

INSPECTION REPORT

WHITESHILL PRIMARY SCHOOL

Stroud

LEA area: Gloucestershire

Unique reference number: 115556

Headteacher: Mr R Kempner

Lead inspector: Mr G Timms

Dates of inspection: 7 - 9 February 2005

Inspection number: 272925

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	108
School address:	Main Road Whiteshill Stroud Gloucestershire
Postcode:	GL6 6AS
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Marian Smith
Date of previous inspection:	12 July 1999

CHARACTERISTICS OF THE SCHOOL

Whiteshill Primary School has 108 pupils on roll organised into four classes. The school is of below average size. Overall, the attainment of most pupils when they enter the school is in line with that expected for their ages. There are 14 pupils on the register of special educational need and this is below average. Five of the pupils have a statement of special need entitling them to extra support. This is above the national average. The main needs are speech and communication, specific learning difficulties and moderate learning difficulties. Most pupils are from a white British background and no pupils are at an early stage of learning English or receive extra support through ethnic minority grant funding. Only a small number of families have a home language other than English. The proportion of parents who claim their entitlement to free school meals is below average. The mobility of pupils joining and leaving the school at times other than is normal is broadly average but varies from year to year. Consequently, due to the small numbers in a year group, a few pupils moving school can have a very significant impact.

The school achieved Investors in People status in 2003, and received two achievement awards in 2002 and 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21038	Mr G Timms	Lead inspector	English as an additional language Foundation Stage Mathematics Information and communication technology Art and design Music Physical education
9756	Mr K F Parsons	Lay inspector	
25074	Mrs J Cox	Team inspector	Special educational needs English Science Religious education Design and technology Geography History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school, which provides a very effective quality of education for its pupils. This has been maintained even through a period of change in the senior management, and indicates how successful the governors, teachers and other staff have been in maintaining the school's positive aspects. Leadership and management are strong. The quality of teaching and learning is very good, and this is a major factor in the very good achievement. The school gives very good value for money.

The school's main strengths and weaknesses are:

- Achievement is very good throughout the school.
- Standards are well above average by the end of Year 6.
- Relationships are excellent throughout the school and pupils' attitudes are very positive.
- The teaching is very strong throughout the school and has the benefit of very good quality learning support staff.
- The subject leadership does not focus sufficiently on the delivery of the curriculum.
- Pupils' work is not always sufficiently neat and tidy, dated, stored appropriately or marked effectively.
- Pupils demonstrate excellent levels of confidence and self esteem.

The improvement since the last inspection has been good. There were no key issues raised but the school drew up an action plan to address the minor issues in the report. These have been successfully addressed. In addition, the changes to the curriculum and to the provision for reception children have been successful. The teaching has been strengthened through work to introduce a range of learning styles and consideration of how best children learn. Other very positive aspects of the school's work have been maintained at a high level.

STANDARDS ACHIEVED

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

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

Achievement is very good. The attainment on entry to the reception class is broadly in line with that expected for children of this age. Their speaking and reading skills are slightly better than their mathematical skills. By the time they start in Year 1 they have made good progress and the majority have achieved the expected early learning goals; reading standards are particularly strong. The table above shows that by the time pupils left the school they had made very good progress and were often achieving at a level well above that expected nationally. In 2004, for example, Year 6 pupils attained average standards in English but well above average standards in mathematics and science. When compared with schools with pupils who scored similarly when they were in Year 2, attainment was above average in English, and well above average in mathematics and science.

In Year 2, in the 2004 national tests, pupils were well above average in reading and average in writing. However, in mathematics, standards were very high, putting the school in the top five per cent nationally. Current standards in English, mathematics and science are above average in Year

2 and well above average in Year 6. This reflects the very good progress pupils make throughout the school. In information and communication technology, standards are good by Year 2 and very good by Year 6. Standards of written work in religious education are largely in line with those expected. The recently improved resources and training for staff are having a positive impact on standards. In art and design, standards throughout the school are above those normally expected for pupils of this age. Pupils with special educational needs, or who are gifted and talented, make equally very good progress. Pupils' attitudes towards school are very good and this has a positive impact on their learning. **Pupils' personal development, including their social and moral development, is very good. Their spiritual and cultural development is good.**

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching and learning are very good, overall. The very good teaching is supported by the very effective teaching assistants. Lesson planning is very detailed and, particularly for the older pupils, focused on specific learning styles for particular activities, that will best help pupils learn. The curriculum is good and meets all statutory requirements. The level of enrichment of the curriculum is very good. The accommodation and resources are satisfactory but the school urgently needs the planned replacement of the temporary classrooms, due to their poor condition and lack of storage. The school offers a good level of care and welfare for the pupils, and very good advice and support for them. There are very good links with parents and good links to the local community and other schools.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are good. The changes to the leadership, reflected in the new headteacher and new governors, have strengthened the school and there is a clear indication that the school is focused on appropriate priorities for its future development. The new headteacher has a clear educational direction for the school. The subject leadership is good but teachers have had little opportunity to monitor the teaching of their subjects, although this is planned for the near future. The early introduction of the planned workforce remodelling requirements has enabled the school to adjust provision appropriately. Governance is good and the governors have a good understanding of the school's strengths and weaknesses. The analysis of assessment data from national tests is very effective and has, for example, been used well to address minor weaknesses in writing and mathematics.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents have very positive views about the school. They say their children like school and are making good progress. They also feel that the arrangements for children starting school in reception are very good. A few parents were concerned about the progress made by higher attaining pupils, and about behaviour at lunchtime, but the findings of the inspection show that their concerns are unfounded. Pupils' perceptions of the school are very positive and they appreciate the high standard of teaching.

IMPROVEMENTS NEEDED

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

- improve the presentation, storage, marking and dating of pupils' work;
- develop subject leadership to enable the monitoring and evaluation of subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is very good throughout the school. Standards by Year 6 are well above average in English, mathematics, science, information and communication technology, and art and design, and above average in history.

Main strengths and weaknesses

- Standards over time have usually been well above average in both key stages.
- Children in the reception class make very good progress.
- Higher attainers and pupils with special educational needs achieve very well.

Commentary

1. Children generally start the reception year with broadly average levels of attainment for their ages, although slightly below average for their mathematical development. They make good progress in most areas of learning and by the end of the year, the vast majority are likely to achieve the expected early learning goals. However, the small size of cohorts means that there can be significant variations from year to year.

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

Standards in:	School results	National results
reading	17.2 (17.9)	15.8 (15.7)
writing	14.8 (16.6)	14.6 (14.6)
mathematics	18.8 (17.4)	16.2 (16.3)

There were 10 pupils in the year group. Figures in brackets are for the previous year.

2. The attainment of Year 2 pupils in the national tests since the last inspection has been variable but above the national average. Results have improved over time and at a faster rate than that found nationally. The dip in results in writing in 2004 has been analysed by the school and a range of measures, including more opportunities for writing in different styles, have been put into place. Results in reading have remained at a high level, while those in mathematics have improved significantly, and in 2004 put the school in the top five per cent of schools nationally. The very small cohorts mean that it is difficult to assess any significant gender differences, but boys do better than boys nationally over time, whereas girls achieve in line with girls nationally. When the results are compared with those of schools taking pupils from similar backgrounds, standards in the tests were well above average in mathematics, above average in reading but below average in writing.
3. The teacher assessments in science put pupils' attainment in the top five per cent of schools nationally, with a very high proportion of the pupils reaching the higher levels. Inspection evidence suggests that this is slightly higher than the standards currently found which are broadly above average. Standards in information and communication technology, and in art and design are also above average, while those in religious education are in line with those expected in the locally agreed syllabus. Standards in history are above average.

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

Standards in:	School results	National results
English	27.5 (29.0)	26.9 (26.8)
mathematics	29.2 (28.2)	27.0 (26.8)
science	30.8 (31.7)	28.6 (28.6)

There were 11 pupils in the year group. Figures in brackets are for the previous year.

4. Although there has been some variation from year to year, the attainment of Year 6 pupils has largely remained at a high or very high level since the last inspection. Given the small sizes of the cohorts the variation in attainment between year groups is surprisingly small and this reflects the consistently very good provision found throughout the school. In 2004, the test results in English dipped somewhat, due to weaknesses in the writing. These have been addressed through more focused teaching and opportunities to write in a range of styles, and the current picture is of very high standards.
5. When compared with all schools nationally, the tests in 2004 showed that standards in English were average, but that standards in mathematics and science were above average. When compared with schools taking pupils from similar backgrounds, standards were below average in English, average in mathematics, and well above average in science. When compared with schools that had similar scores when the pupils were taking the Year 2 tests, attainment was above average in English and well above average in mathematics and science. This shows how well the pupils had made progress through Years 3 to 6.
6. Boys continue to do well compared to boys nationally. Higher attaining pupils make very good progress and achieve very well. The school has a culture of celebrating success and teachers are proactive in looking for support and extension work for their most able pupils. For example, in the last Year 6 some very able mathematicians were provided with ideas and resources by the local grammar school. The achievement of pupils with special educational needs is very good and pupils reach at least average standards because they are very well supported by teachers and teaching assistants. Targets in individual education plans are realistic but challenging, and are reviewed regularly.
7. The current standards found in the school are for the most part above or well above average. Standards in reading, writing and speaking and listening are well above average by Year 6. There are equally high standards in mathematics, science, information and communication technology, and art and design. Standards of achievement are above average in history. Standards in religious education are broadly in line with those expected, as they are for Year 2. No other subjects were a major focus for the inspection and so no secure judgements about standards or achievement can be made.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Attendance is well above the national average for a school of this type and punctuality is very good. Pupils' moral and social development are very good; their spiritual awareness and appreciation of culture are good.

Main strengths and weaknesses

- Pupils have very positive attitudes that contribute very well to their learning.
- There are very good relationships between staff and pupils and this helps to maintain very high standards of pupil behaviour.
- The school has a clear set of values and this makes a very strong contribution to pupils' moral and social development.

- The vast majority of pupils have a very positive approach to their education and participate well in what the school has to offer, including extracurricular activities.
- Attendance is very good and this maximises the opportunities for pupils to learn.

Commentary

8. Virtually all parents are pleased with the standards of behaviour in the school and believe that their children are encouraged to develop as individuals. During the inspection, pupils behaved very well in all of the lessons seen. This ensured that teachers did not spend time maintaining order and could concentrate their efforts on productive learning. The school has a clear set of expectations, which pupils understand and with which they usually comply. There is a range of rewards and sanctions in place, but the key to the pupils' very positive attitudes is the strong relationships between adults and children. All teachers treat pupils as individuals and they respond very well to this. Pupils think that their teachers are both fun and strict – a very positive combination to achieve. The resulting very positive attitudes to school are evident, for example, in the effort pupils put into their work, although they do not always take sufficient pride in its presentation. Pupils with special educational needs behave very well and have very good attitudes towards their work because the school has such a very positive and supportive ethos, which successfully raises pupils' confidence and self esteem.
9. The pupils are polite and personable. They are proud of their school and want it to do well. They display an exceptionally high degree of self-confidence and high self-esteem. They get on well with each other, co-operate very well and are able to work together constructively in groups, respecting each others' opinions. Break times are pleasant occasions, with older pupils looking out for the younger ones and pupils organising their own games, including all those wanting to play. The vast majority of pupils behave sensibly and with due regard for others. Although a few parents were concerned at pupil behaviour and the level of supervision at breaks, pupils themselves did not express any worries and the behaviour seen was very acceptable. There is no bullying; pupils are confident that staff would deal with any incidents speedily. The school creates very good opportunities to foster pupils' confidence and ambitions, often providing first-hand experiences and trips out into the wider community.
10. The school's clear view of what it is trying to achieve, emanating from the headteacher but shared by all staff, helps to define the nature of relationships in the school and creates its strong ethos. This can be seen in the way that all staff set a positive example for the pupils. Pupils themselves understand and appreciate this, as do their parents. There is a strong community feeling that permeates the school, and this helps pupils to consider and understand human feelings and emotions, both their own and those of others. Staff provide moments of calm or reflection within the day, such as a moment of quiet as grace is said in the dining hall or a pause for private reflection in an assembly. The current assembly theme on growing was well illustrated through the development of an amaryllis plant – pupils were genuinely affected when the plant finally flowered. Spiritual moments can also be found in some lessons – for example, an English lesson involved pupils describing the execution of the 17-year-old Lady Jane Grey and evinced genuine empathy and real feelings from the class. The school's outdoor spaces are used well to provide a range of interesting artefacts and experiences drawn from a variety of cultures.
11. The school's provision for pupils' cultural development is good. There are suitable opportunities in religious education to explore a range of beliefs and cultures, such as Judaism and Islam. Pupils study cultural themes in a range of subjects, such as art, where pupils study and copy the styles of famous artists, and music, where pupils are currently rehearsing for a performance with other schools of songs from "Bombay Dreams". Use of visitors, such as an artist in residence, enhances the school's own expertise and resources. A particularly notable performance was the school's production, created by an outside expert, of a traditional English mummings play linked with music from Barbados, which the pupils involved clearly found a very uplifting experience. The school provides a number of opportunities for pupils to develop their social skills, including residential trips. The staff help the young people to develop a strong set of values and standards on which to base their own

social and moral judgements. The school is active in encouraging pupils to support others through its charitable efforts.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.3	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.

12. Attendance is well above the national average for a school of this type. Pupils enjoy coming to school and their positive attitudes are a key reason for the low levels of absence. Parents are also supportive, generally avoiding taking holidays in term time. Pupils come to school punctually and as a result, there is an efficient start to the school day.

Exclusions

There have been no pupils excluded from the school for many years.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education, based on a good curriculum and very good teaching. The care provided for pupils is good and the links with parents are very good. The links with the community are good.

Teaching and learning

Teaching and learning are very good throughout the school, and often excellent in Year 6.

Main strengths and weaknesses

- The quality of teaching is better than is normally found nationally.
- All staff in the school work hard as a team for the benefit of the pupils.

Commentary

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	11	7	2	0	0	0

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

13. There is no unsatisfactory teaching in the school. Ninety-one per cent of the teaching is good or better and sixty-one per cent very good or excellent. This is much better than the picture in similar schools nationally. The very good teaching has many strengths and is found throughout the school. This is instrumental in supporting the very good progress and levels of achievement evident in most subjects.
14. The small teaching team works very well together. Planning is often shared, as are resources and ideas. Where there are two teachers sharing a class, very good use is made of the different individuals' expertise. The very good quality teaching assistants offer the school a

high level of support with pupils in classrooms, or in small groups, or for those with special educational needs. The relationships between all adults and the pupils are very good and have a positive impact on learning. In most lessons a very calm and purposeful working ethos is created, although noise levels among the youngest pupils are sometimes allowed to reach too high a level.

15. Where the teaching is strongest, such as the excellent teaching in Year 6, the lessons are particularly well planned and resourced. The work is challenging but presented in a very lively and appropriate way. Teachers use computers and interactive whiteboards well to plan, resource and deliver lessons. Very effective use of whole class sessions at the end of lessons is evident, and this ensures that new learning is reinforced and consolidated, and pupils are well prepared for the next lesson. Learning objectives are often shared with the pupils, and this helps them to understand what is expected of them and what they will have learned by the end of the lesson.
16. The teaching of higher attaining pupils is very good. Where appropriate outside expertise is brought in to provide extra support or resources for particularly able pupils, as happened last year with some very able mathematicians. Teachers plan work that is appropriately matched to the pupils' abilities and prior attainment. This is true for all parts of lessons. So, for example, when asking questions of the whole class, teachers target specific children with questions aimed to extend their level of understanding. This is also true for the different ages in the classes, and the teachers manage the wide age ranges very well.
17. Teachers skilfully and successfully take into account the requirements of pupils with special educational needs and plan their lessons accordingly. They deploy their teaching assistants and parent helpers very effectively to support pupils both with their work and with their response and behaviour. For instance in whole class activities, pupils are sensitively drawn into the discussion and encouraged to make a contribution. Older pupils make a valuable contribution to their own individual plans, assessing how well they have done towards reaching their targets.
18. The quality of assessment is good. In the reception class, adults make good notes about pupils' learning during activities, and these are transferred appropriately to records and profiles. Throughout the school, pupils are regularly tested and assessed, and any underachievement noted to inform future planning. Good records are kept and teachers evaluate their lessons well, noting particular pupils who have made sufficient or less than expected progress. The day-to-day assessment through the marking of pupils' work varies. The best is very clear about what has been done well and what the pupil needs to do to improve. Other marking is over positive, does not put sufficient emphasis on what needs to improve, and sometimes incorrect work is marked as correct.

The curriculum

The school's provision for the curriculum is good. The school provides a very good range of extra-curricular activities. Resources and accommodation are satisfactory.

Main strengths and weaknesses

- Resources and provision for information and communication technology have improved considerably.
- The curriculum is enhanced by a very good range of exciting activities.
- The provision for pupils with special educational needs is very good.
- Certain aspects of the accommodation require improvement.

Commentary

19. There have been good improvements to the curriculum since the last inspection. For instance, provision for information and communication technology has improved considerably with the installation of a good range of computers. In addition, staff use interactive whiteboards skilfully and successfully to interest and engage pupils. As a result standards in information and communication technology have risen considerably.
20. The curriculum encompasses all subjects of the National Curriculum and sufficient time is allocated to each. All statutory requirements are fully met. The new headteacher is in the process of devising a rolling programme to ensure that policies and planning are reviewed, and governors are linked to subjects. This good practice enables the school to keep fully abreast of progress in fulfilling the school's action plans for further curriculum development. The curriculum is very well planned for all pupils including those with special educational needs, those from minority ethnic backgrounds or those who are more able pupils.
21. The school makes very good use of its attractive locality to successfully enrich its curriculum, especially in science, history and geography. Parents and staff have improved the outdoor area to provide endless opportunities for pupils to conduct first-hand scientific studies. Visitors extend pupils' understanding of subjects such as history and bring lessons vividly to life. Older pupils appreciate the many visits they have enjoyed during their time at the school. There are very good links with outside rugby, football and tennis coaches and the school takes part in sporting, musical and drama events in the community. In addition, there are a wide range of after school clubs such as orchestra, drama, knitting, country dancing, computers, sewing and recorders. These numerous activities give pupils very good opportunities to develop and celebrate their skills and talents thereby raise their achievement and their self-esteem and confidence.
22. The provision for pupils with special educational needs is very good. Pupils with a wide variety of special needs are completely integrated into the life of the whole school, in line with its very good stance on educational inclusion and equal opportunities. The team of talented teaching assistants provide many diverse and interesting activities for pupils with special educational needs. For instance groups of pupils benefit from weekly physical activities to improve their large body movements and pupils with speech and language difficulties make very good progress in learning how to negotiate and take turns when solving problems through 'Thinking Skills' discussions. The new Code of Practice is thoroughly embedded and the school's prospectus contains very clear information for parents.
23. There are a good number of teachers and a very good number of support staff. They function as a highly effective, dedicated team and are determined to providing an interesting and stimulating curriculum. The quantity and quality of the resources are satisfactory. The storage of resources is particularly difficult due to restricted space. The accommodation is extremely clean and inviting with very attractive indoor and outdoor displays. However, the school is eagerly awaiting its new building, which is due next year, as classrooms and the school office are currently housed in five mobile terrapins, two of which are in a very poor condition. Although there is no playing field for outdoor games the school makes very good use of the local recreation ground.

Care, guidance and support

There are good arrangements to ensure students' care, welfare, health and safety. The school provides students with very good support, advice and guidance. There is satisfactory pupil involvement in the school's work and development.

Main strengths and weaknesses

- Pupils generally have very good and trusting relationships with their teachers.

- Pupils have access to well-informed personal advice and guidance when they need it.
- There are good induction arrangements for pupils entering the school.
- Child protection procedures are effective.

Commentary

24. Parents believe that their children are happy and safe in the school. The school provides a safe working environment, with satisfactory procedures in place. Child protection procedures fulfil requirements. Staff are aware of the school's procedures and appropriate records are kept. The school works well with other relevant agencies, such as social services, to ensure that pupils get additional help when they need it. The co-ordinator is new in the post and is awaiting appropriate training for the role.
25. The school is sensitive to the needs of individual pupils and teachers and non-teaching staff alike know them well. There is a good rapport and mutual respect between pupils and staff. In particular, pupils feel that their class teachers treat them well as individuals and care about them. Although assessment of pupils' personal development is largely informal, it is nevertheless effective in this small school. Parents believe that staff treat the pupils fairly, that they encourage pupils to become mature and independent, and that induction arrangements for new pupils are good. The staff liaise well with the pre-school group, which meets in the school hall, and the procedures to support children joining the reception class help them to settle well.
26. The quality of assessment of pupils' academic progress in the school is good, giving teachers good information upon which to base their support for individual pupils. Each pupil is given their own personal targets, which they know and are working towards. In some lessons in core subjects, teachers are very adept at using their knowledge of pupils' strengths and weaknesses to guide them towards the next national curriculum level. Individual teachers can provide informed guidance to pupils and are able to support them well when they are having problems. Pupils feel that there is a trusted adult that they can go to with a problem and that their teachers will willingly give extra time to ensure they overcome problems with their work.
27. The school's formal personal, health and social education programme addresses a range of issues relevant to young people. Circle times are used to support them and to give them an opportunity to discuss issues as a class. Pupils appreciated the chance they had to contribute towards the selection process for the current headteacher and Year 6 pupils in particular are proud of the trust that was placed in them and their input. Although there is currently no school council, the new headteacher plans to restart one shortly. This will enable pupils to contribute more to school issues that affect them. Pupils with special educational needs are very well supported and involved in school because they receive very good support from teachers and highly effective teaching assistants. Pupils with Statements of Special Educational Need who need specific help such as occupational therapy are successfully and sensitively supported.

Partnership with parents, other schools and the community

There are very good links with parents. The school has good links with the local community and with other schools in the area.

Main strengths and weaknesses

- The school makes good use of community resources to provide a rich range of experiences for pupils.
- Parents are very supportive of the school and appreciate what it is achieving for their young people.
- Information to parents is good and meets their needs.

- There are very good procedures for the transfer of pupils from the pre school and to secondary schools.

Commentary

28. The school is well regarded by its community and is oversubscribed. Parents are very positive about the school. They feel comfortable approaching the school with a question or complaint and rightly believe that the school seeks and considers their views. They feel that they are kept well informed about how their child is getting on and are very satisfied with the quality of the communication from the school.
29. The provision of information to parents is good. The school holds three meetings a year which parents can attend to discuss their child's progress. Annual written reports tell parents what their child has achieved in the year in core subjects and hence what national curriculum level has been attained. They contain limited information about attainment in non-core subjects and a few parents would like to see more detail. The school has very good procedures to keep parents of pupils with special educational needs well informed about their children's attainment and achievement. Parents contribute to the regular reviews and are invited to discuss the targets in pupils' individual education plans.
30. The school provides parents with regular newsletters to let them know about the life of the school. Class newsletters give very useful information on what will be covered in the term, although not all were sent to parents at the start of this term. Most parents support their children's learning very well. The school has an active parents' association, which organises social and fund raising events. Most parents help their children at home by hearing them read or encouraging them to complete homework.
31. There are good links with the local community. A local church group contributes regularly to school assemblies, whilst in turn the school uses the parish church for special services. Members of the community come into school to talk about their experiences in support of history topics. Teachers regularly use the resources of the village in support of pupils' learning, for example, tracking family histories through the local churchyard. There are also good links with the pre-school playgroup that uses the school hall.
32. There are very good induction procedures to help children get used to the school environment and its procedures before they attend, with teachers discussing their child's needs with parents and pre-school leaders. At the other end of their primary education, there is effective liaison with the local secondary schools; pupils are well briefed on what to expect and appropriate information is passed to their next school. These procedures help to reduce the stress for pupils moving through the different stages of their education.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are good. The governance of the school is also good. The leadership of key staff is good overall, but aspects of subject leadership are under-developed.

Main strengths and weaknesses

- The newly appointed headteacher has a very clear educational direction for the school.
- Subject leaders are knowledgeable and enthusiastic but do not have opportunities to monitor the teaching of the curriculum.
- The management of the provision for pupils with special educational needs is very good.

Commentary

33. The school has had some significant changes to its senior management since the last inspection. These include an acting headteacher for one term and a newly appointed

headteacher who has only been at the school for a few weeks. This has made the inspection and evaluation of leadership and management difficult. However, the school is performing very effectively, thanks to the work of all adults associated with it, and this indicates how well the systems in place are working.

34. The new headteacher has a very clear focus on issues needing improvement, and has a clear educational vision for the future of the school. In a very short time, he has consolidated and strengthened the strong ethos of teamwork, and good relationships between all staff and the pupils. This supports a number of important changes that were introduced by the acting headteacher in the previous term. For example, subject co-ordinators now have a budget enabling them to plan and resource their subjects more efficiently.
35. The school has performance management systems in place and these are efficient, although the system has needed to respond to the changes in headteacher. This it has done well and arrangements for the headteacher's performance management are already in hand. The school has introduced the requirements of workforce reform earlier than is statutorily necessary. This has enabled it to trial aspects of the systems, to assess the overall costs and how these can be maintained, and to assess the benefits of giving the teachers time to plan, prepare and assess pupils' work. This has been done well with the introduction of some part time teaching hours without too much disruption to pupils' learning.
36. Subject leaders have evaluated work in their areas through seeing teachers' planning and by scrutinising pupils' work. At times, this has benefited from joint scrutiny by the whole staff in staff meetings. Much of the subject leadership has been of great benefit and resulted in improved provision within the school. This is due to the enthusiasm and expertise of the staff, and the willingness to work together and share good ideas as well as problems. The subject leaders now need time to monitor the curriculum by observing teaching and working together to ensure that the best practice is spread throughout the school in all subjects.
37. The governance of the school is good and improving. A lot of changes have also been made to the governing body recently but the systems are robust, and governors are involved and supportive of the school. They are involved in producing and monitoring the school improvement plan, which has recently been well evaluated by staff and the new headteacher. This provides an appropriate focus for the further development of the school. A few governors have been able to spend time in school and to experience the school in action. Links between governors and staff are strong. The governors' influence and understanding are being developed well under the new headteacher, and through the new format school improvement plan.
38. The day-to-day management of special educational needs is very good, and the school's overall strategic planning, stance on educational inclusion and ethos are very good. The documentation relating to special educational needs is extremely clear and thorough. Reviews of pupils' progress are securely in place, and all staff involved attend meetings so that parents get as full a picture as possible. The governing body receive regular reports about special educational needs, and there is an attached governor. Improvement since the last inspection is very good. The new Code of Practice is thoroughly embedded and the school's prospectus contains very clear information for parents.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	351,293	Balance from previous year	79,547
Total expenditure	352,778	Balance carried forward to the	78,062

Expenditure per pupil	3,297

next	
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39. The budget is monitored by the finance committee using information provided by the school administrative officer and presented by the headteacher. This process has developed and improved recently, and is now effective in enabling governors to keep a check on spending. The large proportion of the budget being carried forward is due to be used for resourcing when the planned new buildings are finished. The school works hard to ensure best value in all aspects of its work.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for the reception children is good and has improved since the last inspection. They are taught in a class with the Year 1 pupils. This enables routines to be quickly established with the help of the older children who often they provide good role models for the younger ones. The quality of teaching is good and often very good, and the teacher is well supported by the good quality learning support staff and volunteer helpers. However, the good working ethos and atmosphere are sometimes spoilt by children's noise levels particularly in the transition between activities. The children are housed in a temporary building but the staff have worked hard to create an appropriate, bright classroom. Resources are good. The attainment on entry to the school of most children is broadly in line with that normally found. It is better in reading and speaking than in other aspects. The good provision ensures that the majority make very good progress and achieve well, and most are likely to have attained all of the expected early learning goals by the end of the year. Children with special educational needs are very well provided for and they make equally good progress as their peers.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are given good opportunities to be independent.
- Noise levels are sometimes allowed to get too high.

Commentary

40. The quality of the teaching is good and this results in a good level of achievement. The majority of the children are on line to achieve the expected early learning goals by the end of the year. Many of the activities provide good opportunities for children to work together, share and collaborate. This is especially true in the role play area which during the inspection was set up as a shoe shop. Adults working with the children support this well by fully involving them in discussion and the opportunities to make decisions about their work. This enables them to begin developing a good level of independence at an early stage. For example, in a scientific activity involving testing materials, children were able to decide themselves which tools, such as scissors or glue, they needed and where to find them. There is little argument and children were observed helping each other solve problems. However, when the noise levels get too high it is difficult for children to develop good working habits.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children enjoy listening to stories and have experience of a good range of traditional tales.
- Very good role play opportunities are provided for children to develop their speaking and listening skills.

Commentary

41. The quality of the teaching is very good and this results in very good achievement. Almost all children are on line to achieve the expected early learning goals by the end of the year. Particular strengths are in reading and speaking skills. Children are introduced to a very good range of traditional tales and stories. Phonics are taught effectively and as an enjoyable activity. In one very good lesson, the teacher introduced the story of Jack and the Beanstalk very effectively using a bag of toys to illustrate parts of the story. Children became very involved and attentive. Very good open questioning helped develop children's comprehension and inferential skills.
42. The role play area is well resourced and set out, and used very effectively with adult support to develop speaking and listening opportunities. For example, one group acted as characters from Jack and the Beanstalk, who needed to buy shoes from the shop. The children's written work shows developing letter and word formation skills as the year progresses. They quickly learn to write their names, and after a term in school are able to create some sentences about the traits of nursery rhyme characters.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Effective practical activities are provided to reinforce number skills.
- Number rhymes and songs are used.

Commentary

43. Although attainment on entry is average overall, it is slightly below average for children's mathematical development. However, the good teaching results in good achievement and most children should achieve the expected early learning goals by the end of the year. The staff ensure that there are a range of experiences with practical activities, numbers and shapes throughout the reception year. During the inspection, children became more familiar with low value coins and adding up these to 10 or 11 pence. The role play area was used once again in one lesson to develop pupils' coin recognition skills through the purchase of shoes. Other activities reinforced children's understanding of costs, making amounts and giving change. Number rhymes and songs are used well to consolidate counting activities. One display, for example, illustrated the rhyme about five speckled frogs, linking creative and mathematical development.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good links are made between learning in different areas.

Commentary

44. Standards are above those expected. This is due to the good level of achievement and good quality of the teaching. In one good science activity, children experimented with making bags for Jack to carry his beans in. They used different basic materials such as paper, tissue and card, and made bags that were then tested to see how many objects they were strong enough to hold. The children were very interested and excited to see what happened. Good links were made between this activity and the literacy text of Jack and the Beanstalk, and with technology, as children practised their cutting and sticking skills. Children have learned about the appropriateness of different clothes for different weathers, and have designed and made a

“get well soon” card for Grandma from Little Red Riding Hood. The use of computers and the interactive whiteboard is well embedded into every day work in the classroom. Children

use tapes to listen to stories and they use the mouse confidently to access a range of activities on the computers. In one history topic children compared old toys with new ones, after a parent brought in an old doll.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The school provides good opportunities to manipulate a range of tools and materials.
- Children move confidently in dance lessons.

Commentary

45. The teaching is good and this has a positive impact resulting in good achievement with most children likely to achieve the expected early learning goals by the end of the year. Children have very good opportunities to use a range of construction toys, tools and media that help develop their manipulative skills. In the hall children take a full and active part in dance lessons, showing sound skills, moving confidently and well, stretching, freezing and moving at a variety of levels. They respond to music well, and to the teacher’s instructions quickly and safely.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children have good opportunities to use a range of media and materials.

Commentary

46. The teaching is good and results in good achievement. From the small amount of evidence available, children work hard and with concentration to produce good quality work they can be proud of, and which shows that most are likely to achieve the expected early learning goals by the end of the year. In one lesson, children have access to a good range of materials and they create some careful and imaginative weaving, following much larger outdoor work completed earlier in the year. The accuracy of the weaving varies but children show a real pride in their work. Displays of work show that children have produced some high quality chalk pictures of sunflowers, made collages and contributed to whole class friezes.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in English are well above average by Year 6 where pupils achieve very well.
- Teaching and learning are good overall and of a high standard in the Year 6 class.

- Infant pupils use phonic skills well to work out new words when reading.
- There are limited opportunities for infant and younger junior pupils to use their literacy skills in some other subjects.
- Some pupils' handwriting and presentation of their work are untidy.

Commentary

47. The standards seen during the inspection were above average overall in Year 2 and well above average in Year 6. Small numbers of pupils take the national tests each year, which makes statistical analysis somewhat problematic. However, in the national tests in 2004 for pupils aged seven, standards were well above average in reading and average in writing. The trend in results over the last two years has been well above the national trend in reading and in writing, indicating good achievement in reading and writing from an average starting point in reception.
48. Year 6 pupils' results in the national tests over the last four years indicate very good achievement in English. Pupils' results were slightly lower in 2004, due to two pupils just missing their predicted levels, but are on course to be well above average in the national tests in 2005 with well over half of the pupils expected to attain the higher Level 5.
49. Achievement in speaking and listening is good overall for pupils by the ages of seven and very good by the age of eleven. The majority of pupils reach standards which are above the expected levels by Year 2 and Year 6. Pupils listen carefully when others are speaking. Higher-attaining junior pupils discuss their learning maturely and sensibly with a very good awareness of speaking and listening conventions. Teachers and teaching assistants work hard to ensure that pupils understand specific words in texts and encourage pupils to respond to questions in full sentences. Teachers encourage pupils to discuss their learning together with a 'talk' partner, which promotes very good speaking and listening skills. Older pupils confidently present their views and opinions in lessons and in discussions. Drama is used well to encourage pupils to speak clearly and audibly.
50. Pupils' achievement is very good in reading throughout the school. Higher-attaining pupils in Year 2 and Year 6 reach well above average standards in reading and many pupils, including those with special educational needs, enjoy books and listening to stories. Pupils are very enthusiastic about books and older pupils know how to skim and scan texts for information. Year 2 pupils enjoy reading very much and are skilled at using letter sounds to deduce new vocabulary. The school has introduced a reading support programme whereby a teaching assistant supports pupils with reading difficulties by hearing them read regularly and by showing them various ways of tackling unfamiliar vocabulary. This is having a considerable impact on pupils' achievement in reading and on their self-esteem and confidence.
51. Infant pupils' attainment and achievement in writing have improved and standards are currently above average and achievement is good. Standards are well above average in Year 6 and achievement is very good. After evaluating the very slight dip in writing standards in the 2004 national tests, the school has implemented several effective strategies such as ensuring that pupils write in a wide variety of different ways.
52. Teachers' planning is very good. Interesting and exciting writing tasks are skilfully provided which match pupils' varying levels of ability. Junior pupils write in an impressive variety of different ways and produce good quality poetry and interesting narratives. Older pupils' writing is imaginative, interesting and thought provoking.
53. Teaching and learning were good overall in the lessons seen and of a very high standard in the Year 6 class. Teaching assistants provide very good support in literacy lessons, particularly for pupils with special educational needs as they ensure that pupils understand the task and explain any unfamiliar vocabulary, rephrasing information when necessary. Teachers share simplified learning objectives with the pupils so that they know exactly what they are going to learn. Expectations for work and behaviour are very high and teachers provide interesting and enticing activities which ensure pupils are motivated and enthusiastic

and work very hard. Teachers are extremely skilful at using information and communication technology in literacy lessons. For instance, Year 6 pupils achieve very well when learning about writing non-fiction texts because of the teacher's highly effective use of the interactive whiteboard, which inspires and fascinates the pupils. Teachers are also highly adept at providing pupils with very useful checklists for ensuring pupils have included the correct features when writing different types of texts. They are very good role models with their own neat and well-formed handwriting and their skilful storytelling techniques. The way in which some infant and younger junior pupils present their work is sometimes too untidy.

54. The co-ordinator provides satisfactory leadership and management. She has only been in post for a relatively short time and in conjunction with the new headteacher is intending to monitor literacy lessons. Together with the headteacher, she has studied test results to identify areas for improvement. She has achieved a good deal in improving the library provision and has correctly identified the next steps to improve English even further. The school has made good improvement since the last inspection, particularly in terms of tracking pupils' progress and in improving and maintaining above average standards in reading and writing in Year 2 and well above average standards in Year 6.

Language and literacy across the curriculum

55. The use of language and literacy across the curriculum is good throughout the school. In many subjects older junior pupils are encouraged to record their work in their own words and very few worksheets are used. However, the skills taught in literacy lessons are not always used well in some other subjects. For instance infant and younger junior pupils' writing could be developed more in history and religious education. All pupils use speaking and listening skills well in class discussions and with their 'talk' partners, knowing and adhering to conventions of speaking, such as turn taking and asking relevant questions.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards by Year 6 are well above average.
- The quality of teaching is very good overall and excellent in Year 6.
- The use of problem solving is very effective.
- The subject is very effectively led and managed.

Commentary

56. Analysis of the progress made by pupils who left Year 6 in 2004 shows that 99 per cent made the expected progress or better compared with their performance at the end of year 2. This represented a very good level of achievement. That level is supported by the inspection findings and maintains the high standards found at the last inspection. There are no significant gender differences in attainment over time. The more able pupils are well supported and they achieve very well. For example, recent advice and resources from a local grammar school helped extend the knowledge and skills of a group of very able Year 6 pupils. Those with special educational needs are well provided for, often working with support staff and being provided with appropriate work matched to their prior attainment.
57. The quality of teaching is very good throughout the school. Teachers are knowledgeable and enthusiastic, and have built very good relationships with their classes. This means that pupils are willing to answer questions with no fear of failure, and their efforts are praised appropriately. Teachers make good use of the National Numeracy Strategy, dividing lessons appropriately into whole class and group or individual work. Plenary sessions are often used well to consolidate knowledge or to extend the work ready for the next lesson. Learning

objectives are often good, as in a Year 2/3 lesson where pupils were clear about what they would have learnt by the end of the lesson. Targets are set for groups and individuals and

this enables pupils to know what is expected of them. The quality of marking varies. Where it is good it explains to pupils what they have done well, how they can improve or is used to annotate the work to show how much support was needed.

58. In Year 6, excellent teaching was observed in one lesson based on solving problems using perimeters. The planning was very detailed and thorough, and resources such as the interactive whiteboard were used well. Questions were targeted appropriately at different pupils and relationships were clearly very strong. Particularly effective support for pupils with special educational needs helped build their self-esteem and willingness to take part in the lesson. The teacher made very effective use of misconceptions, and the supportive ethos in the class meant that the very challenging work was approached in a positive manner and very good progress was made. Teachers in all classes make effective use of interactive whiteboards, and computers for their own planning and delivery of lessons. Where teaching has weaknesses, it is due to an over-use of worksheets in some classes, and to these being completed untidily and then not dated or stored appropriately making it difficult for pupils to show pride in their work, or to look back at their work over time.
59. The use of problem solving in lessons is particularly strong. This has recently been stressed following an analysis of the Year 6 tests in 2003, when this was the weakest area. Teachers have worked hard to develop their planning to ensure sufficient problem solving is presented to pupils. For example, in Year 4 and 5, after mastering some calculation skills, pupils set problems aimed at both younger and older pupils. This work very effectively extended and consolidated their understanding. In a lesson on perimeters, Year 4 and 5 pupils were introduced to the concept through a problem about fencing fields.
60. The subject is very well led and managed by the knowledgeable and enthusiastic subject co-ordinator. The school has benefited from a range of training recently, including input from the local authority that has been successful in improving practice in the school. Test questions and answers are analysed effectively to search out weaknesses that are then made priorities for improvements in the teaching. For example, in 2004, a weaker area appeared to be data handling, and this year this has a higher profile in many lessons across the curriculum. Reports for parents are well written, detailed and show progress against key objectives.

Mathematics across the curriculum

61. Mathematical skills are used well in information and communication technology and science. For example, Year 6 pupils measured their lung capacity and then produced a scatter graph using a spreadsheet. Others took pulse rates and compared these before and after activity. In links with information and communication technology, pupils use spreadsheets to compare costs and quantities, and to produce a range of graphs. In a design and technology lesson, pupils built boxes using the nets of cubes.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- There is a very good focus on developing and extending pupils' investigation skills.
- Teachers are very skilled at ensuring pupils understand specific scientific vocabulary.

Commentary

62. Standards attained by the current Year 2 pupils are above average and achievement is good. Year 6 pupils attain well above average standards and their achievement is very good. No significant difference is noted between the attainment of boys and girls. Pupils with special educational needs achieve very well in relation to their ability because of the high quality support they receive in lessons. In the 2004 teacher assessments, all the pupils attained the expected Level 2 with almost three quarters of the pupils attaining the higher Level 3, representing very good achievement. In the unvalidated Year 6 2004 national tests, all eleven pupils attained the expected Level 4 and eight pupils attained the higher Level 5. Pupils' performance was well above the national average and well above that of pupils from similar schools - indicating very good achievement. Standards have been rising consistently since the last inspection.
63. The quality of teaching is very good and, as a result, pupils' achievement and learning are very good. Teachers in all classes teach science with a high proportion of practical and investigative activities, which have a clear focus in teachers' very detailed planning. As a result, pupils are developing a very good understanding of living things, materials, forces and light and sound. They are successfully learning to predict what might happen when they investigate and to explain why things happen. Teachers plan exciting activities, such as investigating differing pulse rates, which captures pupils' interest so that they are keen and very enthusiastic about science. In discussions, Year 6 pupils recalled, with obvious enjoyment many exciting and stimulating science projects.
64. Teachers and teaching assistants provide very good support for pupils with special educational needs. They are skilled at keeping pupils with special needs interested and motivated by asking and clarifying questions to make them think. As a result, these pupils achieve very well in their science work. Teachers work very hard to make sure that the correct scientific vocabulary is used in lessons and that pupils understand what the words mean and put them into context. This accelerates pupils' learning. Older pupils record their science work neatly and carefully in their own words, thus having good opportunities to practise their literacy skills.
65. The co-ordinator provides good leadership and management. She is developing a clear and effective action plan, which is clearly focussed on raising pupils' attainment and achievement even further. Monitoring of teaching and learning has been in place since September 2004 and teachers receive valuable feedback on their lessons. Pupils use their information and communication skills well in science lessons. The interesting outdoor facilities are used very effectively in science lessons. There has been good improvement to the science curriculum since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **very good**.

Main strengths and weaknesses

- Standards are very high by Year 6.
- The subject is very well led and managed.
- Very effective cross curricular links are made.

Commentary

66. No direct teaching of the subject was observed during the inspection. Nevertheless, the pupils' knowledge, skills and understanding are at a high level and they are achieving very well, indicating that the teaching must be at least of consistently good quality for this progress to be evident. The provision has improved since the last inspection. Standards in Years 1 and 2 are above average. Pupils learn a wide range of basic skills and experience a good

range of software. In Years 3 to 6, their experience and expertise are rapidly developed and their work is often of high quality.

67. In Years 4 and 5, for example, pupils are able to edit and re-order events using cutting and pasting skills. They are able to arrange text in columns, and use the spell check facility to correct errors. They can use spreadsheets to arrange information and produce graphs such as a pie chart after a litter survey. Year 6 pupils have created very good PowerPoint presentations based on a trip to a residential centre. They created a presentation that was actually given to the local parish council about how the local environment could be improved. These presentations required a range of skills from Internet researching to using maps, clip art, music and animations. They can manipulate text very effectively to give a colourful impact to their work. Older pupils' experiences are extended further through good links with a local secondary school, which they visit to take part in a project involving control technology and the use of a micro-telescope.
68. The subject is very effectively led and managed by the knowledgeable and enthusiastic co-ordinator. She has created an ethos of on-going improvement and action planning that has overcome accommodation difficulties and provided new resources and an interactive whiteboard in every class. Teachers have been well trained and make very effective use of the whiteboards and other technology in their lessons and when planning and recording pupils' progress.

Information and communication technology across the curriculum

69. A great deal of the work in information and communication technology is based on other subjects, and this helps give pupils an understanding of how computers are used in the real world. In literacy lessons pupils use word processors to create effectively written and edited text, such as some about Aztecs, which is also a link to their history topic. In a literacy and science link, pupils created text boxes, copied and pasted images and organised an attractive layout for a page for their healthy living booklet. Mathematical skills are used when collecting and presenting data through a range of graphs and charts. In a science topic; good scatter graphs were produced by Year 6 to show their lung capacity.

HUMANITIES

70. Insufficient evidence was available to support overall judgements on provision in **history** and **geography**. The work in both was sampled and only one history lesson was seen. Pupils' work in exercise books and on display was analysed. From the available evidence it is possible to say that standards in history by the ages of seven and eleven are above the national expectations and pupils' achievement is good. The school has maintained the above average standards seen at the time of the last inspection. Pupils' attainment and achievement are increased and accelerated by the wide variety of visits and visitors they experience. Year 6 pupils have a considerable knowledge of life in the Second World War as they received first hand accounts from visitors and experienced life as an evacuee when visiting Swindon Steam Museum. Very attractive displays about the Egyptians and the Aztecs further enhance the provision.
71. Insufficient evidence was available to support overall judgements on provision in **religious education**. No lessons were observed but pupils' work and teachers' planning were examined. Attainment in Year 2 and Year 6 is in line with that expected in the locally agreed syllabus. Pupils' achievement is satisfactory. Year 2 pupils learn about special places and why churches are special to Christians. They remember learning about Jesus' birth and going to church for Harvest Festival celebrations. Year 3 and 6 pupils explore various images of God and other world faiths such as Judaism, whilst Year 6 pupils can recall many facts about Islam. Good use is made of the local church in religious education lessons but there are few visits to other places of worship.

72. The co-ordinator has a clear view of strengths and areas to improve and is awaiting a new locally agreed syllabus from the local education authority. Members of the local community provide very good support to the subject as they regularly participate in acts of collective worship. During the inspection, pupils enjoyed their exciting production of 'David and Goliath'. Satisfactory improvement has been made since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. Only two **art and design** lessons were observed during the inspection. One good lesson in Year 1 extended pupils' weaving skills using card and a range of materials. In Year 6, in one excellent lesson, pupils achieved very high standards in creating a water reflection picture using a range of materials. From these two lessons, and from displays around the school, it is possible to say that provision overall is good and achievement by Year 6 is very good. However, the quality of work throughout the school varies. The excellent teaching in Year 6 made very effective use of original works of art to show how it was possible to create the effect of moonlight on water. The pupils were inspired to produce their own work and with a wide range of paint, ink and collage materials they worked very hard to produce successful works in a similar style. Pupils get good opportunities to study other artists such as, for example, Picasso or art from Ancient Egypt. Very good cross-curricular links are made as, for example, when Year 1 pupils paint the characters from the traditional tale they are studying. The use of sketchbooks is at an early stage of development and could usefully be further extended.
74. No lessons were observed in **design and technology** so it is not possible to make a judgement about the quality of teaching and learning or provision. The evidence in pupils' books and in displays around the school indicates that standards are broadly in line with national expectations and that pupils' achievement is satisfactory.
75. It was not possible to observe any **music** lessons during the inspection. The school had recognised a weakness in provision in the past, and the new headteacher has brought good personal expertise and experience to the subject since his appointment. During the inspection, music was used well to create a reflective ethos in assemblies. The singing of hymns and songs is of good quality, and pupils have good opportunities to learn to play a range of instruments such as violins, clarinets and flutes. They are largely taught by visiting expert staff, with the headteacher supporting the pupils' practice. There is a club for nineteen pupils giving them opportunities to compose, practice and perform with range of instruments including cello, recorders, percussion and keyboard. This is run by a parent with the support of two staff. During the inspection pupils were improvising round a given chord sequence. Pupils in Year 6 take part in local small school singing festivals which give them the opportunity to perform to a larger audience.
76. Three lessons were observed in **physical education** during the inspection, but there is insufficient evidence to assess overall provision and achievement. In Year 1, good teaching and adult support enabled pupils to make good progress in developing dance movements in response to music to a toyshop theme. They moved at different levels, freezing and stretching appropriately. Although the hall is small, teachers work hard to overcome its limitations. This was particularly the case in one very good Year 6 lesson, where pupils developed their gymnastic skills by working in small groups to create a range of symmetrical and asymmetrical balances. They developed very good technical skills knowing how movements could be in unison or follow one from another. The teacher ensured that the available space was used safely and effectively. In a good link to their history topic, Year 4 and 5 pupils created movements based on aspects of the Second World War. A major strength of the lessons seen was the way pupils worked together, co-operating and collaborating to produce their good quality work.

PERSONAL, SOCIAL AND HEALTH EDUCATION

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

Main strengths and weaknesses

- The school is very good at raising pupils' self esteem and confidence.
- Pupils have numerous opportunities to take on responsibility.

Commentary

77. The school places considerable emphasis on developing pupils' personal development. All staff are extremely good at making the most of pupils' well-developed social and personal skills when they start school and developing those even further. Throughout the school, there are frequent opportunities for pupils to grow in confidence, to be motivated in their learning and to succeed in all they do. Year 6 pupils derive considerable benefit from regular 'Brain Gym' sessions where they are skilfully and sensitively encouraged to visualise their day ahead and to perceive themselves succeeding and enjoying all they do. This has a considerable impact on their work and behaviour and is a major contributing factor to the high standards they achieve in many subjects. During the school day, there are many opportunities for all pupils to take responsibility, which they do with great eagerness such as helping in their own classes and with assemblies and lunchtimes. Older pupils can elect to be considered for the position of house captains.
78. Older pupils enjoy supporting the reception children as 'buddies', helping them to settle happily and confidently into school. They also assist the reception children at lunchtimes playing with them and comforting them if they fall over. They take these responsibilities very seriously. There is no school council at present but older pupils feel that if they had a concern or suggestion that the school would listen and respond.
79. All classes teach the subject weekly and pupils are skilfully encouraged to debate a wide range of pertinent issues. Pupils are made very aware of the importance of healthy eating, regular exercise and recycling issues. The outcomes of the provision are very positive, as seen in pupils' very good attitudes and excellent relationships. These are extremely positive features in helping to raise pupils' attainment and achievement.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
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	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	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).