupils.
51. The subject co-ordinator supports his colleagues well, and he provides sound leadership. He sees samples of pupils' work, observes class lessons and uses the information to plan for improvements. The curriculum is good overall but lacks guidance on the year-on-year development of scientific enquiry. This contributes to the inconsistencies in teaching, learning and achievement between classes.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- High standards have been sustained since the last inspection.
- Pupils make very good use of the ICT suite for the development of their own learning during lessons, at lunchtime and after school.

- The subject is well led and managed and is given good support by the headteacher and governors.

Commentary

52. Pupils achieve well and standards are well above average in Years 2 and 6. This is a good improvement since the previous inspection.
53. The quality of teaching and of learning is good and very good in Years 2 and 6. This is a good improvement in Year 2 since the previous inspection. Teachers have high expectations of pupils and give them responsibility for logging on, saving work and retrieving work from the file server. Pupils are given opportunities to access other programs and, under supervision, the Internet, to try out their own ideas, once they have been given an initial introduction. Older pupils, once they have been given an introductory lesson, are expected to have completed a considerable amount of work before the next lesson. This they may do at home or by signing in to the computer suite before school or during the lunch break. It is this high level of trust and the very good relationships that exist in lessons that mean pupils feel they are in control of their learning and so are very enthusiastic about the subject. Well-directed support and good use of teaching assistants, as part of this support structure, are significant in ensuring good levels of achievement in lessons. Pupils are encouraged to overcome problems they encounter and this greatly increases their confidence and extends their skills. Assessment is good. There is an easy checklist for recording pupils' achievement so that future work can build on these experiences. All this work is further reinforced through the information and communication technology club that ensure pupils, without access to their own computers, have opportunities to develop their skills and understanding of the subject under the skilled guidance of the subject co-ordinator.
54. Leadership and management are good. The co-ordinator is a good role model for other staff and has done much to raise standards in Year 2. The headteacher and governing body value ICT highly and ensure the resources are of the best quality and consistently up to date. The ratio of computers to pupils is well above the government's target for 2004. There is a well resourced information and communication technology suite. Effective timetabling has ensured that the suite is used for a significant amount of time throughout the week and that all classes have equal opportunity to use it. Since the previous inspection, effective support has been given to all teachers to improve their confidence. This has resulted in maintaining high standards and keeping up with the rising level of standards seen nationally.

Information and communication technology across the curriculum

55. Good use is made of ICT to help pupils' achievements across the curriculum. Good progress has been made in this aspect of pupils' learning through the introduction of interactive whiteboards in each classroom, all linked to a file server. All teachers have a laptop computer on which to prepare lessons and a digital camera to record work and things seen on visits. These innovations mean that information and communication technology is used well as a teaching tool and pupils fully expect to use it as a tool for their own learning. This has had a significant impact on the quality of learning throughout the school and stimulated pupils' very positive attitudes to

learning. In one lesson, for example, a teacher made good use of a set of jumbled instructions to a) aid pupils' learning of sequencing instructions in English, b) order by number in mathematics and c) develop cut and pasting skills in information and communication technology. Computer-linked microscopes are used well to examine creatures found in the school grounds. Pupils make good use of the Internet for research, for example, when visiting a range of different websites to gather details for multi-media presentations.

HUMANITIES

Religious education and history were inspected in full and are reported on below. No report is made on **geography** because no lessons were seen and there was insufficient first-hand evidence to make judgements.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have a good understanding of feelings and belonging and living in a community.
- There are good links with the local church which aid well pupils' knowledge and understanding of Christian rites and artefacts.
- Pupils have less understanding of how peoples' differing faiths and beliefs affect their daily lives.

Commentary

56. Standards of attainment are in line with the expectations of the locally agreed syllabus in Year 2 and Year 6. Standards have been maintained since the previous inspection. Achievement is satisfactory throughout the school.
57. Pupils are gaining a satisfactory knowledge and understanding of Christianity and of other major world religions. In discussion, pupils in Year 6 know the significance of the major Christian festivals and talk with confidence about the places of worship and the principal books of the major world religions. They are aware that these teachings may also have relevance to them as young people in their day-to-day lives. Pupils of all ages have opportunities to express their feelings; what makes them happy or sad and how they can support one another. They have a strong sense of the school as a community and what creates this community, which makes a good contribution to their spiritual, moral and social development.
58. Teaching and learning are satisfactory overall, although good teaching in lessons was also observed during the inspection. The very good relationships evident through the school are used to advantage and pupils' ideas are promoted effectively in an atmosphere of respect and understanding. Good use is made of visits to a local church and pupils have a satisfactory understanding of the significance of church artefacts. Pupils also study the form of services used in The Church of England and put together services to be conducted in the church for occasions such as harvest festival. Pupils' factual knowledge of the basis of beliefs in other religions is developed

effectively but they have less understanding of how peoples' differing faiths and beliefs affect their daily lives. Planning for pupils' differing needs and capabilities in lessons and in the development of their thinking and questioning skills are, however, weaknesses. These limit in-depth learning and achievement at higher levels. Consequently some higher-attaining pupils do not then achieve as much as they should. Assessment is broadly satisfactory but it does not give teachers the precise information that they need to monitor pupils' achievement.

59. Leadership of the subject is satisfactory and has ensured standards have been maintained. Resources are satisfactory. The school has very good links with the local church and the vicar is a regular visitor and fulfils a valuable pastoral role in the school as well contributing well to the provision of religious education. Pupils make good use of information and communication technology to assemble multi-media presentations, for example, on the Easter story.

History

Provision for history is **satisfactory**.

Main strengths and weaknesses

- There are good opportunities for pupils to compare life in different periods of history with life today.
- Pupils are given a good range of opportunities to carry out their own research but they do not always have the skills that they need to pursue their enquiries in depth.
- Assessment lacks precision and insufficient use is made of it to inform planning for the different needs of pupils.

Commentary

60. Pupils' achievement is satisfactory overall and standards are average in Year 2 and Year 6. This is similar to the findings of the last inspection.
61. Teaching and learning are satisfactory overall. Opportunities to visit historical houses and museums, and practical tasks such as cooking biscuits to a Tudor recipe, give pupils a good insight into life in the past. They develop a good understanding of how everyday life has changed over a period of time as a result of comparing aspects of life today with similar aspects during certain periods of history. For example, Year 2 pupils have looked closely at pictures of kitchens in the recent past and compared them with the kitchen in their own homes. In Year 6, pupils have studied Victorian schools, looked at the reasons for them being built and compared Victorian classrooms with the classrooms that they are familiar with today. Pupils are given a good range of opportunities to carry out their own research using the Internet, encyclopaedias and information books. This results in them having a satisfactory factual knowledge of significant periods and events of the past and a growing awareness of why some things happened as they did. For example, in their studies of Ancient Egypt, Year 3 pupils come to understand the importance of the Nile to the farmers and how it influenced their lives. However, there is insufficient use of assessment to plan for the different needs of pupils in the same class and for the systematic development of the skills of historical enquiry. Higher-attaining pupils do

not always achieve as much as they should because of this. For example, they tend to ask simple, closed questions which will result in the acquisition of factual knowledge. They rarely develop their questioning skills to a level where they are analysing data or evaluating different sources of evidence.

62. The leadership and management of history is satisfactory overall. Whilst the curriculum for history is satisfactory overall, it rarely includes opportunities for pupils to learn about the contribution that ethnic minority groups have made to British history.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

63. Physical education was inspected in full and is reported on below. Only one lesson was seen in art and design and it was not possible to make firm judgements on provision from this. The subject was sampled by looking at examples of work, including painting, drawings and three-dimensional work, from pupils of all ages and abilities. No lessons were seen in music but the subject was sampled by looking at samples of past work and teachers' planning as well as holding discussions with pupils. Two lessons were seen in design and technology but there was not enough evidence to make a judgement about overall provision. This subject was also sampled.
64. Standards of work seen in **art and design** were above average and it is clear from these and from the lesson seen that skills and techniques are taught well. Teachers' planning indicates that pupils have a good range of experiences in both two-dimensional and three-dimensional art, craft and design work and use a good variety of materials and tools. There is a good emphasis on different artistic traditions, and very good involvement of visitors with expertise in the subject to enhance and enrich the curriculum. However, these mainly reflect western culture and the range of cultural traditions that are present in today's diverse society is not represented to a sufficient extent. Teaching and learning in the one Year 6 lesson seen were very good. There was very good attention to the planning stage of art and design and pupils were encouraged to use sketchbooks to explore and record their ideas. Sketching and painting techniques were carefully taught and there was enough time for pupils to carry out, refine and evaluate their work over a series of lessons. This resulted in work of high quality. The subject leader is very knowledgeable about this area of the curriculum and is very supportive of other members of staff when they seek her advice.
65. During the inspection only two lessons were seen in **design and technology**, and there was not enough first-hand evidence from other sources to give an overall judgement about provision. However, from the lessons seen and from evidence of pupils' work and talking with pupils, it can be said that standards are broadly average and pupils' achievement is satisfactory. In a Year 4 lesson, pupils successfully designed and made torches. Their plans were detailed, with lists of tools and materials also provided. The teaching overall was good, and pupils showed very good attitudes to the subject. Pupils produced a variety of torches and identified ways in which they could be improved. The items produced were of a good standard. A study of other plans and samples of work shows that the subject is fully covered throughout the school. However, it is not clear how design and technology skills and the skills of

independent learning are systematically developed year on year. Assessment is satisfactory but is not used to support planning for different ages and capabilities in the same class. The resources for the subject have improved since the previous inspection.

66. No lessons were observed and therefore insufficient evidence was gathered to make secure judgements about achievement, standards and the overall provision in **music**. Analysis was made of portfolio records of pupils' past performances, teachers' planning was reviewed, resources examined and discussions held with pupils. The subject meets statutory requirements and teachers provide a satisfactory range of tasks and learning opportunities so pupils' skills are developed in line with national guidelines. The curriculum is satisfactorily enhanced by visits from music groups, some of whom run workshops on ethnic instruments, for example, Andean pipes, to give pupils experience of playing a range of percussion, tuned and untuned instruments. The standard of singing heard in assemblies was of good quality. Pupils sing tunefully, with a good awareness of breathing and diction. Pupils spoke of their interest in music and in performing both in school and in a variety of out-of-school activities, such as concerts, church services and other performances. A good number of pupils are provided with individual and small group instrumental tuition.

PHYSICAL EDUCATION

Provision for physical education is **good**.

Main strengths and weaknesses

- Standards are higher than expected in Year 2 and Year 6. This is an improvement since the previous inspection.
- Teaching is good, although teachers provide pupils with few opportunities to evaluate their work.
- Pupils' attitudes and behaviour are very good. They are mostly keen to participate.
- The role played by the co-ordinator is good.
- The very good range of teams and after-school clubs helps the pupils to further develop their skills.

Commentary

67. In the lessons seen, pupils in Years 1 and 2 produced a good range of animal movements, relating to the theme of 'Commotion in the Ocean!' They showed good control and co-ordination in copying the movements of penguins in particular. Pupils in Year 3 produced a good variety of gymnastic movements, especially in relation to symmetrical shapes and patterns. Pupils in Year 6 showed higher-than-expected skills in carrying out Indian dance routines, concentrating especially on intricate and delicate hand and head movements. They also showed confidence and skill in following an adventure trail around the school grounds. Pupils in Years 4 and 5 attend swimming lessons during the year, and by the end of the Year 5, about 90 per cent can swim 25 metres and many can swim significantly further. Planning has improved since the previous inspection, and it shows that a full range of activities is carried out during the year.

68. The overall quality of teaching and learning is good. Teachers are suitably dressed to join in and demonstrate for pupils, their subject knowledge is good and they provide appropriate resources to suit the range of activities. Teachers give relevant advice to pupils about their work, and this enables them all, including those with special needs, to achieve well. Pupils also receive much further encouragement from the learning support assistants, when appropriate. Whilst teachers often use pupils to demonstrate good examples of work, opportunities are usually missed to allow pupils to discuss and evaluate their own work. Pupils enjoy physical education, and they join in with enthusiasm, both when working alone and with others, and their behaviour overall is very good. Lessons are fully inclusive, and boys and girls, including those with special needs, work happily together.
69. The subject co-ordinator provides most suitable advice and support for colleagues, being a very good practitioner herself, and she has contributed well towards the good standards being achieved. She has observed lessons taking place, and this has helped her identify ways in which those standards can be achieved. She also contributes significantly to the various clubs and teams that the school provides. Her leadership role is clearly good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

70. During the inspection, only one lesson was seen and so no overall judgement is made. However, in the lesson seen in Year 1, pupils discussed the importance of keeping themselves safe, and how this could be done. The teaching was good, and the pupils readily contributed. A study of teachers' planning, together with discussions with pupils, show that a most appropriate allowance is made for the subject during the year. Pupils learn about sex education, drugs awareness and the importance of healthy eating and living. Other issues, such as the importance of caring for one another, the value of friends, how to deal with sadness, especially relating to family issues, the need to confront and deal with bullying and the importance of taking responsibility at different times are also suitably emphasised.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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	2
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	3
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	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
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	2
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).