

INSPECTION REPORT

CHRIST THE KING CATHOLIC PRIMARY SCHOOL

Alfreton

LEA area: Derbyshire

Unique reference number: 112909

Headteacher: Mrs A Recchia

Lead inspector: Dr M Williams

Dates of inspection: 6th – 9th June 2005

Inspection number: 273359

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	239
School address:	Firs Avenue Alfreton Derbyshire
Postcode:	DE55 7EN
Telephone number:	01773 832919
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Appropriate authority:	Governing body
Name of chair of governors:	Mr M Kerry
Date of previous inspection:	11 th January 2000

CHARACTERISTICS OF THE SCHOOL

Christ the King Catholic Primary School is an average size for pupils between the ages of three and eleven. There are 239 pupils on roll, 96 girls and 113 boys, and 30 children who attend the Nursery class part-time. Currently around 70 per cent of the pupils are Catholics. Pupils are drawn from a wide geographical area, reflecting a broad range of socio-economic circumstances. Virtually all pupils are from white-British families; less than one per cent is learning to speak English as an additional language. The proportion of pupils receiving free school meals is below the national average. A broadly average percentage of pupils has special educational needs, mostly pupils with moderate learning difficulties. Two pupils have statements of special educational need. Children enter the Reception class with attainment that is close to nationally expected levels, but many start in the Nursery class with underdeveloped literacy, numeracy and social skills.

Pupils are taught in single-age classes, apart from one mixed-age class for Year 1 and 2 pupils. The school achieved the Investors in People award in 2003, and was designated a Health Promoting School in 2004 and again in 2005.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19388	Mike Williams	Lead inspector	Mathematics History Physical education Personal, social and health education
14141	Ernie Marshall	Lay inspector	
17681	Roger Sharples	Team inspector	Science Art and design Design and technology Music The Foundation Stage Curriculum Special educational needs
24895	Kath Hurt	Team inspector	English English as an additional language French Information and communication technology Geography

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Christ the King Catholic Primary is a good school giving good value for money. Pupils achieve well, and by the end of Year 6, standards are largely above average. This is because of effective teaching and learning, and pupils' very positive attitudes towards work. The school is well managed and in a good position to improve further.

The school's main strengths and weaknesses are:

- Overall, pupils achieve well, reaching standards that are mostly above average by Year 6
- The provision for pupils' personal development is very good; relationships, behaviour and attitudes are all very good
- The teaching and support for pupils with special educational needs are very good, enabling them to make very good progress
- Children in the Nursery and Reception class make a good start and achieve well
- The headteacher's high aspirations for the school provide good leadership; these are shared and well supported by governors, staff and parents
- Pupils in Years 3 to 6 do not do well enough in some aspects of information and communication technology (ICT)
- The most able pupils do not always make the progress they could, when teachers' planning and assessment are not effective enough

The school has maintained its effectiveness since the last inspection. Weaknesses identified then have been successfully dealt with. There have been considerable improvements to the provision for ICT, although more are needed. Standards by Year 6 remain good with pupils achieving well. Teaching is good, the curriculum is stronger, the accommodation is now good, the school's ethos is still of high quality and its capacity to assess its own performance is much improved.

STANDARDS ACHIEVED

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

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

Pupils achieve well. Last year the school's English and mathematics results were well above those of most other schools, and better than in any year since the last inspection. Although the current Year 6 pupils are not working at quite such high levels the upward trend is set to continue. They achieve well and standards are above average in reading, mathematics and science, and in line with national expectations in writing. In mathematics and writing, whilst most pupils reach the nationally expected level, more of them are capable of reaching the higher level. In Year 2, standards are good in reading and science, and satisfactory in writing and mathematics. There are a significant number of pupils with special educational needs in Years 1 and 2. They make good progress. Other pupils, particularly the most able, could do better. Children in the Foundation Stage achieve well and most reach the goals they are expected nationally to reach by the end of the Reception year.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Pupils' attitudes to learning are very positive, their behaviour is of a high standard, and they accept and undertake responsibilities very well. Rates of unauthorised absence from

school are well above the national average, and spoil an otherwise good picture of attendance. Punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Overall, teaching and learning are **good**. There is a significant amount of very good teaching in the school, mostly in the Foundation Stage and Years 3 to 6. Pupils enjoy lessons, work very hard and want to learn. In the best lessons, teachers very successfully meet the learning needs of all pupils. They use assessment very well to check that pupils have achieved what they should. Pupils with special educational needs are consistently well taught and their progress carefully monitored. In a minority of lessons, however, not all pupils, especially the most able, make as much progress as they could when the teaching is not carefully enough tailored to meet their needs.

The curriculum is good. It covers the teaching of basic literacy, numeracy and ICT skills well. Learning opportunities are very successfully enriched by visits, special events and out-of-school hours activities. The provision for pupils with special educational needs is very effective. In contrast, the most able pupils are not as consistently well provided for, especially in writing and mathematics. Arrangements for guiding and promoting pupils' well-being are of high quality. Good links with the community, and a very productive partnership with parents, contribute significantly to the effectiveness of the school's provision.

LEADERSHIP AND MANAGEMENT

Leadership and management are good, as is governance. The headteacher's drive and determination, ably supported by staff, has taken the school forward well. Governors are equally effective in fulfilling their statutory duties and in the support they give the school. Procedures enabling the school to evaluate the quality of its own performance are in place and work well overall. However, procedures for monitoring and improving the quality of teaching could be more effective.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Overall, parents are very satisfied with the quality of education the school provides for their children, the progress pupils make and their own relationships with the school. They raise no significant concerns. Pupils are very happy with what the school does for them. They feel valued and know that they will be listened to.

IMPROVEMENTS NEEDED

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

- Improve achievement in ICT, particularly in data handling and control technology
- Make sure that teachers' planning and assessment consistently enable all pupils to achieve to their potential, especially in writing and mathematics lessons

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good overall; it is good in the Foundation Stage and in Years 3 to 6 and satisfactory in Years 1 to 2. Children in Reception reach the standards they are expected to achieve in all areas of learning by the time they start in Year 1. By the end of Year 2, pupils achieve well in reading and science, and satisfactorily in writing and mathematics. Pupils in Year 6 reach above average standards in English, mathematics and science.

Main strengths and weaknesses

- Pupils achieve well in reading and science in Year 2 and Year 6
- Children in the Foundation Stage make good progress in all areas of learning
- Standards in writing have improved significantly in the last two years
- The school's Year 6 national test results in 2004 were a marked improvement on previous years
- Pupils in Years 3 to 6 have good information and communication technology (ICT) skills, but do not have secure skills in data handling and control technology
- A few of the most able pupils do not make as much progress as they could in writing and mathematics

Commentary

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

Standards in:	School results	National results
Reading	16.7 (16.0)	15.8 (15.7)
Writing	14.6 (13.5)	14.6 (14.6)
Mathematics	15.9 (16.2)	16.2 (16.3)

There were 33 pupils in this year group. Figures in brackets are for the previous year

1. The trend in Year 2 test results has remained fairly stable over time except in writing, where results have improved at a faster rate than nationally, and are now similar to the national picture. However, few pupils reached the higher level.

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

Standards in:	School results	National results
English	30.0 (26.4)	26.9 (26.8)
Mathematics	28.9 (27.2)	27.0 (26.8)
Science	29.3 (28.5)	28.6 (28.6)

There were 31 pupils in the year group. Figures in brackets are for the previous year

2. The school's test results at Year 6 improved dramatically in 2004. In English, they rose from broadly average to well above average. In mathematics, they were the highest achieved in any year since the last inspection. In science, there was a steady improvement. The proportion of pupils reaching the higher attainment level was very high in English, well above average in mathematics and above average in science.
3. Evidence from this inspection indicates that children in the Foundation Stage continue to make good progress. Standards in Year 2 remain broadly average. Standards in Year 6, while falling

slightly short of last year's because of fewer pupils reaching higher attainment levels, continue the upward trend compared to earlier years. Achievement is good in the Foundation Stage, satisfactory in Years 1 to 2, and good in Years 3 to 6.

4. Children in the Foundation Stage make a good start in all areas of learning, especially in their personal and social development where they make very good progress in both the Nursery and Reception classes. Children quickly settle in to school life, learn to listen carefully and concentrate well on the tasks they are given. They make good progress in developing their language and number skills, doing particularly well in the Reception class because of the very wide range of stimulating activities provided for them and the careful check kept on their progress.
5. Pupils in Year 2 continue to reach above average standards in reading, helped by the good partnership with parents. Standards in writing continue to improve, benefiting from the strategies implemented throughout the school to raise standards. Most pupils reach the expected standard for their age, but too few exceed this standard. It is a similar picture in mathematics. In ICT, standards are satisfactory. In the remaining subjects, no judgements are possible because too few lessons were seen.
6. Given the good start children make in the Foundation Stage, their progress in Years 1 to 2, while satisfactory, is slower than it could be because the teaching, especially for Year 1 pupils, is not always challenging enough.
7. Pupils in Year 6 have made very good progress this year. The school's assessment records show that they had lost ground to make up following some slower progress last year when they were in Year 5. They are now reaching above average standards in reading, mathematics and science, and average standards in writing. In writing and mathematics, a few of the most able pupils do not make sufficient progress in the time available to reach their full potential. In science, the emphasis on investigational work has had a very positive impact on raising standards. In ICT, standards have improved since 2000, but are still not high enough. Gaps in the provision for data handling and control technology account for this. In the remaining subjects, overall judgements are not possible. However, enough evidence was seen to indicate that recent curriculum improvements are having a positive impact on standards, for example in geography and history.
8. Pupils with special educational needs achieve very well because of the high quality provision they receive and the extremely effective support provided by the teaching assistants. Lower ability pupils receive similar levels of attention and make good progress. About one in four pupils is a late transfer into the school. The school's monitoring records show that these pupils reach the targets expected of them and overall make progress in line with other pupils in the class.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development, including their spiritual, moral, social and cultural development, are very good. Overall, pupils' attendance is satisfactory, and their punctuality good.

Main strengths and weaknesses

- The school's very high expectations for pupils' behaviour ensure high standards of moral development and social responsibility
- Pupils' very good behaviour and attitudes contribute significantly to their progress and levels of achievement

- The school provides very well for pupils' personal development, encouraging them to become mature and responsible
- Unauthorised rates of absence are high because some parents, although they notify the school of an intended absence, do not comply fully with the school's requirements

Commentary

9. The school sets very high standards of conduct and behaviour to which pupils respond very well. A clear moral code based on the school's stated aims provides the cornerstone for the school's very positive ethos and strong sense of social harmony. Pupils show excellent awareness of the difference between right and wrong and what will and will not be accepted. Pupils work together well, try very hard and enjoy school. This is particularly evident in the Nursery and Reception classes where children make good early progress in developing their social skills. Very good relationships between pupils are a consistently strong feature of the school community.
10. Pupils are trusted and encouraged to work on their own. They show interest in the lessons and topics provided. They are happy to show what they have done and to talk about it. The very good behaviour and co-operation seen in class extend into the playground. Play equipment is shared without dissent. There is no evidence of any bullying or other form of harassment.
11. The school's provision for pupils' personal development is very effective. Year 6 pupils are eager to take on responsibilities, and when they go away on their annual residential visit, Year 5 pupils are proud to take them over. All year groups from Reception to Year 6 have elected representatives on the school council, who take their duties very seriously. Close links with the church, school assemblies and drama, music and art lessons, all very effectively promote pupils' spiritual and moral development. Pupils are constantly encouraged to think about their moral and personal responsibilities, typified by the most recent theme under consideration, 'Good and bad choices'. Their cultural development is well promoted through a good knowledge of their own faith and culture, as well as opportunities to learn about other faiths and beliefs.

Attendance

12. Pupils' attendance is marginally above the national average for primary schools and is satisfactory. The level of unauthorised absence, however, is high compared with most primary schools. This is due largely to a few parents' failure to comply with the school's insistence on receiving written notification from them when their child is absent, even though they have informed the school of the absence by telephone. Pupils arrive at school on time and, because of this, lessons start promptly and pupils get a lot done.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.7	School data	1.1
National data	5.1	National data	0.4

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

13. One pupil was excluded from the school during the last year for inappropriate behaviour. Normally the school has no exclusions.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Asian or Asian British – any other Asian background

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
234	2	2
2		
3		

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good. Teaching and learning are good, and assessment is satisfactory. The curriculum is good. Support for pupils is very good and they are very well cared for. Partnership with parents works very well; community links are good.

Teaching and learning

The quality of teaching and learning is good overall. It is good in the Foundation Stage and Years 3 to 6, and satisfactory in Years 1 to 2. Assessment is satisfactory overall; it is very good in the Foundation Stage.

Main strengths and weaknesses

- Teaching and learning are very good in the Reception class, in Year 3 and Year 6
- Teaching assistants work very effectively in partnership with the teachers, enabling the pupils they support to make good, or better, progress
- Most lessons are well planned to meet the needs of all pupils in the class, but in a minority of lessons, teachers take too little account of what the most able pupils could achieve
- In most lessons assessment is used well by teachers to check pupils' learning and help them make progress, but in a few lessons, it is not used effectively enough because teachers' plans are too imprecise about what they expect pupils to achieve
- There is no assessment schedule for ICT to guide teachers' planning and their monitoring of pupils' achievement

Commentary

14. Overall, the good standards of teaching and learning at the last inspection have been maintained. In some aspects they have improved. Two lessons, both in Years 3 to 6, were excellent. Teaching in ICT, unsatisfactory in 2000, is much improved. On the other hand, one in four lessons this time did not reach good standards, compared to one in eight in 2000.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (5%)	9 (25%)	15 (42%)	10 (28%)	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.

15. Very positive relationships between adults and pupils exist in all classrooms. Teachers' insistence on very high standards of pupil behaviour is extremely effective. Constantly encouraged to try hard, pupils apply themselves wholeheartedly to the tasks set. Even the youngest pupils can get on with their work while the teacher gives time to others in the class.

16. Teaching and learning for the Foundation Stage children are good overall. They are consistently very good in the Reception class, where the children are taught with great skill and high expectation. The support and guidance provided by adults in the Nursery and Reception classes give children confidence and security. They experience a wide range of challenging activities that successfully stimulate their interest and engagement. They are very responsive, listen carefully, and achieve well.
17. Most teachers in Years 1 to 6 plan their literacy and numeracy lessons carefully, matching the lesson objectives to the full range of pupils' abilities, so enabling them to make good progress. Some of the lessons seen were of a particularly high standard, notably in Years 3 to 6. Meticulous planning, allied to high levels of challenge and pace in lessons, keeps pupils fully engaged and very keen to succeed. Planning for pupils with special educational needs, and lower ability pupils, is good. The teaching assistants play a very effective part in this. Working closely with teachers they provide pupils with very clear learning targets, stimulate their interest, encourage success and review their progress methodically. As a result, by the end of Years 2 and 6, virtually all of these pupils are able to reach the expected standard for their age in the national tests in English and mathematics.
18. Examples of good, and very good, teaching and learning are also evident in other subjects. In science, the emphasis on pupils learning through first-hand experience enables them, by Year 6, to set up their own investigations and analyse the results. They enjoy the challenge and achieve well. In ICT the teaching is occasionally very good, but overall its effectiveness is still constrained by a lack of provision for whole-class teaching, and the absence of an assessment schedule to give teachers clear guidance about what knowledge and skills pupils should possess at each age level. Good lessons seen in geography and history were marked by imaginative planning based on very good use of visits, role-play, Internet research, links with other subjects and lively class discussions to capture pupils' interest. The environmental work in geography based on local visits, and the special days in history (for example, Victorian day) highlight the richness of this teaching.
19. Some of the teaching is not as effective as it could be because of a lack of suitable challenge for all of the pupils in the class. Although most teachers plan different activities for the more able pupils, they do not always take enough account of what these pupils already know and can do. As a result, more able pupils sometimes spend too long doing the same work as the average ability pupils, and have too little time to work at their own level. This is the most prominent shortcoming in the satisfactory lessons, compared to those of good or better standard. The levels of challenge, expectation and pace are not high enough to ensure that pupils are working at rates suited to their capabilities.
20. The quality of assessment is satisfactory overall. Teachers' plans include a section indicating how they will assess pupils' achievement in the lesson. In the best lessons, teachers link their assessment very carefully to pupils' learning targets, checking their progress thoroughly during lessons and at the end of lessons. Assessment of writing is indicative of very good practice across the school, including opportunities for pupils to evaluate their own work and help to set future targets. Assessment of children's learning and progress in the Reception class, and of the progress of pupils with special educational needs, provides further examples of very good practice, enabling teachers to be very clear about what the pupils know and can do, and what they need to do next.
21. Where pupils make slower progress it is frequently because teachers are not clear enough about the standards they expect pupils to achieve, especially the most able pupils. As a result, the assessments they use are equally imprecise and do not enable them to form an accurate enough picture of whether all pupils in the class are achieving at levels appropriate to their abilities.
22. The school's use of assessment data to track pupils' progress over time, set targets and review performance works well. The systems in place are very effectively used for measuring progress in standards of writing, and increasingly well developed in mathematics and science.

However, the school has no assessment schedule for ICT to guide teachers' planning, and to check pupils' achievement as they move through the school.

The curriculum

The school provides a broad and balanced curriculum. A very good range of activities outside normal lessons enriches the curriculum for pupils very well. The accommodation is good and the resources are satisfactory.

Main strengths and weaknesses

- A very good range of activities beyond the normal school day successfully extends pupils' learning and enjoyment
- The curriculum is successfully enriched by a wide range of practical and interesting activities, and stimulating styles of teaching
- Very good provision ensures that pupils with special educational needs do well
- There are gaps in the provision for ICT that reduce pupils' progress in Years 3 to 6

Commentary

23. There has been good improvement in the curriculum since the last inspection. The school provides a very good range of extra activities. Boys and girls benefit from extra coaching and clubs across a range of sports that helps them compete successfully in local football and netball competitions. Musical activities such as the choir, recorder group, and successful participation in the Derby Arts Festival, provide very good opportunities for pupils to perform in public and demonstrate their creativity.
24. There are still some omissions in the provision for ICT, particularly in Years 3 to 6 where not enough attention is given to developing the use of control technology and data handling. The way the computers are organised sometimes makes it hard for teachers to supervise their pupils as they work, and to provide the necessary practice when new skills are taught.
25. The provision for teaching basic skills in literacy and numeracy is good, and has been instrumental in helping to halt the decline in standards following the last inspection. Recent improvements in writing highlight this progress, as do the higher numbers of Year 6 pupils reaching the nationally expected standard in mathematics.
26. The school has a very strong commitment to providing an interesting and enjoyable curriculum that fully meets statutory requirements. Subjects such as science and English have in particular benefited from the strong emphasis placed on providing first-hand, exciting experiences. Pupils do well in science because investigative work helps them crystallise their knowledge and apply it in new situations. In English, well-structured and imaginative activities, for example, through the use of drama, ensure that basic skills teaching is lively and interesting. Pupils in Year 6 benefit from specialist teaching in French that helps them get off to good start when they transfer to their next school.
27. The provision for pupils with special educational needs is very effective. The learning targets identified for them are very specific, and supported by very good ongoing assessment. Activities in lessons are very well matched to their needs. Support from teachers and teaching assistants is very good, as is the support and advice provided by the specialist teacher. Support for other pupils needing extra help is also very well provided for, enabling them to make good progress. The provision and support for the more able pupils are not as consistently well promoted in all classes.
28. There is a regular and wide-ranging programme of educational visits, locally and as far afield as the Isle of Wight, that brings subjects such as science, geography and history to life, and gives relevance and enjoyment to pupils' learning. The school is rightly proud of its 'playtime curriculum'. Well-trained supervisors encourage pupils' play helped by the new toys and

equipment set out in the playground. This is a recent development and has had a very marked impact on pupils' very good behaviour and excellent relationships.

29. Good planning arrangements have created some firm links between different subjects, for example between geography and science. Further development and strengthening of this approach are identified in the school's development plan.
30. There is very good provision for pupils' personal, social and health education, both in separate lessons and through carefully planned coverage of selected themes in lessons right across the curriculum. Health education is well planned into the science and physical education provision, and its quality is recognised in the school's selection as a Health Promoting School for the second year running.
31. Good improvements have been made to the school's accommodation since the last inspection. A new classroom, computer suite and library have been built, and concerns about the adequacy of the outdoor learning area for the Foundation Stage children successfully addressed. The resources remain satisfactory.

Care, guidance and support

The school has very good procedures for ensuring pupils' care, welfare and health and safety. Support and guidance for pupils are very good. The school successfully seeks pupils' views and acts upon them to enable pupils to influence school improvement.

Main strengths and weaknesses

- High standards of care ensure that pupils work and play in a safe environment
- Very good relationships between pupils and adults give pupils confidence to approach adults for advice or guidance
- Pupils' views about the school's development are actively sought and acted upon

Commentary

32. The school continues to have a very strong, and effective, commitment to the care, welfare and safety of its pupils. High levels of pastoral care are provided for all pupils. Pupils with special educational needs are particularly well cared for and supported by staff and a range of visiting specialists. The recently introduced 'Positive Play Group' is a fine example of close and effective support for pupils with behavioural or emotional problems. Pupils who join the school at other than the normal time are integrated into the life and work of the school quickly and effectively.
33. Health and safety inspections and equipment tests are effectively carried out. Regular fire drills are held. Risk assessments for both off and on-site activities are well prepared and evaluated. First aid arrangements are good. Medicines are properly controlled and all staff have appropriate child protection training. Satisfactory procedures to safeguard pupils while using the Internet are in place.
34. Teachers know their pupils as individuals with individual needs. Induction into the Nursery and transfer to the Reception class are carefully planned and implemented to ensure children's needs are identified at an early stage. Teachers monitor and record pupils' academic progress and achievement, and their personal development, effectively, providing them with good, additional support where necessary. Very good relationships between pupils and adults ensure that pupils know that they can go to an adult with a concern confident that it will be sorted out.
35. The school effectively involves pupils in the running and development of the school community, typified by recent consultations about behaviour and how mid-day play could be

improved. The school council, now extended to include representatives from Reception to Year 6, effectively enables pupils to participate in the work and running of the school. Its proceedings are very well structured to allow pupils independence in electing its members, canvassing opinions, preparing agendas, conducting meetings and feeding back the results of its deliberations at assemblies.

Partnership with parents, other schools and the community

Links with parents are very good. Links with the community and with local schools and colleges are both good.

Main strengths and weaknesses

- Most parents feel very positive about the school and what it does for their children
- The school actively seeks, and values, the support provided by parents.
- Community links are strong in many aspects, but less well developed with the local business community
- Links with other schools and colleges are used productively to strengthen the school's own provision

Commentary

36. The school's partnership with parents has been further strengthened since the last inspection. Parents remain very supportive of the school. The school actively seeks and welcomes their involvement and interest in improving the quality of their children's education. Communication between school and parents, apart from the issue of unauthorised absence, is very effective. Information about their children's ongoing progress, annual progress reports, details of what is to be taught, and homework schedules are all regarded by the vast majority of parents as providing them with very constructive guidance. Parents, as a body, are formally consulted by means of annual questionnaires, but have direct access to the headteacher and teachers through the school's open door policy. This is much appreciated and valued.
37. The school works well with parents in helping them to support their children's learning. A good number of parents help in class; others accompany pupils on visits. Implementation of the school/home initiative, Better Reading Partnership, contributes very effectively to the good standards of reading achieved in the school. The parent association (Friends of the School) is very active in financially supporting the school, raising well over £11,000 last year to enhance the school's facilities and resources.
38. The school has developed a good range and variety of links within the local community. Links with the church community are particularly strong. Visits to the local wildlife centre and places of educational value are all used well to help enrich the curriculum, as is the extensive range of contributions made by visitors to the school. A travelling science exhibition, professional musicians, a puppet theatre, story-tellers and Christian groups to reinforce moral and spiritual teaching, firmly tie the local educational community into the work and life of the school. The need to strengthen the links with the local business community is recognised by its inclusion in the current school development plan.
39. The school's links with other local schools and colleges are used productively to provide good opportunities for staff development through sharing common problems, best practice initiatives and joint training. The link with the main receiving secondary school is used very well to provide French language tuition for pupils in Year 6 and to support courses for parents. Students in training are made very welcome and well provided for in their professional development.

LEADERSHIP AND MANAGEMENT

Leadership and management are both good. The headteacher leads and manages the school well, ably supported by key staff. Governance of the school is good.

Main strengths and weaknesses

- The headteacher has very high aspirations for the school, and has successfully created a team of staff that share her commitment and drive
- The school's leadership very effectively promotes the high quality ethos that permeates all aspects of the school's work and life
- The governing body fulfils its responsibilities and duties well
- The procedures for monitoring and improving the quality of teaching are not always used effectively enough

Commentary

40. The headteacher provides good leadership. Her strong sense of purpose, her determination and her readiness to act decisively when the need arises, have effectively taken the school forward. She is supported by a committed and highly professional team of staff, equally dedicated to the school's improvement and success. Since the headteacher's appointment in 2001, academic standards have largely returned to previous levels, teaching is still good, the curriculum is better, the accommodation is improved, the school's high quality ethos has been sustained and it is better placed to assess and measure its own performance. A lot of progress has been made with improving the provision for ICT, though not quite enough yet.
41. The governing body has shared in this progress. It is well led and actively supportive of the school. It now works through a committee structure that governors feel has significantly increased its effectiveness. Governors' good understanding of the school's strengths, and areas for development, support their contention that they are now better informed than previously. They successfully ensure that the school fulfils its statutory responsibilities, on the basis of a much more constructive and effective monitoring role. Further development of this role is a current priority.
42. The school's development plan is a very bulky and detailed document. As a compendium of the school's vision, priorities, targets, strategies, and action plans over three years it successfully identifies the full range of developments considered necessary to help the school to improve further. However, as a working tool for guiding the school's immediate development it lacks focus, simplicity and clear direction for staff about what the key developments are and what things are of lesser priority. Developments to improve standards in writing show the processes working well, with strategies and actions very clearly identified and their impact carefully and regularly evaluated.
43. Monitoring of teaching shows the processes working slightly less effectively. There are good systems in place for checking standards of teaching. Key staff and subject co-ordinators are allocated time for observing lessons; an observation schedule has been constructed and some staff training has taken place. However, the full benefits of these developments are reduced because the criteria used to assess teachers' effectiveness are not specific enough, and because teachers do not always receive clear enough messages from their colleagues about the strengths and weaknesses in their teaching. At present, the school is not getting sufficient return on the time it invests in monitoring the quality of its teaching.
44. Arrangements for financial planning and control are meticulous and secure. The management and use of resources based on the principles of best value for money are effectively pursued. Governors and the headteacher work closely and effectively together, drawing on additional expert support from the local authority. While the financial information in the table below

indicates a quite large carry-forward figure, a high proportion of this is already committed to staffing costs next year.

45. The school's general administration and running are efficient and unobtrusive. Parents are fully justified in their view that the school is led and managed well.
46. Given the low costs per pupil, pupils' good achievement, the high quality of their personal development and the good standards of educational provision, the school gives good value for money.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	499,341
Total expenditure	489,003
Expenditure per pupil	1,979

Balances (£)	
Balance from previous year	21,264
Balance carried forward to the next	29,602

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good. The very good staff liaison that exists within the Foundation Stage ensures that children transfer smoothly from the Nursery to the Reception class. The quality of teaching is good in the Nursery, and very good in the Reception class because of the consistently high quality of challenge and stimulation provided in the activities taught. This is reflected in the children's good levels of achievement, and in the enthusiasm and enjoyment they show for all the activities. By the end of the Reception year, nearly all children reach the goals expected at this age, in all six areas of learning. Most exceed these goals in their personal and social development.

The methods of recording children's progress are very good and teachers' planning based on this information ensures that activities are well matched to the children's needs. The leadership and management of the staff team, and the provision, are very good. The accommodation is satisfactory overall. There have been some sound improvements to the outdoor learning area brought about by effective leadership.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children make very good progress in developing their personal, social and emotional skills
- The very good support and encouragement provided by staff ensure that all children develop confidence in their learning and social interaction
- There are very good opportunities for children to develop independent learning skills

Commentary

47. Standards exceed the goals expected by the end of the Reception year. Children achieve very well. Teaching and learning are good in the Nursery, and very good in the Reception class where the planning is particularly effective in extending children's confidence and social skills. In both classes, teachers set clear boundaries and provide positive role models so that all children know what is expected of them and they understand how to behave. Children listen very carefully to instructions and develop a clear understanding of what they should do. They are given plenty of opportunities to discuss their ideas and listen to others, without interruption. In the Reception class they are confident when speaking in front of other children because of the practice they get. The provision of stimulating activities encourages children to respond with high levels of concentration and an enthusiasm for learning.
48. Children are settled because of the welcoming atmosphere created by staff in which they feel special and secure. They feel able and confident to explore and succeed.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff take every opportunity to develop the children's language skills
- The children are developing good writing skills

Commentary

49. Standards are in line with the goals expected by the end of the Reception year. Children achieve well. Standards of teaching and learning are good in the Nursery and very good in the Reception class. Careful assessment of children's early language skills when they enter the Nursery has shown this to be a priority area in their early learning. In the Reception class, children's language progress is rigorously monitored and the findings carefully built into future plans. Teachers in both classes use challenging questions to extend children's vocabulary and knowledge, and insist that they listen to the contributions of others. The teachers read stories with expression and excitement, raising children's interest in books, reading and stories. Letter sounds are methodically taught, enabling children to recognise the sounds of different letters to assist them in their reading and writing. In the Reception class the teaching for the more able is very effective. They write sentences independently and make good attempts at spelling unfamiliar words, for example when writing postcards following a lion hunt in the school grounds.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers provide a wide range of activities to develop and strengthen children's knowledge of number, across all areas of learning.

Commentary

50. Standards are in line with the goals expected by the end of the Reception year. Children achieve well. Teaching and learning are good in the Nursery class, and very good in the Reception class where the teacher's planning is very effective in developing children's basic number skills. As a result, a large number of children order numbers from 1 to 10, and the more able children identify missing numbers in a sequence from 1 to 20. Children apply their skills well in other activities. For example, as part of their 'animals in the jungle' topic, children in the Reception class wear different animal masks as they count using a number line of animals.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A wide range of interesting activities gives children a good awareness of the world around them
- Children are confident in the use of the computer

Commentary

51. Standards are in line with goals expected by the end of the Reception year. Children achieve well. Teaching and learning are good in both the Nursery and Reception classes. Activities are carefully and imaginatively planned to stimulate children's curiosity, helping to widen their understanding and learning of the environment outside their homes and the school. As part of their study of minibeasts, children in the Nursery enthusiastically turned over pieces of wood as they searched for insects in the outdoor learning area. They learned how to use a magnifying glass in order to observe the woodlice they found. Children in the Reception class can design and build lions' dens using different materials and methods of fixing. They are confident in the use of the computer and access a range of programs. They use these effectively to support their learning in all areas of the curriculum.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children are provided with a good range of activities to promote their physical development

Commentary

52. Standards are in line with the goals expected by the end of the Reception year. Children achieve well. Teaching and learning are good in the Nursery and very good in the Reception class. The children make good progress in the development of their finer motor skills because of the well-planned range of activities provided for them, for example cutting round the shapes of butterflies in the Nursery. They show good control in the competent and confident manner in which they control the mouse and access the keyboard to operate the computer. Teachers plan well to ensure that children have structured outdoor learning experiences. Children display good co-ordination as they ride a range of wheeled vehicles and good balanced movements on the play equipment. The lessons planned in the Reception class to develop children's creative dance skills were highly imaginative, enabling children very effectively to explore different ways to move in response to jungle music.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Role-play, art and music are used very effectively to promote the children's creative development

Commentary

53. Children achieve well. Standards are in line with the goals expected by the end of the Reception year. Teaching and learning are good in both the Nursery and Reception classes. Music and singing are used well to support the children's creative development. Children explore the sound of different instruments and display good rhythm when they sing. A good range of activities promotes the artistic awareness and development of children, who confidently explore the use of colour and texture as they paint and construct models. Children in the Nursery develop their senses when they smell, feel and taste different herbs. Role-play areas are used very effectively to support learning in current topics, such as a garden centre shop in the Nursery.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision in English is **good**.

Main strengths and weaknesses

- Pupils' achievements are good overall and standards are above average in Year 6
- Good teaching provides exciting activities so that pupils are very eager and hard working in lessons
- Pupils throughout the school achieve well in reading

- Although standards in writing are much improved throughout the school, the most able pupils are not always challenged enough
- Very good leadership has resulted in effective improvements in the subject, but the evaluation of teaching and learning is not yet sharp enough

Commentary

54. The school has made good improvements in its provision for English since the last inspection. Major improvements in the way English is taught have successfully reversed the decline in standards that occurred since then. Test results in Year 6 were well above average in 2004, a significant improvement. The current Year 6 pupils, having had to make up some lost ground from last year in Year 5, achieve equally well and are currently working at above nationally expected levels. Standards in Years 1 to 2, and Years 3 to 6, are above national expectations in reading and listening, and broadly in line with them in speaking and writing. Overall, pupils achieve satisfactorily in Years 1 to 2, and well in Years 3 to 6, but the most able pupils throughout the school do not achieve as well as they could in writing.
55. The teaching is good overall in Years 3 to 6, and satisfactory in Years 1 and 2. The school has worked extremely hard on the important areas it identified for development. Pupils were finding English lessons, and writing in particular, uninteresting. Weaknesses in some key areas, like handwriting, spelling, recognition of words and sentence structure, were holding pupils back. The school has responded successfully to these issues in establishing regular and well-structured practice in basic skills. A consistent approach and clear expectations mean that handwriting has improved since the last inspection, and is now satisfactory.
56. There are good opportunities for speaking and listening through paired discussions that provide good preparation for well-managed class discussions. Because these are interesting and teachers value what pupils say, pupils listen very carefully and remember what is said. They behave very well and are highly motivated. Imaginative use of drama provides further valuable opportunities for pupils to speak, listen carefully, and develop their vocabulary, ideas and imagination.
57. Teaching assistants form strong partnerships with teachers. Their very good support for less able pupils, and those with special educational needs, mean that these pupils do well and often reach the levels expected for their age. Pupils make rapid progress, especially in Years 3 and 6, because the activities are very challenging, and because regular checks ensure that pupils have understood before moving on. Most teachers make good use of the effective systems for assessing what pupils can do when setting targets, commenting on pupils' written work and planning work for different ability groups.
58. All the lessons seen were satisfactory or better, but occasionally lesson introductions go on too long, leaving too little time for pupils to practise new skills. The activities set for more able pupils are sometimes too easy because teachers' understanding of where pupils are in their learning is not secure enough, especially in writing. Teachers do not challenge them enough, or make clear what they need to do to reach the higher levels of which they are capable. This is not so in reading where well-planned activities and a well-structured approach to teaching the basic skills through spelling and other activities mean that pupils achieve consistently well. Recent developments have seen the library transformed, and a good stock of attractive books provides an added incentive for children to read. Parents support their children well in reading at home.
59. The leadership of English by the headteacher and two co-ordinators is very good and their management is good. The co-ordinators are highly enthusiastic and provide a very good example for others in their own teaching. There are now good systems for evaluating pupils' achievements and taking action. However, the evaluation of teaching and teachers' accuracy in identifying the level of pupils' attainments are not yet as rigorous as they might be, enabling inconsistencies to arise.

Language and literacy across the curriculum

60. This is good. There is a wide range of opportunities in subjects like history, science and design and technology, mostly in Years 3 to 6, that enables pupils to use their reading and writing skills in new and relevant situations. Pupils are able to strengthen their reading skills when researching history topics, sometimes using the Internet. They adapt their writing well for different purposes, like writing detailed reports of science investigations and design and technology projects.

French

61. Year 6 pupils are taught a weekly French lesson by one of the language teachers from the secondary school to which the majority of pupils transfer. The teaching is confident and well prepared, concentrating mainly on everyday, conversational French. Pupils thoroughly enjoy the challenge of structuring a simple conversation with a greeting, questions and a farewell, remembering the French terms and words they have learned. They achieve well.
62. These lessons contribute very successfully to the wide range of extra activities that enriches the school's curriculum. They also create a valuable link, for the majority of pupils, with their next school.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching and learning, and use of assessment, are very good in Years 3 and 6
- Pupils throughout the school needing extra help, including pupils with special educational needs, are very well supported and make good progress
- Basic number skills are taught well throughout the school
- The most able pupils are not always challenged enough to enable them to achieve higher attainment levels, especially in Years 1 and 2
- Leadership and management are both effective, apart from the monitoring of teaching which does not yet have sufficient impact on improving practice

Commentary

63. In Year 6, pupils are achieving standards above national expectations, with more pupils reaching the nationally expected standard (Level 4) than in most schools. However, the proportion of these pupils reaching the higher attainment level is not as high as last year, largely due to the amount of ground they had to make up following a year of slower progress in Year 5. In Year 2, pupils are achieving standards in line with national expectations. Too few pupils are reaching the higher attainment level. Overall, they achieve satisfactorily.
64. Although pupils in the current Year 6 are unlikely to achieve standards as high in the national tests as last year's pupils, which were very much higher than previous years, their performance nevertheless continues the upward trend in the school's recent test results. In Year 2, pupils' performance is broadly in line with the school's national test performance over the past few years.
65. In Years 1 and 2, teachers make significant use of a commercially produced scheme of work in their teaching. This involves pupils spending significant amounts of time completing exercises from workbooks. Although the most able pupils are set further work, and the lower ability pupils, and those with special educational needs, are given extra support, the class broadly work through the scheme together. This approach enables the majority of pupils to consolidate their number skills well, but restricts the most able pupils from making faster

progress. Too few opportunities are provided for them, and the average pupils, to extend their knowledge and skills in practical or problem-solving activities.

66. In Years 3 to 6, pupils' number skills continue to improve well because of the strong emphasis given to this aspect of the subject. By Year 6, pupils are adept at handling large number calculations. They work confidently and enjoy the challenge of problem solving that forms the basis for most of the teaching. Mental arithmetic sessions in Years 3 and 6 are particularly pacy and challenging, enabling all pupils to make suitable progress. In the Year 4 and 5 classes, the provision for the most able pupils is not as persistently well targeted to ensure their maximum progress.
67. The quality of teaching is good overall. Most of the good and better teaching was seen in Years 3 to 6. In all classes, pupils show good attitudes, work hard and strive to succeed. Teachers use the teaching assistants very effectively to support pupils needing extra help, enabling most of them to reach the standards expected for their age in Years 2 and 6. The work set for the most able pupils often does not add enough to the knowledge and skills they already possess, particularly in Years 1 and 2.
68. Teachers' use of assessment follows a similar pattern. Where teachers are very clear in their lesson plans about what pupils are to achieve, their assessments of pupils' learning and progress are equally well directed, and helpful in informing their future planning. When teachers' plans are less precise about what they expect pupils to achieve, teachers' assessments are not specific enough to give them an accurate understanding of pupils' achievement and future needs.
69. Leadership and management, overall, are good. The school has worked hard, and successfully, to improve its provision. Effective systems for tracking pupil performance have driven the recent rise in standards of attainment. The co-ordinators monitor standards of learning and teaching, but not yet with sufficient rigour to raise standards of teaching to consistently higher levels.

Mathematics across the curriculum

70. Opportunities for pupils to use and apply their mathematical knowledge and skills in other subjects are satisfactory. There is some sound practice, for example, in the use of pupils' data-handling skills in recording science work on friction (Year 4), and in the use of accurate measuring in design and technology (Year 6). The school has identified this as an area for development in its plans.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- There is a very good emphasis on scientific enquiry and pupils have very good attitudes to their work because of the practical nature of lessons
- There is some high quality teaching both in Years 1 and 2, and in Years 3 to 6
- The subject is well led and managed
- Very occasionally, the most able pupils are not challenged enough

Commentary

71. Standards in science are above national expectations in Year 2 and Year 6. This is a slight improvement on the standards achieved in the national assessments in Year 6 in 2004, and matches the standards reached in Year 2.
72. Teachers provide pupils with many opportunities for practical exploration in lessons, reflecting the school's current focus on improving pupils' investigational skills. As a result, by Year 6, pupils have sufficient knowledge, skills and understanding to set up their own experiments and

carry them out using observations, measurements and explanations appropriate to the investigation. Activities are well planned, enabling pupils to build up their understanding and skill at a good rate. Pupils are highly motivated, work hard, and show enthusiasm for their new learning.

73. Teaching and learning are good, overall. Two lessons seen were of particularly high standard, one in Year 2 and the other in Year 3. Lessons are generally well planned and have clear aims and achievable objectives, which are well matched to pupils' needs, including the more able pupils. Very occasionally, there is less challenge for the most able pupils than other groups of pupils in the class. Teachers make very effective use of practical investigations to stimulate the pupils' interest to explore and hypothesise on the outcomes of their studies. In Year 2, a series of well-prepared and thought out activities allowed pupils to extend their knowledge of insects in the environment, with the teacher making good use of ICT resources for this purpose. In all lessons, pupils' independent research into the topics being studied was very well supported by teachers and teaching assistants.
74. Leadership and management of the subject are good. The provision across the school has been carefully reviewed and revised. Improvements in investigational science have been well led and managed by the co-ordinators, and have had a positive impact on raising standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The provision for ICT has seen significant improvements since the last inspection; the school is very clear about what still needs to be done
- Pupils achieve well in using ICT for research and word processing across the curriculum
- Standards in Year 6 are below average in using control technology and data handling because they are not covered in the school plans
- Teachers are not able accurately to assess pupils' progress as they have no fully developed assessment schedule for doing so

Commentary

75. At the time of the last inspection, standards in Year 6 were reported as unsatisfactory. Since then the school has made considerable efforts, with much success, to enhance the quality of its provision. Attainment in Year 2 is at nationally expected levels and pupils achieve well across all aspects of ICT. In Years 3 to 6, there are still gaps in the provision for data handling and control technology and because of this Year 6 pupils are not able to reach nationally expected standards. They achieve well in all other aspects of the subject. Through their experiences at home, some pupils in Year 6 have advanced skills.
76. The number of computers has increased since the last inspection and a substantial training programme has considerably improved teachers' confidence and expertise in teaching the subject. Each class has one or two computers. There is a small bank of computers alongside the library and others are available in corridors. The way they are deployed makes class or large group teaching difficult. There is sometimes too big a delay between when skills are taught and pupils' access to a computer to practise these skills. It also makes it hard for teachers to supervise, support and monitor pupils' progress effectively.
77. Pupils' skills in using computers for research and word processing have improved significantly. These are now at nationally expected levels and sometimes above. Effective training and support by the subject co-ordinators means that staff are confident with these two areas and plan them well. Because the work is relevant and interesting, pupils become absorbed and produce some good quality results with minimal supervision.

78. The quality of teaching and learning is satisfactory overall, with some good teaching of basic research and word-processing skills. Teachers give good demonstrations with clear explanations and questions, enabling pupils to be clear about what to do. Teaching is at its most effective when adults supervise pupils as they work, a task very effectively performed by the teaching assistants whenever possible.
79. Teachers are hampered in their planning by the lack of assessment procedures for checking how pupils are building up their skills as they move from class to class. They do not have a clear enough view of what pupils can already do. As a result, pupils sometimes mark time in their learning when activities are repeated and are too easy.
80. Leadership of the subject is good and the management satisfactory. The two co-ordinators have effective leadership skills and have successfully given priority to providing practical support for colleagues. Staff training, increased resources and opportunities for pupils to work with ICT have all helped to improve the provision and raise standards. The school is very aware of the further improvements that still need to be made, evidenced in the current very comprehensive plan for ICT development.

Information and communications technology across the curriculum

81. The use of ICT across the curriculum is good and has been a major improvement since the last inspection. Regular use of digital cameras and camcorders provides good evidence for follow-up work back in the classroom, for example in the science work on the environment. Pupils can often be found searching intently for information on the Internet and CD-ROMs to support their work in history and geography. Computers are used well to support the learning of basic literacy and number skills, and in helping to compose simple tunes in music. They are less well used to provide opportunities for older pupils to process and record data from their investigations in graphical and other statistical forms.

HUMANITIES

Geography

82. Insufficient lessons were observed during the inspection to make an overall judgement about the quality of provision. Short observations and examination of pupils' work and teachers' plans indicate that the national subject guidelines are covered, frequently through topic work. Well-managed discussions give pupils a secure understanding of the topics. Visits are used very well used to provide stimulus for investigation. Very good planning, extremely good relationships, practical activities supported by good use of maps and other resources linked to a study of the Isle of Wight, were all features that resulted in pupils' rapid progress in a Year 6 lesson. Similarly effective was a Year 3 visit to help support and develop pupils' skills in mapping. Opportunities to use digital cameras and camcorders to record evidence enabled the excitement and investigation to be continued back in the classroom.
83. Occasionally the coverage of geography elements within topics lacks sufficient rigour to ensure that pupils develop their skills securely and consistently as pupils move through the school. Sometimes activities are too undemanding. Pupils spend too long cutting out information or sticking it into their books.

History

84. Too little teaching was seen to enable an overall judgement about the quality of provision to be made. From the other evidence available, and one lesson observed in Year 4, standards are at least satisfactory. In their work on ancient Egypt, pupils showed a good knowledge of ancient Egyptian society, its significant features, events and culture, and an effective understanding of how we gain our knowledge of the past. The teaching was stimulating and imaginative, producing in pupils a keen interest in, and enthusiasm for, learning about the past. Similar qualities are reflected in the work covered on the Tudors, the Victorians, the Anglo-Saxons and the Second World War, in Years 3 to 6. Visits to historical sites, Internet

research and role-play add significantly to the enrichment of pupils' learning. However, the school's own monitoring shows the use of such enrichment to be more marked in some classes than others.

85. Little pupils' work from Years 1 to 2 was seen. Teachers' plans indicate that pupils are introduced to the past through artefacts, their own lives, time lines and stories about famous people from the past, giving them a sound preparation for the transition to the Year 3 work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

86. It was not possible to observe any art and design lessons during the inspection. In a Year 2 science lesson, pupils produced clay models of insects to support their understanding of their studies following a recent field study trip. They have painted in the style of LS Lowry and compared the colours and textures of European and Australian landscapes. A portfolio of pupils' work and displays in classrooms show they are involved in a suitable range of activities. Pupils produce representational pictures using a variety of paints, materials and techniques.

Design and technology

87. It was not possible to see enough teaching for an overall judgement about the quality of provision to be made. Pupils' work shows the use of a variety of materials and equipment. They consider the design stage before commencing the construction stage. In a good Year 6 lesson seen, pupils evaluated the benefits of the different design of slippers. They gave well thought-out answers to the challenging questions posed by the teacher. The planning of learning activities is based on nationally published guidelines. This ensures that the pupils receive a satisfactory range of learning experiences.

Music

88. No overall judgement about the overall quality of the provision is made because it was not possible to see enough teaching. The school employs a pianist for one morning each week to provide a music lesson for each class. In these sessions pupils are involved in playing a range of percussion instruments and singing activities. They display a sound sense of rhythm. Pupils in Year 6 compose their own tunes. They work well in groups and are proud of their final compositions. In Year 2, the pupils identify sounds that represent the movements of different insects. A small group of Year 4 pupils use the computer suite to create their own sound patterns. A choir practice is held at lunchtime and pupils are enthusiastic to improve their standard of singing. Teachers' plans show that pupils receive an appropriate range of learning activities.

Physical education

89. Insufficient teaching was seen to enable an overall judgement about the quality of provision to be made. Observations from parts of lessons, and from the school plans, indicate that all areas of the subject are well covered. For a school of this size, the range of extra sports activities provided, in school and within the local community, is good. Pupils enjoy lessons. They are eager to participate in the additional activities provided, often doing well in local competitions.
90. Observations from a lesson in Year 1/2 showed that pupils are effectively taught the techniques of catching, throwing and hitting a ball and that they apply these well in the games they play. Similar attention to carefully building up the range of pupils' physical skills was evident in the small amounts of teaching seen in Years 3 to 6. Enjoyment, challenge, good teamwork and effective learning were consistent features in all of the activities seen.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

91. Evidence from lessons, teachers' plans, a meeting of the school council, the school's high quality ethos and the very good standards reached by pupils in their personal development, indicates that the provision in personal, social and health education (PSHE) is very good. The school meets statutory requirements in its provision for health education.
92. PSHE lessons are built into each class timetable, covering a variety of themes and topics. Of the lessons, or part lessons, seen, most were very effectively taught, enabling pupils to understand the main issues and to think carefully and deeply about their own feelings, opinions and responses to these. Typical was the Year 3 lesson on responsibilities for the countryside, following a visit to a local nature reserve. Very occasionally, the ideas behind the theme for discussion are not sufficiently well clarified to enable pupils to do more than practise their speaking and listening skills. Teaching in other subjects invariably shows very good awareness and use of opportunities to develop aspects of pupils' personal growth, not least in response to the themes introduced and explored in religious education lessons and assemblies.
93. Attendance at a school council meeting effectively demonstrated the extent to which the full range of the school's provision for pupils' personal and social education provides them with the skills, understanding and confidence to help run and develop their own community.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (Ethos)	2
Attendance	4
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	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	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	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).