

# INSPECTION REPORT

## **ST NICHOLAS C of E PRIMARY SCHOOL**

Blackpool

LEA area: Blackpool

Unique reference number: 119594

Headteacher: Mr Andrew Mellor

Lead inspector: Mrs Penny Parrish

Dates of inspection: 11<sup>th</sup> – 13<sup>th</sup> April 2005

Inspection number: 266443

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:	4 – 11
Gender of pupils:	Mixed
Number on roll:	252
School address:	School Road Marton Moss BLACKPOOL Lancashire
Postcode:	FY4 5DS
Telephone number:	01253 608900
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Appropriate authority:	Governing body
Name of chair of governors:	Father Graham Piper
Date of previous inspection:	22 <sup>nd</sup> February 1999

## CHARACTERISTICS OF THE SCHOOL

St Nicholas Church of England (Voluntary Aided) Primary School is situated on the edge of Blackpool's urban area, and is very close to the more rural Fylde area. The school is popular and expanding but has no further room within current buildings for more classes. Families using the school represent mixed social backgrounds but the socio-economic circumstances of many are below average.

On admission to the two Reception classes, the attainments of the children are below average, overall. The proportion of pupils with special educational needs (22 per cent) is just above average, but a lower than average number have formal Statements of Special Educational Need (0.8 per cent). Pupils' special needs are mainly moderate learning difficulties but include physical disabilities and specific behavioural difficulties. A below average number of pupils take up free school meals (9.6 per cent). The majority of pupils have a white British ethnic background, but a significant number of pupils (14 per cent) are from families with a Traveller heritage. There are no pupils who have English as an additional language.

The school achieved a Schools' Achievement Award in 2000 for a significant rise in test results in Year 6, and it has recently qualified for the Football Association's Charter Mark.

Since the last inspection, there have been significant changes in staff, including the appointment of a new headteacher, who has been in post for the past two years.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22380	Mrs Penny Parrish	Lead inspector	Foundation Stage English
8922	Mrs Brenda McIntosh	Lay inspector	
18344	Mr David Earley	Team inspector	Mathematics Art and design Design and technology Music Physical education Special educational needs
8070	Mr Joe Haves	Team inspector	Science Information and communication technology Geography History

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**St Nicholas Church of England Primary is a good school** that cares for its pupils very well. It has overcome recent staffing difficulties and the quality of teaching is good. Standards are average, overall, and improving. Pupils achieve well and parents and pupils think highly of the school. Its popularity means that it has outgrown its premises and plans are in hand for a new building. Governors and senior staff provide good leadership and management and staff work very well as a team. The school provides **good value for money**.

#### The school's main strengths and weaknesses are:

- The headteacher provides very good leadership.
- Relationships in the school are very good; pupils are confident and concentrate very well.
- Pupils achieve well because teaching is good and often very good; teachers inspire pupils to do their best.
- Standards in mathematics are above average in Year 6.
- Standards are rising through the school; reading is above average and mathematics well above average in Year 2.
- Standards in writing are lower than in reading, and barely average in Years 1 and 2 especially.
- Attendance is very low, overall. Although most pupils attend well, the poor attendance of some pupils seriously affects their own attainment and the overall test results of the school.
- There are some unsatisfactory aspects to the accommodation; the hall is small, there are too few classrooms for this expanding school and the facilities for staff are insufficient.

Since the last inspection in 1999, improvement has been satisfactory overall, with good improvement over the past two years. Management and staffing issues meant that standards fluctuated and declined. The situation has now stabilised; the staff are settled and teaching is consistently good. Relationships in the school have improved significantly; the senior staff are united and supporting a common purpose, as was required by the last inspection. Standards in Year 2 are much improved since the last inspection. Standards in Year 6, though lower than they were at the time of the last inspection, have shown good improvement from the previously low results in Year 2. Boys' attainment in reading has improved well by Year 2 and is now very close to that of girls.

### 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	E	C
mathematics	C	B	D	A
science	E	C	D	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.*

**Pupils' achievement is good** at every stage in the school. Children's attainment on admission to Reception is below average, overall. Inspection evidence shows that the children achieve well and most reach the early learning goals set for the end of the Reception year. By Year 2, standards are well above average in mathematics and above average in reading, maintaining the good test results from 2004. Writing is not so successfully taught and standards are broadly average, as they are in science. In Year 6, standards are above average in mathematics and average, overall, in English and science, showing good improvement on test results in 2004. Despite the lower results in 2004 (see above table), attainment in Year 6 showed good improvement through the school from low results in Year 2. In information and communication technology (ICT), standards are average

throughout the school. Progress is slowed because the computer suite is too small for the large classes in Years 3 to 6. In other subjects, standards are average except in geography, where standards in Years 3 to 6 are below average. In games, standards are above average by both Year 2 and Year 6. Pupils with special educational needs receive good support and achieve well. Pupils with poor attendance achieve well when in school but unsatisfactorily overall.

A very friendly and welcoming ethos leads to relationships of high quality throughout the school. Pupils' attitudes and behaviour are very good and their personal development is good. Provision for **spiritual, moral, social and cultural development is good**. The pupils' social and moral development is very good but their awareness of cultures other than their own is satisfactory. Attendance is very low compared with nationally because some pupils have a poor attendance record.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. The quality of teaching and learning is good and often very good.** Teachers make lessons lively and interesting; pupils thoroughly enjoy learning and make good progress. Teachers know their subjects well and engage pupils in productive and relevant discussion. Time is used well and learning proceeds at a good pace, although sometimes not enough time is given to teaching writing within literacy lessons in Years 1 and 2.

The curriculum is satisfactory, overall, and enriched well through a wide range of activities available outside lessons. The accommodation and resources are satisfactory, overall, for the provision of the National Curriculum but there is insufficient fenced space and outdoor equipment for children in the Reception classes. Unsatisfactory features of the building restrict teaching and learning sometimes. Arrangements for the care and welfare of pupils are very good. The school works in an effective partnership with parents and the community, that contributes well to the pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The very effective leadership of the headteacher impacts very well on the quality of provision in the school. Although some subject leaders are newly appointed, most are working well with a cohesive staff team to make sure that standards move forward well. The governing body plays a decisive role in assuring the school's good development of provision for pupils.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents hold very positive views of the school; most think it provides very well for their children. Pupils are very happy at school and show a keen interest in the school's development.

## **IMPROVEMENTS NEEDED**

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

- raise standards in writing;
- improve the rate of the pupils' attendance;
- resolve the unsatisfactory aspects of the accommodation.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Achievement is good at all stages in the school. Standards are rising and, except in writing, standards are highest in Year 2, where they are well above average in mathematics and above average in reading. Standards in Year 6, above average in mathematics and average in English and science, show good progress from a declining position that was largely the result of unsettled staffing. Children in the Foundation Stage achieve well.

#### **Main strengths and weaknesses**

- Standards are improving, showing clear evidence of the school's recovery from difficulties in the recent past.
- Achievement is good overall and very good in mathematics by Year 2.
- Standards are highest in mathematics in both Year 2 and Year 6.
- Standards in reading are better than in writing.
- Higher attaining pupils are not fully challenged in writing in Years 1 and 2, and not consistently in science throughout the school.
- A significant group of pupils whose attendance is poor are underachieving.
- In ICT, standards are average through the school but could be higher in Years 3 to 6, where classes are too large to work in the computer suite all together.
- Standards in geography are below average in Years 3 to 6.

#### **Commentary**

1. Good leadership and management have reversed the trend of fluctuating and, overall, declining test results since 2002 in both Year 2 and Year 6. Standards are clearly rising and pupils are achieving well. However, test results are adversely affected by the persistently poor attendance of many of the Traveller children who attend the school. Despite the school's best efforts, most of the Traveller children underachieve and few make the progress needed to reach average attainment for their age. The effect on test results is greatest in Year 6.
2. Although the attainments of most children are below average on admission to school, staff have a good understanding of the needs of young children and achievement in the Reception classes is good. Most children are on course to meet the learning goals set nationally for the end of Reception in all areas of learning.
3. By Year 2, inspection evidence indicates that standards compared to the average nationally, and with schools in similar circumstances, are:
  - well above average in mathematics;
  - above average in reading;
  - average in writing;
  - average in science.
4. Improvements in the school's provision for problem solving in mathematics are improving standards well through the school and by Year 2, over half the pupils are attaining higher than average standards. Advances in provision for the teaching of letter sounds, staff training in the teaching of reading and improvements in reading resources have come together to improve and maintain good achievement in reading. In addition, time allocated to teaching literacy favours reading. The teaching of writing has improved significantly in Years 2 in recent months but more could have been done earlier in the year to promote higher standards. Standards in science are average, with higher attaining pupils achieving more with the school's improved focus on investigative and experimental science.

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

Standards in:	School results	National results
Reading	16.7 (14.9)	15.8 (15.7)
Writing	14.8 (13.5)	14.6 (14.6)
Mathematics	17.5 (15.9)	16.2 (16.3)

*There were 35 pupils in the year group. Figures in brackets are for the previous year*

5. In Years 3 to 6, attainment is on an upward trend, reversing the downward slide indicated in test results. The teacher in Year 3 is building well on the largely above average standards achieved by the same pupils in 2004 in Year 2. In Years 4 and 5, staff are compensating for low attainment when the pupils were in Years 1 and 2, followed by unsettled years in school. In Year 6, satisfactory progress is indicated from Year 2 but a review of school records shows inconsistencies year on year, which are now largely resolved because teaching in Year 6 is of high quality.
6. In Year 6, inspection evidence indicates that standards compared to the average nationally, and with schools in similar circumstances, are:
  - above average in mathematics;
  - average in English;
  - average in science.Despite recent difficulties, these standards represent good achievement for most pupils from admission to the Reception class.
7. Targets set for Year 6 in English and mathematics, in liaison with the local education authority, were not met in 2004 in English or mathematics. In 2005, targets set are likely to be largely met in mathematics but not in English. School data clearly tracks pupils' assessments and targets, however, and shows fluctuations through the school that are now resolved.

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

Standards in:	School results	National results
English	25.1 (26.4)	26.9 (26.8)
Mathematics	26.3 (27.9)	27.0 (26.8)
Science	28.2 (28.5)	28.6 (28.6)

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

8. The school's current focus on improving standards in writing is appropriate. Improved methods and resources are impacting well in Years 3 to 6 and the content and cohesion of writing are often good in these classes. Spelling and punctuation have improved well through the school. Handwriting and presentation vary in quality through the school and, although satisfactory overall, are weaknesses for some of the pupils in Years 4 to 6 especially.
9. The school's recent improvements in provision for investigative work and problem solving in mathematics and science are raising standards well. The teaching of mathematics has been given priority, quite rightly, and improvements are ahead of science. Although standards in science are sound, higher attaining pupils are not consistently well challenged.
10. Standards in geography are below average in Years 3 to 6 because it is studied in insufficient depth and gaps between lessons in geography are sometimes too long. In games, pupils' attainments are above average because teaching is of high quality.

11. Pupils with special educational needs achieve well because support for them is good, showing good improvement since the last inspection. Where attendance is also good, the attainment of most pupils with special educational needs is now closely in line with national standards by Year 2. The school's investment in extra teachers for these pupils is impacting well on attainment. Although similar opportunities are available for these pupils in Years 3 to 6, classes are larger and opportunities to work with a trained adult are less frequent, consequently having less effect on pupils' attainment.
12. Boys tend to achieve less than girls, although the gap is now less than that noted nationally by Year 2. This is good improvement since the last inspection when boys' achievement in Years 1 and 2 was identified as a weakness in the school. In Years 3 and 4, the gap is also much narrower than in Years 5 and 6. In Year 4, the situation is reversed in reading and mathematics and boys are doing better than girls, although in writing in Years 3 to 6, girls are achieving considerably more than boys. Nonetheless, staff changes and improved teaching and resources have moved boys' attainment forward well and the higher attaining boys across all classes achieve at least as well as girls. Because most of the pupils with special educational needs are boys, the extra provision is a significant help.
13. Pupils' competence in numeracy is good and promotes progress well in subjects such as science and design and technology. For literacy, their better competence in reading helps them more than their competence in writing. Reading skills are quite adequate to facilitate research in history and ICT, for example, and work is provided that promotes the development of both subjects. Although some good examples are evident in Years 3 to 5, writing is not used well enough in most classes to promote learning in other subjects. The use of ICT across the curriculum to extend learning is satisfactory, overall. Word processing is evident in moderate quantities in written work, and research opportunities via the computer extend learning well in history and science. Graphics programs to support artwork are being used and the recording of results in science is occasionally done electronically. Limitations of accommodation in the computer suite restrict opportunities for the use of ICT in Years 3 to 6.

### **Pupils' attitudes, values and other personal qualities**

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

### **Main strengths and weaknesses**

- Very good relationships help to create a happy learning environment.
- Staff have high expectations of pupils' conduct throughout the school day; the school deals very effectively with all forms of harassment.
- Provision for pupils' moral and social development is very good and helps them to become very mature and responsible individuals
- Pupils' cultural development is satisfactory but hindered by a lack of first-hand experiences and awareness of the cultural diversity of modern British society.
- The poor attendance of a significant number of Traveller pupils adversely affects their attainment and progress.

### **Commentary**

14. The pupils' very good attitudes and values are central to their good personal and academic achievements. The staff, many of whom are new to the school since the last inspection, have successfully maintained a positive climate for learning and have strengthened pupils' personal development. Pupils are proud of their school and talk with enthusiasm about the range of activities offered. They are keen to participate in activities taking place after school as well as

those offered during the school day. Pupils are very well motivated and eager to learn, and develop a high degree of confidence.

15. Pupils with special educational needs and Traveller children, when in school, have equally positive attitudes to learning and take a full and active part in lessons and experiences that the school offers. Staff in the Foundation Stage nurture the children's personal and social development well, enabling them to form trusting relationships and learn to co-operate, share and take turns. At the start of the day, the children enter the classrooms in Reception smiling, quickly settle into the routines of the day and are eager to get on with their learning.
16. The school gives a high priority to pupils' personal development. Relationships are very good throughout the school and this helps to create a very good learning environment. The school has a family atmosphere, in which pupils feel safe and relaxed. The teachers set high expectations and successfully promote confidence and very good standards of behaviour through well-focused praise and encouragement. Parents are impressed by the way pupils conduct themselves and behave. Pupils have a very clear understanding of the difference between right and wrong. Bullying is not perceived to be a problem by pupils or parents but they feel that if any form of harassment does occur, it is taken most seriously and dealt with very effectively by staff. The 'Playground Pals' volunteers from older classes are on hand to help pupils in the playground to sort out minor conflicts should they arise. Exclusion is only considered an option for grave misdemeanours that threaten the safety of staff or other pupils. One pupil was excluded for two fixed periods last year.

***Ethnic background of pupils***

***Exclusions in the last school year***

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	218	2	0
White-Irish	1	0	0
Mixed-White and Black Caribbean	2	0	0
Mixed-White and Black African	2	0	0
Mixed-any other background	2	0	0
Any other ethnic group	27	0	0

17. Pupils get on very well together and collaborate very well in play and work. Older pupils support younger pupils very well and many firm friendships are forged between pupils in Year 6 and those in Reception. A child in Reception, for example, chose to write a letter to a pal in Year 6 to say that she was sorry to hear that Year 6 would be leaving soon. They are polite and welcoming to visitors. The atmosphere around the school at lunchtime is very positive and sociable. The school involves pupils in various initiatives that boost their self-esteem and confidence. The pupils are given increasing opportunities to share some of the responsibility for the running of the school and contributing to its development. They understand and fulfil their responsibilities of living in a community well.
18. The very positive ethos in school promotes pupils' spiritual development well and shows a strong commitment to its links with the Church of England. Whole-school assemblies and class assemblies are planned well around themes that are relevant to pupils. This is an improvement since the last inspection. Class discussions give good opportunities for pupils to listen to varied opinions that may not match their own and they show respect for the differing views and feelings of others. It is very apparent that pupils are in an environment where they feel able to share their thoughts and feelings. Pupils have a satisfactory understanding of their own cultural traditions and the diversity and richness of other cultures. They are taught to appreciate and respect others' beliefs and ideas and they show a good level of fairness and

tolerance. Racism is not tolerated and pupils of different ethnic heritage mix freely and easily at all times. Throughout school pupils have limited opportunities to learn about other cultures through subjects such as geography, art and music. There are too few planned opportunities through visits and visitors to give pupils first-hand experiences to raise their awareness of the richness of cultures that make up British society.

**Attendance in the latest complete reporting year 2003/04 (91.5%)**

Authorised absence		Unauthorised absence	
School data	7.2	School data	1.3
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.*

- Attendance rates are low when compared to other schools. The poor attendance of Traveller children interrupts their learning and significantly affects their attainment and progress, and the overall attendance rates. The school is trying to tackle this by working closely with the local Traveller Support Service but there is some way to go yet in promoting the importance of education and regular attendance among Traveller families. Although the attendance of individual pupils is tracked well and absence followed up, the school does not use its data well enough to monitor the attendance of groups of pupils with sufficient rigour.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is good. Pupils achieve well because teaching is good, and often very good. The very good attitudes and behaviour of pupils mean that lessons run very smoothly and time is used well. The curriculum is satisfactory. The school provides very well for the care, health and welfare of all pupils and parents think highly of the school.

**Teaching and learning**

The quality of teaching is good, overall, and a significant amount is very good. As a result, pupils learn easily and achieve well. Assessment is a developing area of the school's work and varies between subjects; it is satisfactory overall. Improvement has been satisfactory, overall, since the last inspection but good improvements have been achieved over the past two years.

**Main strengths and weaknesses**

- The good quality of teaching ensures good achievement for pupils.
- Teachers make learning interesting and pupils engage with their work very well.
- Good questioning by teachers and lively discussions provoke pupils to think hard.
- Teaching assistants make a good contribution to pupils' learning.
- Time is generally used well to help pupils to progress quickly with their learning but, in Years 1 and 2, time is not always used productively for teaching writing.

**Commentary**

- Teaching and learning is good, overall, throughout the school and often very good. In the Year 1/2 class, Year 3 and Year 6, most lessons are very good and pupils in these classes often make very good progress. Lessons throughout the school are well planned, and overseen by subject leaders, especially in English and mathematics. This ensures learning of continuously good quality.

### Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	20 (45%)	17 (39%)	7(16%)	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.*

21. All teachers set very clear objectives for learning and share them well with pupils at the beginning of lessons, so that pupils know exactly what is expected of them, and at the end, in order for pupils to review effectively what they have learned. Firm links are made between lessons and pupils are helped to remember past learning well and to make links between learning. Where teaching is very good, learning is backed up well with 'memory joggers' such as lists of skills on walls or tables, target reminders, mnemonics, rhymes and signs, such as an outline of a finger to help the younger pupils to remember to leave spaces between words. Pupils are very clear on what they need to learn in each lesson. In Year 6, pupils are clear what is required for each level of the National Curriculum in writing and this is helping them to understand how to develop their work.
22. In the Foundation Stage, the staff team understands the needs of the children very well. Combined with very good relationships, this enables children to enjoy learning, to do their best, and to make a good start to school. Teachers throughout the school make learning interesting by providing lively activities that are relevant to the pupils and their learning needs. Children in the Reception class learned a lot about rhythm through a very good lesson with pots, pans and beaters; pupils in Year 5 enjoyed discussing the arguments of Jamie Oliver for healthy eating in schools before composing their own letters of complaint to the local Member of Parliament. Such engaging lessons lead to very willing and successful learning.
23. Lively discussions are a successful feature of most lessons. Teachers pose questions constantly and persevere until the subject has been explored thoroughly. Pupils are sensitively asked to justify their thoughts, where necessary. In very good lessons, teachers bounce ideas around the class particularly well, making sure as many pupils are included as possible, and matching questions well to pupils' learning needs. Learning threads through lessons well. Teachers generally know their subject well and good planning means that they know exactly where the learning is going. Ongoing projects, such as the poster in Year 3, where pupils are collecting facts they discover about the needs of plants, add to pupils' interest and motivation and ensure that learning goes on long after the lesson has ended. In mathematics, pupils are given good opportunities to explain their reasoning, and to reflect on methods of calculation used previously.
24. To open discussion on most questions, teachers use a 'talking partners' system very effectively, whereby pupils have the opportunity to focus their thoughts and share them with a friend before presenting them to the class. This method engages pupils well in learning and is used successfully from the earliest days in school across a wide range of situations, from discussing correct letter sounds or spellings to complex debates on writing styles in Year 6. It is a style that suits well the investigative learning being currently promoted in mathematics and science. Sometimes individual whiteboards are provided for pupils to write their answers, providing good writing opportunities for pupils and assessment opportunities for teachers and teaching assistants.
25. Teachers are generally good at tailoring their teaching to meet the pupils' learning stage. Pupils are grouped according to need, with groups changing between lessons and over time as needs change. Teaching assistants are well trained and well informed on the pupils' requirements and make a very effective contribution to pupils' learning. With their support, the school makes every effort to make sure that pupils are helped as much as possible to make

good progress, whatever their needs. Pupils with special educational needs and some of the Traveller children benefit especially from the work of teaching assistants and supplementary teachers. Higher attaining pupils are generally suitably challenged and the number of these pupils increases through the school. Exceptions are in writing in Years 1 and 2, and investigative science through the school, where higher attaining pupils are not consistently well challenged.

26. Assessment systems are in the early stages in many subjects but are well established in the Foundation Stage, English and mathematics. Teachers are increasingly identifying specific targets for learning and these have proved effective in improving pupils' writing. Marking in pupils' books is not always so well focused as the teaching in lessons, and opportunities are missed when marking writing to give pupils clear guidance on their successes and next steps. The teacher in Year 6 is piloting a useful checklist of writing skills that helps teachers and pupils to know exactly where the strengths are in writing and where improvements are needed.
27. Time is used well and learning generally proceeds at a good pace. Lively, well-paced learning is a feature of the good teaching across the school. The time allocated to teaching writing in Years 1 and 2 is not as productive as it might be because teachers use too much of it for teaching reading. This in part explains the difference in pupils' achievement in writing in Years 1 and 2 compared to Years 3 to 6.

### **The curriculum**

The curriculum is satisfactory with some good features and the school makes good use of opportunities to enrich pupils' learning. The school's accommodation and resources are satisfactory overall.

### **Main strengths and weaknesses**

- The curricular provision for mathematics and science is strong but, although satisfactory in other subjects, provision is inadequate for geography.
- The time allocated to English is not always fairly shared between reading and writing.
- There is good provision throughout the school for pupils' personal, social, health and citizenship education but the support for pupils' multicultural awareness is limited.
- Pupils are provided with a stimulating range of extra-curricular activities.
- Some aspects of the accommodation are unsatisfactory, particularly for the staff.

### **Commentary**

28. The curriculum has developed satisfactorily in the six years since the last inspection. The school has dealt effectively, over the past two years especially, with weaknesses reported in mathematics, science, opportunities for speaking and listening and aspects of pupils' personal development. The range of extra-curricular activities has been expanded significantly. The curriculum meets all legal requirements, including those for the provision for sex and relationships education and awareness of the dangers of the misuse of drugs. Teachers have worked hard and successfully to adapt and develop national strategies and plans in the Foundation Stage and throughout the school. As a result, pupils of all ages are really interested in new learning and generally achieve well.
29. The provision for mathematics and science is good, with a strong focus on investigative work as a result of recent initiatives. Changes in the provision for reading and for speaking and listening are paying off well. There is more work to be done, however, to reap full rewards from the school's current focus on improving writing. Some good improvements have been achieved but the time allocated to writing is not always used efficiently. Provision for geography is inadequate because there are too few opportunities for pupils to develop

sufficient knowledge, skills and understanding in order to attain standards that meet national expectations. Gaps between studying geography are sometimes unnecessarily wide and this reduces pupils' attainment. Pupils' personal, social and health and citizenship education is promoted well through good opportunities for responsibility, teamwork, and understanding safe and healthy lifestyles.

30. The school has recently re-organised the day to allow the curriculum to be enriched with discrete time for activities such as drama and problem solving. Extra classes arranged for some of the pupils in Year 2 and Year 6 before school starts are having a positive effect on raising standards. The impact of extra staff in the daily 'booster' classes arranged in Year 6 is limited by the lack of space available to withdraw teaching groups to other rooms.
31. Numeracy links across subjects are good and pupils practise measuring, counting and comparisons regularly. Pupils use their literacy skills satisfactorily across the curriculum and this helps to improve their reading. Too few opportunities are found to practise writing at length, however, in subjects such as history and geography. Satisfactory opportunities are found to extend the pupils' skills in ICT across the curriculum.
32. Pupils have very good opportunities to develop their sporting, practical and academic interests in out-of-school and lunchtime clubs. These include sport, country dancing, chess, drama and science. Looking beyond the National Curriculum, the school has introduced lessons in French for pupils in Years 4 and 6. A residential visit for older pupils includes a wide range of exciting and challenging opportunities, as well as valuable time to learn how to live with others away from home.
33. Effective use of supplementary teachers and skilled and experienced support staff, coupled with thorough planning, ensures equal access to the curriculum for all pupils. In most lessons, teachers ensure that work matches the needs of pupils with differing attainment. Pupils with special educational needs generally receive a well-balanced range of learning opportunities, both in the classroom and when withdrawn for additional help. This enables these pupils to participate fully in lessons for the whole class and to maintain a rate of progress that is similar to other pupils. The co-ordinator of provision for pupils with special educational needs has a strong influence on curricular planning and the quality of teaching; she makes useful provision for reinforcing, developing and supporting staff expertise. Individual education plans for pupils with special educational needs are well written and reviewed at appropriate intervals. Arrangements to ensure that Traveller children have full access to the curriculum are good. There are effective links with the Traveller Support Service that help pupils with their learning. Inclusion activities provided by the service include a lunchtime games club, attendance clubs, Traveller-site visits and Traveller parent afternoons.
34. Good progress has been made in recent months in developing resources for reading and for ICT and in improving the staff's knowledge and skills in their use. For the children in the Foundation Stage, outdoor resources are limited and this restricts further progress in their physical development. The school is aware of what is required but cannot move forward until issues around the future of the building are resolved. Very good organisation of indoor resources in the Reception classes enhances the children's learning well, giving good opportunities for the development of their independence and a good variety of options for choosing their own activities when appropriate.
35. The building provides satisfactory accommodation overall, but drawbacks in accommodation limit pupils' achievement on some occasions. The ICT suite becomes very crowded, for example, for whole-class teaching in Years 3 to 6 and not all pupils can be seated. The lack of water in the temporary classroom makes the organisation for art and design lessons difficult and very time consuming for staff. In addition, there is not easy access to toilet facilities for the young children using this classroom and this is unsatisfactory. The accommodation for staff is poor. They work hard to manage problems caused by the accommodation and ensure that lessons are not significantly compromised. However, the staff room is inadequate in size; few

staff can be seated at one time and there is no area in which they can work. The school is staffed well enough to reduce the size of some of the larger classes but there is no spare teaching space. Space in the smaller than average school hall is restricted for teaching physical education, especially for the larger classes of older pupils. At times, this limits pupils' achievement, for example when team games are organised.

### **Care, guidance and support**

The school makes very good provision for ensuring pupils' care, welfare, health and safety. It provides pupils with sound academic help and guidance and a high level of personal support. There are very good arrangements in place to involve pupils in the school's work and development.

### **Main strengths and weaknesses**

- Health and safety procedures are rigorous and all staff are vigilant in their care of pupils.
- The atmosphere of warmth and calm creates a happy environment in which pupils are very well cared for so they can enjoy their learning and achieve well.
- Teachers and other staff provide very good personal support for pupils.
- Traveller children receive good support when they are in school but poor attendance leads to gaps in their learning.
- Pupils feel a good sense of ownership of the school because there are good opportunities for them to have a say in how it should be run and where things can be improved.

### **Commentary**

36. Arrangements for health and safety are very good. Regular inspections of the building and equipment are undertaken and appropriate records are maintained. Daily routines are very well planned and pupils are carefully supervised when at work or at play. On a practical day-to-day level, the teaching staff and the caretaker are vigilant in checking the building to ensure a safe working environment for the children and promptly deal with any hazards found. This is particularly important as some aspects of the accommodation are unsatisfactory and present some difficulties for the staff and pupils. Drawing up strict routines and procedures helps to overcome risks. For example, the stairs to the classroom for pupils in Year 4 are very steep but are managed well by the pupils because they are sensible and follow the clear advice that they are given.
37. The very good and trusting relationships, inherent throughout school, enable staff and pupils to work very well together. This is a significant improvement since the last inspection when distant relationships were evident in some classes. Pupils find their teachers kind and helpful and feel they are looked after very well. A notable feature of the school is the very positive atmosphere in which all pupils are valued as individuals. The good-natured approach of staff is instrumental in ensuring that pupils feel safe and happy and want to learn, and enables them to achieve well. Sound induction procedures, combined with very good relationships, enable children in the Reception classes to make a very smooth start to school. Staff are informed well in matters relating to child protection. The concern for pupils' welfare extends to the promotion of healthy lifestyles and the health education in the school is good. Pupils are encouraged to drink plenty of water and to keep fit so they are physically well prepared for learning.
38. The school acknowledges pupils' successes well by celebrating and rewarding those who have made good gains in their academic and personal progress. Information about pupils' academic achievements is used satisfactorily to guide future learning. Staff generally use the information they have about pupils' academic performance well in English and mathematics to provide suitable programmes to boost their achievement. 'Booster' classes are provided both during lessons and before school to give pupils additional help and guidance with their learning in literacy and numeracy.

39. Pupils with special educational needs are supported well in class so they take a full and active part in lessons. The targets on their individual education plans are detailed, giving staff a clear understanding of the specific areas of learning to focus upon and this helps the pupils to achieve well. Pupils contribute to their individual plans, particularly to their targets for improving their behaviour. The good support for Traveller children has been maintained since the last inspection. Currently there is specialist help for these pupils across all year groups in order to bridge gaps in their learning. This helps them to make good progress in their reading and writing when they are in school. However, the poor attendance of a significant number of Traveller children disrupts their learning and affects their overall attainment and achievement.
40. Pupils are actively encouraged to contribute towards improving the school. They know that their views matter and the school will try to act upon what they say. The school council helps pupils to learn about democratic decision taking and makes a very good contribution to life in school. For example, the work of the council was instrumental in gaining the salad bar as part of their school meal choice after making representations to the catering service. Following on from this, pupils in Year 5 are preparing an argument to campaign for healthier school meals by writing letters to the local education authority and the local Member of Parliament. Pupils in Year 6 wrote job specifications on what they wanted from their new headteacher and routinely draw up advertisements for their dream teachers when the school is appointing new members of staff. Pupils clearly feel a good sense of ownership of their school and are proud to be a part of its development.

### **Partnership with parents, other schools and the community**

The school's partnership with parents is good. Links with the community and other schools are good and contribute effectively to pupils' learning and personal development.

### **Main strengths and weaknesses**

- Most parents are very supportive of the school and their children's learning but not all families ensure that their children attend often enough.
- Very good communication keeps parents well informed about the school, the curriculum and their children's progress.
- The school works effectively with other schools to enhance learning and pupils' personal development opportunities.

### **Commentary**

41. Parents make a good contribution to pupils' learning and to the life of the school. A number of parents and volunteers help regularly in class, listening to pupils read and assisting with small group activities. Some parents make a regular commitment to help with specific projects, such as the Better Reading partnership which is helping to improve pupils' reading skills. The association of parents, teachers and friends is a flourishing group organising fundraising and social events, supporting home/school relationships. Despite parents' positive involvement with the school, poor attendance and patterns of absence among Traveller children hamper their attainment and achievement. The Traveller Support Service works closely with Traveller families, making frequent visits to parents to sort out concerns and discuss issues of an educational nature. However, attendance levels remain a concern and an area to be pursued further.
42. The school communicates very well with parents through a very good range of information about the school, the curriculum and their children's progress. The newsletters are particularly good and are appreciated by parents. Parents find the workshops very helpful in informing them of what their children are learning and the new ways of teaching. Many of the parents at the meeting held prior to the inspection had attended the workshops and felt this way of finding out about what children are learning had improved considerably in recent years. There

is a regular sharing of information about the pupils' progress. The annual reports are of very good quality; they give a clear picture of how well the pupils are doing and include targets for future learning. Parents find that the school and staff are approachable and accessible at anytime for formal or informal discussions. Parents of pupils who have special educational needs are kept very well informed about their children's progress. There are frequent meetings with parents to discuss their achievements, any problems and guidance on the next steps in learning. The coordinator for special educational needs organises an afternoon of meetings for Traveller parents to discuss their children's progress.

43. The school makes good use of local resources in terms of working with people and visiting places to bring learning alive for the pupils. There is a good and varied programme of visitors to the school and pupils visit many interesting places to enrich their curriculum. Links with a local bakery supported teaching and learning in science for pupils in Years 2 and 6, for example, when studying about gases and changes in materials. However, there are too few opportunities through visits or use of visitors to give pupils first hand experiences of different ethnic backgrounds. The school works closely with a range of schools, sharing curricular issues and staff expertise, which help improve the quality of teaching and contribute to pupils' learning. There are interesting opportunities for pupils to participate in a range of events and activities and mix with pupils from other schools. Pupils in Year 5 attended a 'Citizenship Day' with pupils from other schools and discussed issues relating to the aims of 'Every Child Matters', a guidance document produced by the Department for Education and Skills. The information gathered was later shared with the other pupils through a whole-school assembly.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good, with strengths in the very clear vision of the headteacher and the inspired lead he provides for a cohesive and skilled staff team. The governing body plays a decisive role in assuring the school's good development of provision for pupils.

### **Main strengths and weaknesses**

- The headteacher is strongly committed to high standards and achievement in all areas of the school's work.
- The senior leadership team, working with governors and a strong staff team, has a clear and accurate understanding of what needs to be done to promote the further development of the school.
- Many managers, subject leaders and governors are in a new role and, although they have got off to a good start, more time is needed for new systems to impact on the quality of provision.

### **Commentary**

44. The school has been refreshed over the past two years by the appointment of a significant number of new staff and governors, all keen to provide well for pupils and to make a very good school. New and established staff have created a very effective team and overcome challenging circumstances with goodwill and a renewed commitment to the future of the school. The school is set to provide very well for its pupils, building forward from the strong position established in a short time.
45. The headteacher provides inspirational leadership to fulfil a shared vision for the success of the school. Astute evaluation of the school's strengths and areas for development has brought the team together and drawn on strengths of individuals well. A comprehensive school improvement plan addresses the right issues and provides an effective framework for change. All members of the senior leadership team have been trained in monitoring and evaluating teaching and learning, and self-evaluation, such as the literacy audit, results in appropriate action.

46. The school is compromised by the limitations of its building as it becomes more popular with parents and has no space to expand. The decision to install a temporary classroom has paid off well, with the smaller classes for younger pupils enabling a rise in standards by Year 2. Extra staff and the decision to release the deputy headteacher from a class commitment have allowed the school to support teachers and work to improve the quality of provision. The ambition held by staff, parents and governors to build a new school is motivating and inspiring for all but also very time consuming. There is a danger of the headteacher becoming diverted from his essential role as he works tirelessly to gain planning permission and funding for the new venture.
47. Most of the senior management team and subject leaders are newly appointed to their role. While all are keen to succeed in helping the school to move forward and have set clear and achievable plans in place, time is needed to see the full impact of their actions on standards through the school. The school has the improvements required in standards in writing effectively in hand, although more work is needed to secure high standards throughout the school. Assessment systems are good in the Foundation Stage but generally in the early stages of development in Years 1 to 6 in subjects other than English and mathematics. Data is increasingly being used well to analyse the progress and attainment of individual pupils and whole classes but the analysis of the progress of groups of pupils, such as boys and girls, higher attaining pupils or different ethnic groups, is less well documented. The impact of low attendance on the progress of individual pupils is well understood and, although various incentive schemes to promote good attendance have been introduced, the attendance rate has made little improvement since 2001.
48. Governors are very supportive of the school and are strongly committed to its development. Many are new but are quickly gaining a good understanding of their role and responsibilities. Statutory duties are implemented in full. Meetings are very well organised and held regularly. Governors receive very detailed reports from the headteacher about the work of the school. As a result, they have a clear understanding of the strengths of the school and the way it needs to go forward. They have a lot of confidence in the headteacher and have supported him well in creating a good team of staff. They bring a range of expertise and interests to the role of governor; for example the Foundation Stage governor runs the after-school club and the pre-school playgroup. Governors consult well and have an outward-looking approach that usefully compares the school with others in a similar position. Finances are well managed for the benefit of pupils but systems to test cost-effectiveness of actions taken against benefits gained are at an informal stage. A large underspend is accumulating while governors await a decision from the local council's planning committee on whether the new building can go ahead.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)	
Total income	405,165
Total expenditure	494,043
Expenditure per pupil	2,333

Balances (£)	
Balance from previous year	152,557
Balance carried forward to the next	63,679

49. Taking pupils' good achievement into account, with the good quality of education provided, the school provides good value for average expenditure.

## **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**, overall, as it was at the time of the last inspection.

On admission to the two Reception classes, the attainments of the children vary but are below average overall. Teaching and learning are good and the curriculum is based firmly on a good understanding of how young children learn. Staff know the children well and comprehensive assessment systems provide good checks on learning and establish future targets. Children achieve well and are on course to meet the learning goals set for the end of the Reception year.

The accommodation for the Foundation Stage is satisfactory overall. Classrooms are exceptionally well organised, providing a very pleasant working environment for staff and children. The fenced outdoor area allocated to the classes is limited in size, allowing only restricted use of available wheeled toys. Fixed climbing apparatus is in need of renewal but plans for a new school building are delaying action. Children have access to a pleasant natural garden area that enhances learning in knowledge and understanding of the world effectively.

The Foundation Stage has a very newly appointed co-ordinator who is just getting to know the school's systems and resources. Planning documents and classroom organisation indicate that former leadership was strong and well-established systems of good practice have helped to maintain good provision through recent staffing changes. The staff team, which includes two new members, co-operates well and day-to-day arrangements run very smoothly.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Very good relationships and a supportive atmosphere help children to develop good attitudes and confidence.
- Good teaching and consistent daily routines mean that children always know what is expected of them.
- There is a good balance between activities led by adults and opportunities for children to engage in purposeful play together.
- Opportunities for children to play together outside are limited by the small area available and the limited range of resources.

#### **Commentary**

50. Children achieve well and are on course to meet the goals set for personal development by the end of the Reception year. Good induction arrangements help children settle quickly into school. The supportive atmosphere and interesting variety of activities help them to develop good attitudes to school from the start. Staff show by their own sensitive interest in others that every individual matters and very good relationships between staff and children help them to gain confidence. The enthusiasm of staff for finding out and doing things carefully teaches children that learning is important and can be fun. The atmosphere in both classes is happy and purposeful and children concentrate well and do their best.
51. Assembly times in class have a good family atmosphere and children are encouraged to reflect on the thoughts and actions of characters in stories and to find ways of showing kindness and consideration for others. Children learn to co-operate well through well-

organised daily activities such as taking a turn to speak in the class circle or working in fours to carry large mats across the hall for physical education lessons. The children develop independence through the familiar routines planned and opportunities to choose their own activity or materials, or to collect their own equipment. Very well organised storage systems increase the children's independent choices and help them to leave play and work areas tidy afterwards. The good balance between adult-led activities and opportunities for the children to work independently makes good use of time and well-organised resources, and helps children to increase their social skills well through playing alongside other children. Outdoors, restrictions on space and equipment limit further opportunities for personal and social development through play and activities for extending physical development.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The small classes and good number of adults mean that there are plenty of opportunities for the children to improve their speaking and listening.
- There is a firm focus on teaching letter sounds and early attempts at reading and writing are generally good.
- Higher attaining children do not always move on as quickly as they might with literacy skills.

### **Commentary**

52. Teaching is good and most children achieve well; the majority are likely to meet the learning goals set for the end of Reception. Whatever the activity, teachers and other adults ask constructive questions that require children to explain their thinking. This develops speaking skills well, sometimes from a very early beginning, and contributes well to children's good achievement in all areas of learning. The small classes enable frequent dialogue, and skills improve well. A small number of children have poor attendance and, despite the staff's efforts to engage them in the class's affairs, they tend to remain quiet and their language does not develop as well as most other children's.
53. Stories told in a lively way from attractive books encourage children to develop a good interest in reading. The teaching of letter sounds is structured well; children learn at a good pace and this helps them to make good attempts at reading and early writing. However, sometimes sounds are discussed without an example of the letter to hand and opportunities are missed for learning, especially for the higher attaining children. Sometimes set routines mean that higher attaining children do not start reading from their own book as early as they might, so missing opportunities to get ahead with their learning. Teaching methods for writing build well on children's independent efforts from the start. They develop a confident approach to 'play' writing because adults respond so well to their work. Staff ensure that writing materials are attractive, easily available and provide a range of reasons to write, such as writing labels for seed packets and for plants. The children really enjoy writing letters, notes and cards then posting them into their friends' 'pigeon holes'.
54. The children's firm understanding of letter sounds gives them a good start to spelling and lively links with stories, such as the 'Little Red Hen', make sure they enjoy applying their new skills. The frequent use of individual whiteboards is popular with children and helps them to do their best. Good use is made of their work and sentences written on the boards are stored for re-reading, for showing parents and for photocopying and record-keeping purposes. Most children form recognisable letters correctly with some guidance, made easily available by the high number of adults. All support staff are trained and well informed to teach writing, and are very patient in guiding the children forward. A small number of children who start school late or have poor attendance fall behind despite the staff's best efforts. Those with special

educational needs achieve well because of the commitment of staff to each individual child's good progress.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- A good variety of activities gives the children plenty of practice in counting and working with different sizes and shapes.
- Work is well matched to the needs of different groups so that all achieve well.

### **Commentary**

55. Teaching is good and most children achieve well, and are on course to attain standards that are at least average by the end of the Reception year.
56. Children develop a good awareness of numbers through regular practical activities such as counting at every opportunity, observing rules such as 'only four can play in the sand' and through matching the correct numeral to a set of model teddies. Teachers build well on these practical activities so that higher attaining children progress quickly to counting on in their heads to work out simple addition. Staff are keen for the children to make good progress and take their counting forward rapidly to higher numbers whenever possible. Learning activities are well matched to children's differing needs, with day-to-day teaching supported well by carefully kept records and notes on the children's individual skills. Lower attaining children and those with special educational needs receive a good level of support from the teachers and skilled classroom assistants to improve their learning.
57. Children become suitably aware of the language of measurement through everyday activities focused on comparison, such as musical instruments that differ in size, and comparing the heights of growing bean seeds. Different shapes are available in abundance and children become familiar with them through their constructional and creative work.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- The quality of teaching is good and an interesting curriculum is provided that is well suited to the needs of the children.

### **Commentary**

58. Interesting projects involve the children in a good range of play and adult-directed activities that extend their knowledge and understanding of the world well and ensure that the learning goals set for the end of Reception are likely to be met.
59. Children have daily access to a good range of construction toys and natural materials, such as sand and water, to build a suitable understanding of the world. The opportunities are constantly changing to add new interest through, for example, different coloured water or a range of textures. The children soon discover through good opportunities to plant their own seeds that flowers and vegetables grow, and need care and water to do so. Their knowledge of the world is broadened well through visitors, such as when the school caretaker takes the time to show the children how he helps vegetables to grow on his allotment. The children go

for walks in the school's natural area to look for signs of spring and are thrilled to find new flowers, ladybirds and buds bursting on trees. They are encouraged to look more carefully, using a hand lens, and to draw the interesting shapes they find, for example on shells and fir cones.

60. Photographs provide good opportunities for discussion while remembering past activities and help to develop children's sense of time. Captivating activities such as watching a new baby's bath-time promote a good understanding of how they themselves have changed over time and provoke discussion on healthy eating for strong growth. The teachers make sure good use is made of the limited number of computers available to ensure that children experience a range of ICT programs so that they develop their computing skills to a satisfactory level.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching is good and children are taught to use a good range of tools and implements correctly.
- Children develop their skills well in physical education lessons in the school hall.
- The resources for play outdoors are limited in quantity and by the small space available for their use.

### **Commentary**

61. Most children achieve well and are on course to meet the learning goals set for the end of Reception. Restricted resources for physical development outdoors limit the children's opportunities for further development.
62. Children are taught how to use a good range of tools and implements correctly and develop appropriate manual skills. For example, children cut out collage pieces carefully, and hold pencils and brushes properly and with suitable control. In a physical education lesson in the hall, the children responded well to good teaching that helped them to exercise well and improve the control of their bodies through well-organised sessions of running, hopping, skipping and jumping activities. Plans for major building works on the school grounds are holding up the development of the outdoor area to provide greater opportunity for physical development.

## **CREATIVE DEVELOPMENT**

63. Clear judgements on provision and the children's achievement in creative development are not possible because a balance of teaching across this area of learning was not observed. Teachers' planning indicates that the children are given plenty of opportunities to develop their artistic and musical skills and to respond to role-play situations creatively. Staff make sure that the children frequently make their own choices of materials and design their own work, such as when making animal masks for the 'Little Red Hen' story or their own collage creations. In the one lesson observed, teaching and learning were very good as children learned how to create a rhythm from beating large and small pots and pans, made of metal and plastic, with spoons and ladles. The teacher and her assistant worked very well as a team to develop the children's skills and understanding. The model of a chiming grandfather clock was very useful in establishing regular beats. When excited responses had subsided, the children were very usefully engaged in exploring quiet and soft sounds very effectively. The adults used the children's comments well to promote their learning.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- The quality of teaching and learning is good and most pupils achieve well.
- Strengths are in the effective teaching of reading and a relative weakness is the overall satisfactory teaching of writing.
- Leadership of the subject is strong and standards are improving well.

#### Commentary

64. Standards are average, overall, in Year 2 and Year 6, with standards in reading higher than those in writing. The difference is significant in Year 2, with standards in reading above average but standards in writing only just average. In Year 6, the difference is less marked and standards are broadly average in both skills. Since the last inspection, standards have fluctuated widely but changes in staffing and improvements in teaching have stabilised provision, and standards are set to improve year on year. Compared with the test results for 2004, standards are largely maintained in Year 2 and show good improvement in Year 6.
65. In speaking and listening, standards are average in Year 2 and Year 6, but the confidence and self-assurance most pupils accumulate by Year 6 mean that they communicate more fluently. Teaching is good and pupils get frequent opportunities across the curriculum for discussion as a whole class, or in small groups or pairs. 'Talking partners' are a feature of most lessons as pupils decide on answers to teachers' questions through discussion in pairs. Lively debates in classes for older pupils ensure that everyone has an opinion that they want to express. In Year 5, pupils drew up a persuasive argument for improving school meals, and in Year 6, pupils demonstrated clearly through discussion that they empathise extremely well with the evacuees of the Second World War. Very good relationships in all classes ensure that all opinions are considered carefully.
66. A great deal of time is spent on developing pupils' skills in reading. Teachers understand clearly all the different strategies for helping pupils to enjoy reading and to understand fully the meaning of texts. Teaching and learning are consistently good and, for whole-class teaching of reading, they are often very good. Teachers are adept at fascinating pupils with different strategies such as guessing games, tricky questions, puppet 'visitors' or role-play. In classes where teachers have access to interactive whiteboards, a very good pace is set for learning and a good range of examples covered. Recently improved resources ensure that pupils read a wide range of books and have frequent opportunities to make their own choices. Pupils are enjoying this change and becoming more discerning in reviewing 'blurb' on book covers and developing favourite authors. Most pupils achieve well and standards in reading are above average by Year 2. Past difficulties and frequent changes of staff in some classes mean that teachers in Years 4 to 6 are working especially hard to compensate for gaps in the pupils' learning. Standards in reading are now securely average in all classes and moving forward well. In Year 3, above average standards established last year are being maintained well.
67. The main focus for the school over the past year has been to improve standards in writing. The considerable efforts made by staff and pupils have paid off well overall, with good improvement evident in standards in Years 3 to 6 especially. The teaching of letter sounds is a strength and has improved well since the introduction of an effective and consistent system. Improvement in punctuation has been another combined effort across the school and all pupils have a punctuation target that is regularly updated. Standards in writing in Years 1 and 2 are only just average and not nearly as secure as those in reading. A review of past work

indicates that the pace of learning has been slow for most pupils for the first half of the year but has improved significantly since effective staff training last term. More imaginative tasks are now set, pupils' writing is more lively and an interesting selection of class books provides evidence of better teaching and learning. The teaching of writing as a whole class has improved well and teachers are beginning to feel more confident about their role. However, considerably more time is spent in Years 1 and 2 teaching reading than teaching writing. Although teachers try to alternate it weekly, the teaching is not always dovetailed well enough and much of the week intended for writing is spent reading. Because reading groups are timetabled into writing lessons, teachers and their assistants are sometimes unavailable to help pupils to improve their writing. As a result, standards are lower than in reading and very few pupils are likely to exceed average attainment.

68. In Years 3 to 6, pupils write a great deal more frequently and teachers are skilled at choosing relevant and lively tasks. Teaching is enthusiastic, often inspired, and learning proceeds at a good pace. A review of past work shows that standards are higher in each year group than they were a year ago. Teachers and pupils know all the strands of learning required for each level of the National Curriculum and these are being orchestrated increasingly well. Lists of skills to be developed and memory joggers are displayed on classroom walls and teachers give good oral feedback to pupils on their progress. Pupils' very good personal development means that most are well motivated and tackle their work with confidence. The school is aware of data that indicates that girls tend to achieve more than boys and teachers readily include the fantasy and adventure that tend to interest boys more as themes for writing stories and poems. Pupils in Year 5 compiled some fascinating Greek myths and legends of high quality. Factual writing also engages all pupils well and Year 6 set out well-thought-out arguments for limiting television viewing. Opportunities are sometimes missed to develop writing through other subjects such as history and geography. Handwriting and the presentation of writing vary widely, however, in Years 4 to 6 especially and have yet to be tackled.
69. Pupils with special education needs achieve well, often attaining broadly average levels of attainment in Year 2 because they are supported well in class and through work in groups with a support teacher. Occasionally planning is not lined up well enough to support their learning best and these pupils miss a whole lesson in class, for example on factual texts, and work with the support teacher on fiction. Many children from Traveller families fall behind due to frequent absence despite the school's good efforts to close gaps. However, many of these pupils discuss and understand much more than the quality of their writing indicates. Higher attaining pupils generally make good progress because they, like all other pupils, are well challenged. The exception is writing in Years 1 and 2, where higher attaining pupils do not achieve all that they might.
70. The new subject leader has provided a dynamic lead for the subject since her appointment in September. However, she only recently took over responsibility for the younger classes, where the impact of the good leadership and management has been less. An audit of writing skills has prioritised the right areas for improvement and the school is firmly focused on moving standards in English forward. Assessment systems are leading teaching and learning well on the basic skills of spelling and punctuation but full assessments of pupils' writing skills are not recorded sufficiently well which is limiting teachers' ability to set pertinent, wider-ranging writing targets.

### **Language and literacy across the curriculum**

71. Satisfactory opportunities are planned, overall, for pupils to use their skills in reading, writing and discussion in other subjects. Pupils read for research in subjects such as history but opportunities are missed in Year 2 and Year 6, especially to use extended writing in other subjects. Many opportunities are taken, however, to practise discussion skills in most subjects, and this is a strength in the school's provision for the older pupils especially.

Computers are used satisfactorily for word processing and pupils are becoming more adept at composing work at the keyboard rather than copying out hand-written work.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are high and improving, being above average in Year 6 and well above average in Year 2.
- The quality of teaching is good, overall, and very good in Years 1 and 2.
- There are good systems for tracking pupils' progress but the quality of marking is inconsistent.
- The subject is led and managed well, leading to a rise in standards.
- Mathematical skills are used well across other subjects of the curriculum, giving pupils good opportunities for extra practice.

### **Commentary**

72. The recent emphasis on investigative work and problem solving is helping pupils throughout the school to understand their work better and to calculate with greater confidence. This, together with greater consistencies in teaching, is a significant factor in the improvements evident in standards over the past year. The impact of these improvements in teaching is strongest in Years 1 to 3, where standards are now well above average. Standards are taking a little longer to rise further in Years 4 to 6, and particularly in Year 6, where this cohort previously experienced inconsistencies in provision. Standards in Year 2 have improved significantly since the low standards of the last inspection. After fluctuations in test results in Year 6, standards have regained the above average position from 2003.
73. The very good achievement of pupils in Years 1 and 2 mirrors the very good quality of teaching. Achievement is good overall in Years 3 to 6, but varies between classes. In Years 3 and 6, where pupils' achievement is also very good, teachers engage pupils in challenging tasks and expect them to work rigorously. In Years 4 and 5, the pace of lessons is slower, pupils are less well engaged and achievement is satisfactory. Teachers generally have high expectations for the progress of all pupils, including those of already higher than average attainment. This is an improvement on the findings of the last inspection, when higher attaining pupils were not fully challenged. Pupils with special educational needs achieve well because there is a good level of support and work is well planned to meet their specific needs. Traveller children are supported equally well but the poor attendance of many means that despite the teachers' best efforts, many achieve less than they should.
74. Where teaching and learning are very good, teachers have a very good understanding of how to teach basic calculations and set challenging tasks so that pupils extend their skills and understanding well. In a very good lesson observed in the mixed Year 1 and 2 class, pupils used their good knowledge of number to investigate patterns and sequences. They became completely engrossed in their tasks because the teacher made the lesson exciting and gave them good feedback on their successes. A good range of work was presented, well suited to the different needs within the class. Higher attaining pupils were challenged to develop their own strategies for sequencing numbers, including the use of both addition and subtraction. The successful practical approach to teaching the subject was evident in Year 2, where the teacher used an enjoyable game to finish the lesson and to reinforce understanding. This helped pupils to develop a clear understanding of what they had learned and increased their skills further in the use of multiples. Lower attaining pupils were deftly guided and supported by the teaching assistant to enable good achievement.

75. Teaching is good overall in Years 3 to 6, with strengths in Years 3 and 6. In Year 6, for example, the teacher made very good use of the interactive whiteboard in order to encourage pupils to reflect on the strategies they might use for rapid mental calculations. The lesson was conducted at a brisk pace so that pupils were constantly kept on their toes, increasingly using efficient strategies to produce calculations and estimates accurately and quickly. The teacher made very effective use of her good subject knowledge in order to respond constructively to suggestions from pupils and to check their understanding. In the lessons judged to be satisfactory, the degree of challenge and rigour was less prominent. In Year 4, for example, the slower pace of teaching did not allow pupils to fully complete or extend their work on the handling of data. In Year 5, work suited to differing needs was not introduced soon enough, the pace of learning slowed and opportunities were missed to extend pupils' computational skills.
76. Mostly, teachers provide work that is matched well to pupils' differing needs. In a very good lesson in Year 3, for example, the teacher carefully organised her questioning to suit the pupils' different levels of understanding and organised work on the inverse relationship of multiplication and division in graded groups, according to need. Thus higher attaining pupils tackled more difficult problems, involving both multiplication and addition, and lower attaining pupils made good progress with simpler problems because they were well supported by the teaching assistant. Understanding was further deepened and interest stimulated through the use of technology via the interactive whiteboard to show a short film and demonstrate a 'function machine' to illustrate the inverse relationship between multiplication and division.
77. The school makes good use of assessment in order to check pupils' progress and to identify areas for improvement. Individual progress is carefully monitored and pupils are set targets for improvement. This is particularly successful in Years 1 and 2. Although work is marked regularly, teachers' written comments that help pupils to understand which steps to take next are inconsistently used, particularly in Years 3 to 6.
78. The subject is led and managed well. The co-ordinator ensures that teaching and learning in lessons and the outcomes of assessment are monitored efficiently in order to identify areas for improvement. She has a clear understanding of the way forward in order to maintain improvements and to continue to raise standards further.

### **Mathematics across the curriculum**

79. Mathematics is used well in other subjects and helps to increase pupils' skills in numeracy. In the class for pupils in Years 1 and 2, for example, pupils calculated chronological order as part of their historical study of the development of bicycles. In science, pupils in Year 3 measured the length of shadows and pupils in Year 6 calculated angles in the production of periscopes as part of their work on light. Spreadsheets are used well to calculate budgets within work in ICT. In design and technology, pupils in Year 2 made careful measurements as they made models of wheeled vehicles.

### **SCIENCE**

Provision in science is **good**.

#### **Main strengths and weaknesses**

- Provision for investigative work is good and recent improvements have led to a rise in standards.
- Teaching is good, leading to good achievement for most pupils.
- Higher attaining pupils are not always challenged fully.
- Pupils' very good attitudes and behaviour support their learning effectively.

- Good leadership and management by the new subject leader have led to improvements in the curriculum and in teaching and learning.
- Assessment procedures are underdeveloped.

## Commentary

80. Standards are average in Year 2 and Year 6, showing improvement in comparison with 2004, particularly in Year 6. Since the last inspection, standards have fluctuated in Year 6, but with significant improvements in investigative work and the guidance of a subject leader new to the school, standards through the school are now back on track and improving year on year. Improvements since the last inspection are satisfactory.
81. Teaching and learning are good. Recent improvements in teaching styles are helping pupils to improve their scientific skills successfully because, increasingly, teachers are focusing on investigative work. In Year 2, pupils study flowers and plant seeds, for example, to observe growth over a period of weeks. This provides a good opportunity to match what they are taught against personal observation. Investigations into features of different seeds are thorough and dramatisation of a growing plant adds significantly to pupils' understanding. In Year 1, work on naming body parts is thorough and extends pupils' scientific vocabulary well. Discussions are adventurous and quickly move onto the function of joints but the lack of resources to allow pupils to view a representation of a skeleton limits further learning. Higher attaining pupils are not yet challenged fully across the whole range of the subject but there are examples of good achievement that improve on standards in Year 2 in 2004, when no pupils reached a higher than average level in science.
82. Achievement is good in Years 3 to 6 and recent good improvements in pupils' investigative skills are likely to impact on standards year on year. Pupils know increasingly well how to plan an investigation, understand the importance of a fair test and collaborate well to explore different areas of science. There is a good range of work that helps pupils develop independence in learning. In Year 6, there is a good match of theory to practice, for example in a lesson where pupils construct periscopes to demonstrate how mirrors reflect light.
83. Throughout the school, teachers have a secure command of the subject and generally use resources effectively to extend pupils' understanding well. Some imaginative activities draw positive responses and actively engage all pupils in learning. Good use is made of scientific vocabulary, for example, in work on photosynthesis. Although examples were observed of teachers really challenging higher attaining pupils, generally these pupils are not consistently challenged with, for example, extension tasks or more challenging questioning. Teaching assistants make a valuable contribution to learning; their contribution enables lower attaining pupils and those with special educational needs, especially, to achieve successfully. Pupils from the Traveller community receive good support so they can achieve well when in school. The very good behaviour and attitudes of all pupils help them to learn in a productive manner. The increasing emphasis on working on investigations in small groups promotes pupils' personal development effectively and allows them to take a good level of responsibility for their learning.
84. Leadership and management are good and an important factor in the improving standards being achieved. By introducing a new scheme of work and managing its implementation effectively, the subject leader has ensured that investigative methods of teaching now have a significant place in the curriculum, which is now of good quality. Literacy skills are included satisfactorily overall. Numeracy is supported well through careful measurement and the recording of outcomes of experiments. Pupils make good use of ICT for research. Assessment procedures are satisfactory, with regular unit tests recently introduced, but assessment data does not yet provide enough support for setting targets for the pupils' learning.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- Confident teaching ensures pupils are introduced to a good range of activities.
- Good leadership provides considerable drive for improvement.
- Constraints in accommodation inhibit the development of whole-class teaching.
- Pupils work hard, collaborate effectively and develop good personal skills.

### Commentary

85. Standards are average in Year 2 and Year 6, but improving through the school. The quality of teaching is good, pupils are motivated well, and most learn quickly and achieve well. However, where pupils have significant periods of absence, their achievement is no more than satisfactory because there are gaps in the continuity of their learning.
86. In Years 1 and 2, most pupils develop an appropriate range of skills successfully and achieve well. They build effectively on prior learning, so that by Year 2 they use the computer keyboard, on-screen keys and the computer mouse confidently. This is evident when they edit text to produce coloured labels to add to work in science and use graphics programs to experiment with colour and shape to produce patterns and pictures.
87. In Years 3 to 6, pupils improve their skills and broaden their use and experience through a wide range of activities. They develop skills in electronic communication and word-process imaginative stories and persuasive letters; this work promotes the development of literacy skills effectively. Pupils make good use of spreadsheets to plan and cost activities, such as a party. They use data to produce graphs and explore design, promoting numeracy skills well. In Year 6, pupils use the Internet effectively to locate websites that provide information on the Second World War. A number of pupils produce multi-media presentations of their research. Pupils collaborate sensibly, despite inadequate accommodation, to support one another in paired work on computers. They exercise considerable responsibility when working with a digital camera to produce independent work. This promotes their personal development effectively.
88. Teaching staff and most classroom assistants have acquired good levels of skill in teaching the subject. As a result, the standard of teaching and learning is good throughout the school. Activities are introduced confidently and the teaching of skills is managed competently. Extension activities for the higher attaining pupils are underdeveloped, however, and as a result these pupils on occasion mark time.
89. Resources and accommodation are satisfactory, overall, but with a significant weakness: the ICT suite is too small and poorly ventilated for teaching the larger classes of older pupils. Good progress is achieved because the staff manage the situation well, although this requires some repetition of teaching to ensure all pupils have full access to the curriculum. These drawbacks mean that overall provision for ICT is no more than satisfactory.
90. Improvement since the last inspection is satisfactory. The subject leader is newly appointed but has already displayed good leadership in moving the subject forward with considerable determination and skill. Good progress has been made in helping staff identify their strengths and to develop their skills through training. She has a clear view on how to improve provision. Management is satisfactory; resource purchase is carefully planned, but the monitoring and recording of pupils' achievements have yet to be fully developed.

## Information and communication technology across the curriculum

91. The use of ICT across the curriculum is satisfactory. Quite rightly, the school gives priority to links with English and mathematics. In literacy, pupils use the word processor to write stories and poems. In numeracy, good use is made of spreadsheets for calculations, and in science, ICT is used effectively for research, especially on the Internet. In other subjects, the situation varies but good work is emerging in art and design, design and technology and history. Constraints to further development include the difficulty of holding whole-class lessons in the ICT suite and the absence of interactive whiteboards in some classrooms. However, strengths for future development include improved staff expertise, pupils' positive interest in technology and the school's determination to improve the overall provision.

## HUMANITIES

### Geography

One lesson was observed in Year 3 but there was insufficient evidence overall to make clear judgements on provision.

92. Teachers' planning, discussions with pupils and a review of their past work indicate that standards are average by Year 2 but below average by Year 6. There is insufficient time allocated to geography in Years 3 to 6 to study the curriculum in sufficient depth. Teachers' planning shows significant intervals in time between topics studied. Past work and conversations with pupils show a mismatch between what is planned and what is actually studied. Consequently, pupils do not achieve high enough standards by Year 6.
93. By Year 2, pupils have a satisfactory knowledge of their local environment and can describe geographic aspects of it. They produce simple maps, using a colour key, and show some understanding of scale. Changes over time are satisfactorily recorded in a diary of the weather.
94. By Year 6, pupils' achievement is unsatisfactory. Pupils have not acquired a sufficient body of geographical knowledge, a clear enough understanding of geographical principles or sufficient geographical skills to meet national standards. Past work lacks detail and makes insufficient use of geographical language and techniques. Mapping skills are not being taught to a high enough standard.
95. In the lesson observed in Year 3, teaching and learning were good and satisfactory standards were achieved as pupils worked to understand the differences between life in an Indian village compared with their own experiences. Past work indicated that pupils in Year 3 have completed significantly more work in geography than other classes for junior pupils.
96. The subject leader was absent during the inspection and it is not possible to reach a fair judgement regarding the overall quality of subject leadership and management. However, the problems outlined above do not appear to have been identified through subject monitoring procedures and duly addressed. Improvement since the previous inspection is unsatisfactory.

### History

Provision in history is **good**.

### Main strengths and weaknesses

- Teaching and learning are good; pupils achieve well.
- Resources are used well to promote thinking, discussion and historical understanding.

- Insufficient opportunities are found for pupils to extend and consolidate their learning through written projects in Year 2 and Year 6.

## **Commentary**

97. Standards are average, overall, in Year 2 and Year 6. The quality of teaching and learning is good and sometimes very good. Pupils achieve well throughout the school with regard to discussion and empathetic understanding of times past. The curriculum is suitably broad and pupils demonstrate a good depth to their learning through discussion and, in Years 3 to 5, through written work. Pupils' knowledge and understanding are not always sufficiently well consolidated, however, through written work, especially in Year 2 and Year 6, and this reduces opportunities to extend historical understanding through writing.
98. By Year 2, pupils understand that significant events in history are important in bringing about change and these may be celebrated and remembered. Pupils visit a local war memorial, for example, and learn why poppies are an important symbol for remembrance. They study change over time and recognise evidence of this through developments in everyday objects. Sometimes lessons are very good, such as that observed in the Year 1/2 class, where pupils were challenged to sort bicycles according to their likely sequence of manufacture. This encouraged a detailed and lively discussion, promoted reading as a means of gaining information and promoted a good understanding of chronology and reasons for change. Written accounts tend to be limited to single sentences, even when pupils are capable of more detailed work.
99. By Year 6, pupils have learned in good depth about an appropriate range of contrasting topics, from the ancient world to the Victorians and the Second World War. In Years 3, 4 and 5, there are good examples of pupils' extended writing on such topics as Egyptian death rituals, Greek myths and Victorian schools. Such work clearly develops the pupils' empathy with other communities and their personal research skills through the effective use of source material. Pupils in Year 6 are well taught through discussion and reading, but have too few opportunities to further their understanding through written analysis or explanation. In a very good lesson observed in Year 6, the teacher made very good use of primary source material to inspire pupils learning and to develop a good understanding of the social effects in Britain of the Second World War. In literacy lessons, the use of the factually based story 'Goodnight, Mr Tom' broadened their historical knowledge and understanding well. However, written work linked to history in Year 6 is limited in range and quality.
100. The subject leader is a newly appointed member of staff and the previous post-holder was temporary. Nevertheless, the subject has been maintained with a good level of interest and enthusiasm by class teachers. The curriculum is enhanced through drama and role-play, such as the 'Roman day' organised for pupils in Year 3. Assessment systems are in the very early stage of introduction and development.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Due to timetabling arrangements, insufficient evidence was available to make overall judgements on provision for these subjects. All were sampled, however, and indications are that standards are at least satisfactory.

### **Art and design**

101. As only one lesson was observed, it is not possible to make overall judgements on the quality of provision or the quality of teaching and learning. A review of planning, discussions with staff and evidence from past work indicate that pupils in Year 2 and 6 are reaching the expected levels for their ages. In the lesson observed in Year 3, the quality of teaching and learning was very good and most pupils achieved very well. The teacher had prepared a very wide

selection of patterned materials that helped her to guide pupils towards an understanding of the nature and variety of pattern. She encouraged good discussion and questioned pupils very skilfully; consequently, most made very good progress in developing and explaining their ideas and in collecting information to help them in their work. Their success was enhanced by the relaxed but rigorous working atmosphere created by the teacher. The management of pupils was very good so that they behaved very well and were engrossed in their work.

## **Design and technology**

102. No lessons were observed in design and technology. Discussions with staff, reviews of planning and evidence from pupils' past work indicate that by Year 2, most pupils are working at the expected levels. There was insufficient evidence to make judgements on standards by Year 6. Teachers ensure that pupils in Years 1 and 2 gain a secure understanding of the designing, planning, making and evaluating process. Their work shows that they use a good range of tools, materials and techniques and develop sound skills in producing well-finished models.

## **Music**

103. Two lessons were observed but it is not possible to make overall judgements on provision or the quality of teaching and learning. Discussions with teachers and evidence from planning indicate that statutory requirements for teaching the subject are met. In the lesson observed in Year 6, where the teacher is a specialist musician, and in the Year 1/2 class, the quality of teaching was very good and standards were above average. In the lesson in Year 6, the teacher made very good use of her specialist subject knowledge to challenge pupils to sing in parts and use tuned instruments to play chords to accompany their singing. Pupils responded very well and produced tuneful, well-organised pieces.
104. The school makes provision for pupils who choose to do so to extend their understanding by learning to play brass or woodwind instruments, and after-school clubs are organised for pupils who want to learn to play the recorder. Pupils sing tunefully and sensitively in school assemblies. Members of the choir perform in school concerts, and in services in the parish church and in the local cathedral, and participate in local theatrical presentations.

## **Physical education**

105. Three games lessons were observed but it is not possible to make an overall judgement on provision across the whole subject or on the overall quality of teaching and learning. In the lessons observed, standards in games were above average.
106. In the lesson observed in Year 6, very good teaching led to standards that are much higher than expected at this age. Pupils chose appropriate netball passing techniques very confidently, showing very well developed control and co-ordination. In Year 2, the teacher carefully provided tasks that enabled pupils to build on new skills in striking and fielding in small steps. Good questioning techniques made sure that pupils increased their understanding of fitness and health well. In spite of the constraints of the very limited hall space, most pupils showed good improvements in their use of rackets and balls. In Year 4, the teacher's good subject knowledge meant that pupils and equipment were well organised, the lesson ran very smoothly and most pupils achieved well in developing their skills in passing a football. In all lessons, the pupils' learning was well supported by teaching assistants, particularly for lower attaining pupils.
107. Pupils in Years 4 and 5 attend swimming lessons and many achieve highly. The school provides a good range of extra-curricular sporting activities, including team games, racquet games, country dancing, fitness training, athletics and a games club for younger pupils. Pupils compete successfully in local sporting competitions and the school has achieved the Football Association Charter Mark, acknowledging its good skills in coaching for football.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Only two lessons were seen in **personal, social, health and citizenship education** so it is not possible to make an overall judgement on provision.

108. The school places great importance upon developing pupils' personal and social skills and on encouraging them to keep safe and well. By the end of Year 6, pupils are very mature and responsible individuals. They are proud of their school and achievements because of the voice they have in its day-to-day management and improvement. Well-planned lessons systematically develop their understanding of sex education, healthy eating and lifestyles and the dangers of drugs, alcohol and smoking.
109. Leadership of the subject is good and ensures teachers receive the guidance and support they need. Sustained action to raise the profile of personal, social, health and citizenship education has been successful and there has been good improvement since the last inspection. A new scheme of work has been introduced and is being implemented well across the school. Teachers' planning is thorough and covers a wide range of personal and social issues such as listening effectively, caring, consideration for others and feelings. The subject is resourced very well for all year groups, providing good support for teaching and learning. Throughout the school, there is a strong focus on pupils' personal development and there are good links to what is taught in other subject areas. Lessons allow plenty of opportunities for discussion. Assemblies are planned well to strengthen pupils' social and moral awareness.
110. The school's very good ethos and the staff's success in supporting individuals provide a very good model for a successful community. Citizenship is actively promoted through the many opportunities for pupils to play an important part in helping the school to run smoothly and to improve. The school is good at providing pupils with responsibilities to help them build their confidence and self-esteem. 'Playground Pals' help the pupils to develop a sense of responsibility for others, for example, and to understand that there is a means for seeking help from other pupils if they have difficulties at playtime. Pupils express their own views through the school council and develop their understanding of democratic decision-making. School councillors have a good understanding of their roles and responsibilities.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
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
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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