

INSPECTION REPORT

LINDAL AND MARTON PRIMARY SCHOOL

Ulverston, Cumbria

LEA area: Cumbria

Unique reference number: 112193

Headteacher: Mr D G Barlow

Lead inspector: Mr R Gill

Dates of inspection: 6th – 8th October 2003

Inspection number: 256742

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 4 – 11 years |
| Gender of pupils: | Mixed |
| Number on roll: | 81 |
| School address: | Pitt Lane Lindal-in-Furness Ulverston |
| Postcode: | LA12 0NB |
| Telephone number: | 01229 462710 |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr T Dalziel |
| Date of previous inspection: | June 1998 |

CHARACTERISTICS OF THE SCHOOL

Lindal and Marton School is situated in a rural location near Ulverston. Many of the 81 pupils, 50 boys and 31 girls, live in the two nearby villages, but some pupils travel from much further afield, for example Barrow-in-Furness. Pupils are taught in one of three classes. There are three full-time teachers. The school admits very few pupils with special educational needs, which is below that found nationally. There are currently no pupils with a statement of special educational need. All the pupils are from families of white, British heritage and none are learning English as an additional language. The school's population is a fairly stable one. When they start school, their attainment is higher than most children of their age, although there are occasions when attainment is more typical.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|--------------|----------------|---|
| 4074 | Mr R Gill | Lead inspector | Science Art and design Design and technology Physical education Music Special educational needs English as an additional language |
| 8988 | Dr J Cross | Lay inspector | |
| 12394 | Mrs C May | Team inspector | The Foundation Stage English |
| 18370 | Mr K Johnson | Team inspector | Mathematics Information and communication technology History Geography Religious education |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school. The way that the governing body, headteacher, teachers and their assistants work in harmony to allow pupils to succeed, enjoy learning and grow in maturity is first-rate. High standards have been maintained over time and pupils achieve very well by the ages of 7 and 11 years. Pupils' success grows from the high quality teaching that helps them learn with confidence and at a fast pace. Teamwork and drive, inspired by the headteacher, provide the bedrock of this productive teaching and learning. The school's cramped conditions make it hard to cater as well for children in the reception year, but provision is nevertheless satisfactory. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Pupils attain high standards and achieve very well in English, mathematics and science by the end of Year 2 and Year 6;
- Very good teaching, on balance, ensures that pupils' individual needs are paramount;
- There is a powerful family ethos, occasionally excellent, based on sharing responsibility that results in mature pupils who relate positively to those around them;
- Energetic and clear sighted leadership and management translate a belief in a well rounded education into a reality;
- A strong bond exists between the parents, pupils and the community at large, which enhances the school's success;
- Limited space prevents reception-aged children from being able to fully consolidate their learning.

The school has improved well since its last inspection. Academic standards have been maintained successfully and some significant developments have taken place, for example, the increased number of teaching assistants, the establishment of a school council and the improved provision for information and communication technology (ICT).

STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools | | | similar schools |
|---|-------------|------|------|-----------------|
| | 2000 | 2001 | 2002 | 2002 |
| English | A* | A* | A* | A |
| mathematics | A* | B | A | D |
| science | B | A | A | C |

Key: A - Very well above average; 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.

Caution is needed in interpreting this information because there were only 9 pupils in Year 6 in 2002.

Pupils' achievement is very good. Children in the reception year often go beyond the expectations for their age, but could achieve more in some aspects of learning. Standards in English, for pupils at the ages of 7 and 11 years, are consistently very well above average because pupils read and write with such expression and confidence. In mathematics, pupils calculate with accuracy and speed and in Year 2, standards are consistently very high. Standards have varied in mathematics and science, for 11-years-olds, because slight differences in scores have been exaggerated in the statistics by the small number of pupils in each year group. Standards are currently uniformly very high in all three

subjects. This trend is confirmed by the as yet, unpublished results for 2003 in which a very high proportion of pupils in Year 6 exceeded the national expectations. Standards go beyond the national expectations in history and geography, with some good achievement in other subjects, for example physical education, music and art and design.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. They enjoy coming to school and attend very well. Their **attitudes and behaviour** are **very good** and stem from the maturity developed by the school's strong emphasis on high self-esteem. Pupils speak very highly of the school's efforts to help them succeed and enjoy learning.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Very good teaching is based on a detailed knowledge, of what pupils need to learn, gathered over two or three years of them being in the same class. This mixed-age teaching is a strength of the school much appreciated by pupils and their parents. Children of reception class age sometimes receive good and occasionally very good teaching, but provision is satisfactory overall. Pupils who have special educational needs achieve very well because they are included expertly in lessons and they are provided for in a sensitive fashion. Teachers have a very good idea of where all pupils are up to in their learning, but methods of giving advice about how to improve are not uniformly very good throughout the school.

Pupils' academic achievement is fostered very well by the varied curriculum on offer, including French lessons and the very caring approach taken by the school. The school's communal nature and specific provision, such as the school council, sustain pupils' personal qualities very well. Links with parents, the local community and secondary schools also have a strong bearing on how well pupils succeed, including the higher attaining pupils who are challenged and extended well.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The school has a very strong sense of purpose. All adults involved, including governors, play a crucial role in the school's development and helping to maintain its strengths. Limitations in the accommodation have been identified already and plans have been drawn up to extend the building to allow the much needed extra space. This forthright approach is typical of the school's vigorous management that extends into all aspects of its development.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have an excellent opinion of the school. They particularly appreciate the school's ethos and the way that pupils develop as individuals. Parents understand the drawbacks of the old and cramped accommodation, but believe correctly, that the school is doing all it can to solve the problems. Pupils think highly of the school and like the way that their ideas are taken into account.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Provide more space for children of reception age to learn through play, as funds allow.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

By the end of Year 6, pupils' attainment is often well above what is expected nationally and often very well above it. This is very good achievement overall.

Main strengths and weaknesses

- Standards in English, mathematics and science are well above average and often very well above it by the time pupils are 11-years-old;
- Standards are often very well above average by the end of Year 2 and in the junior years, pupils continue to achieve very well;
- In other subjects, standards are better than expected nationally when they are enhanced by specialist teaching or other particular strengths in provision;
- Children's achievements in the reception year are limited by factors relating to the school building.

Commentary

1. The trend is for pupils to succeed very well. Standards in the as yet unpublished results of 2003 in Year 6, are higher, for example, than those reported on in the previous inspection report of 1998. It is very hard to use statistics alone to demonstrate the school's success because each pupil represents such a high percentage of the final figure and one lapse in attainment can alter the results quite significantly. Nevertheless, it is clear that the school does very well. It is common, as the table below describes, that pupils in Year 6 will be two or three terms ahead of the national results since one average point represents a term's progress in a subject.

Standards in national tests at the end of Year 6 – average point scores in 2002

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 30.3 (32.0) | 27.0 (27.0) |
| mathematics | 28.3 (28.0) | 26.7 (26.6) |
| science | 30.3 (30.5) | 28.3 (28.3) |

There were 9 pupils in the year group. Figures in brackets are for the previous year

2. Currently, pupils in Year 6 are reaching standards that are well above average in English, mathematics and science and, by the end of the academic year, some are likely to do even better. This represents very good achievement for all pupils including the few who have special educational needs. In 2003, for example, every pupil reached the nationally expected level and many went beyond it. The way that the school is led and managed makes sure that individual results and any slight variations are studied in depth. Science results, for example, suffered a slight dip in 2000 and the school immediately tackled the situation by employing a science specialist to teach Years 4, 5 and 6. This innovation raised standards the next year. Pupils' ability to read and write fluently from an early age gives them a great advantage. They are able to use these skills in, for example, science, history and geography to enhance their learning. This gives all pupils an advantage, particularly those capable of higher attainment.

3. Pupils reach very high standards by the end of Year 2 in reading, writing and mathematics. This is due to the good grounding in basic skills they receive from entering the school in the reception class. In Years 1 and 2 progress is rapid and pupils achieve very well by the age of 7. Results are better now than in 1998. From this position of success at the end of Year 2, pupils flourish even more in the junior years. For example, they achieve well in French and achieve very well in physical education. Despite the increasing breadth and depth in the curriculum, high standards in English, mathematics and science are very well maintained by the end of Year 6.
4. Standards in other subjects are never less than satisfactory and often better, because the school uses specialist outside teaching well and capitalises on the passions and strengths of its own staff. Standards in physical education are very good because of the expertise within the school. A part-time teacher makes sure that standards in music are good and standards in history and geography are above expectations nationally, due to the interests and local knowledge of staff. Occasionally, standards in art and design and design and technology are good because visiting experts bring added vitality to the curriculum and pupils' learning. Pupils, throughout the school, speak highly of the interesting way in which specialist teaching helps them to learn.
5. Children achieve satisfactorily in their reception year, often reaching above the expected level. Their achievements are good in personal and social development, in basic academic skills and in physical development related to gymnastic type activities in the school hall, but they could do even better in other areas of learning. They lack space to build, construct and play games.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes towards school and their behaviour are very positive. They enjoy learning and attend very regularly. Provision for their spiritual, moral, social and cultural development continues, on balance, to be very good and they mature into polite, well-adjusted individuals.

Main strengths and weaknesses

- Pupils learn at a good pace because they are rarely absent from school;
- Pupils are very interested in their work and want to succeed;
- Pupils are very well behaved in lessons and around the school, so they are able to concentrate fully on their learning and play happily in their free time;
- Older pupils are given many responsibilities that help them to mature and actively encourage them to think about the needs of younger ones and of the school.

Commentary

6. Pupils like coming to school and work hard for their successes. A parent captured perfectly the essence of the ethos when expressing appreciation of the, 'culture of high expectation and consequently high achievement.' The pupils are enthusiastic learners who say that they particularly enjoy lessons that are enlivened through visits and visitors. Last term, an amazing three-quarters of the school chose to attend at least one of the many extra-curricular clubs that are on offer.
7. Pupils' attitudes and behaviour, although very good, are not quite so strong as at the time of the last inspection. This is understandable because the previous inspection took place at the opposite end of the school year when routines and expectations are fully embedded. Attendance remains substantially above the national average, pupils are usually punctual and there are no unauthorised absences. The school's quick response to absence without

notification by parents, made early on the first morning, is a very good safety procedure that confirms pupils' whereabouts.

Attendance

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 3.3 | School data | 0.0 |
| National data | 5.4 | National data | 0.5 |

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

8. Pupils value the firm friendships that they establish and they greatly enjoy playtimes due to the caring, friendly atmosphere in the playground where mixed ages get on really well together. There are no exclusions from the school.

Exclusions

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 | 81 | 0 | 0 |

9. Parents are unequivocal that staff help their children to become mature. Older pupils are very good role models for younger ones through their patience, tolerance and understanding.

There are outstanding occasions when the whole school of 81 pupils undertakes communal activities for 45 minutes that have an enormous influence on their personal development.

Once a week, pupils grow visibly in stature when they work in a family style setting. Mostly, small groups of children play games designed to improve their mathematical thinking and subtly the emphasis on collaboration works its magic. The end result is a success, both for academic and personal development. Each week, one of the older children in the group plays the role of team leader. They take this responsibility very seriously, as does the rest of the group who are being led. The atmosphere throughout the whole school is laced with the strong flavour of concentration, co-operation and good humour. Teachers and their assistants are free to prompt, develop and demonstrate when needed. At the same time, any pupils who need extra help in joining in socially are steered skilfully, by an assistant, into activities designed to reinforce the skills of being included and including others. In this expert way, children with special educational needs are integrated without any fuss. Year 6 pupils undertake tailor-made tutorial activities in English and mathematics. These oldest pupils in the school respond in an adult like fashion to being taught on their own for a change and make great leaps in understanding.

10. Pupils from Year 2 to Year 4 share responsibility for producing a well-presented, fun magazine aimed at amusing the younger ones. Democratically elected school council representatives have played an important role in steering school improvement since the forum was set up last year. Pupils view the school council as an unequivocal success. Homework also makes a much stronger contribution to pupils' personal development and academic progress than five years ago. Staff in this virtually all white community prepare pupils well for life in a multiethnic society by broadening their experiences suitably through, for example, visits and visitors.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

Teaching and learning are very good. Teachers and their assistants have a very clear idea about what pupils need to know and as a result they learn at a very fast pace. Learning is very enjoyable and pupils respond eagerly to new challenges.

Main strengths and weaknesses

- Lessons are characterised by ambition, drive and imaginative methods;
- The management of mixed-age classes has a significant effect on pupils' progress;
- Teaching contains specialist skills that accelerates the progress made in lessons;
- Teaching assistants play a very important role in pupils' learning;
- The assessment of pupils' learning is good;
- Reception age children's learning is restricted in some lessons.

Commentary

11. Lessons contain high ambition and the drive for success characteristics invariably found in English, mathematics and science lessons. The school's success in adapting the national strategies for literacy and numeracy to suit their own purposes contributes very well to pupils' standards in reading, writing and mathematics. The basics of reading and writing, for example, are so well established that pupils succeed from the moment they start school. Pupils' quickly acquired competence in writing allows them to write extensively in all subjects, expressing their ideas and explaining their findings. The same degree of rapid progress is made in mathematics, owing to the purposeful planning and opportunities for pupils to use the basic skills of arithmetic.
12. The teaching of mixed-age classes has a very positive influence on pupils' learning and development. Younger pupils emulate older ones and it is very easy for teachers to accelerate gifted pupils to make sure that they receive more demanding work and collaborate closely with those of the same ability levels. The increased number of teaching assistants, who are very effective in their work, means that pupils have several adults to work with, which adds variety and depth to relationships within classes. Pupils stay in the same class for two or three years, but teachers' plans are so well honed that work is always responsive to pupils' past achievements. Coupled with this is a good system of assessment. Teachers use tests and records well to gauge where pupils are up to and then adapt their methods and the curriculum to cater more appropriately for pupils' needs. This more formal system is supported by a very good informal knowledge of how pupils' learn held by teachers and all teaching assistants. Pupils are informed about what they need to do to improve, but this aspect of assessment is not as smoothly implemented throughout the school. For example, the marking of pupils' work does not always, in every class, give helpful hints about how to improve.
13. Leadership and management in the school have been very successful in broadening the scope of specialist teaching that pupils receive. Extra staff have been employed and the school has capitalised on the strengths of existing teachers and their assistants. For example, two assistants take lessons in French from Year 3 to Year 6 and pupils make rapid progress in conversation, reading and writing. Similarly, very good use is made of specialist skills in science, music and physical education.
14. The teaching for reception children is satisfactory overall, but there are some more successful elements. The basic skills of reading, writing and mathematics, for example, are

taught well and children make good progress. Physical education is taught very well in the school hall and children progress quickly because they are able to use the space so productively. However, the lack of space in the classroom for educational play results in restricted opportunities for children to consolidate and extend their thinking. This prevents some good teaching initiatives from being fully effective.

Summary of teaching observed during the inspection in 21 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 14 | 6 | 1 | 0 | 0 | 0 |

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

The curriculum

The school provides a good curriculum, which challenges pupils and helps them achieve very well particularly in numeracy literacy and science. Lack of space for children in the reception year imposes some limitations on their overall development.

Main strengths and weaknesses

- The curriculum provided is relevant and meets the needs of pupils well;
- There are very good opportunities through enrichment activities, to enhance learning;
- The curriculum is fully inclusive. It is planned effectively to take account of all pupils' needs;
- Good initiatives extend learning opportunities for pupils;
- The curriculum for reception-aged children is limited by a lack of space.

Commentary

15. The curriculum is well planned to provide challenging and worthwhile learning opportunities for all pupils. The school uses the national literacy and numeracy frameworks very effectively to ensure pupils develop their basic skills systematically and achieve high standards. National guidance for other subjects is adapted thoughtfully to meet the particular needs of the pupils. There are good links between subjects which help to make learning more relevant. The school fulfils the statutory requirements to teach religious education.
16. Pupils who have special educational needs are very well provided for and achieve very well. The curriculum for higher attaining pupils is demanding and provides extension and enrichment. Pupils' learning is enriched by a very good range of activities outside of school and by visitors who bring a particular expertise to share. Links with Barrow Rugby League club, for example, have enhanced pupils' sporting achievements. The school's participation in the local small schools group opens up further opportunities for indoor sports and the arts at the local secondary school. Specialist teachers of physical education and ICT work with pupils during and after school. The range of visits undertaken enhances learning in history, geography, religious education as well as personal skills when pupils visit the 'climbing wall' at a Kendal activity centre. The school's participation in physical education and adventurous outdoor pursuits has been justly recognised in the 'Activemark' award. The addition of French to the curriculum is an innovative move that broadens pupils' experiences. In their weekly lesson, pupils achieve very well because of the quality of teaching provided.
17. Although accommodation is satisfactory overall, and is used effectively to meet the needs of pupils, there are limitations for children in the reception year. There is not, for example, a fully equipped outdoor area in which they can learn. Their classroom is too small for many

practical activities. A well appointed comfortable library is a valuable addition, which benefits the whole school. The range of books is limited, but this is compensated for well by the use of computers in the library for research purposes using the Internet.

18. A highly effective team of teaching assistants support the hard working and committed teaching staff very well. They are integral to the school's systems for planning and delivery of the curriculum and make a very valuable contribution to pupils' progress and the standards achieved.
19. Overall, the school has maintained the good quality provision in many areas since the previous inspection. There have also been some improvements in the breadth of pupils' learning and in the quality of support from regular staff and outside providers.

Care, guidance and support

Staff continue to take very good care of the pupils. They support and guide them well. Pupils establish trusting relationships with their teachers and the many other adults that enable them to learn and mature very effectively. Staff take on board pupils' views and act upon them wisely to improve the school.

Main strengths and weaknesses

- Pupils' welfare, health and safety are paramount to staff and governors;
- Teaching assistants play a more prominent role in helping pupils to learn and make progress than at the time of the last inspection;
- Pupils are actively encouraged to care for one another so all feel safe and secure;
- Reception pupils soon feel at ease and are able to concentrate on their learning due to well established procedures that help them to settle in;
- Staff track pupils' progress and their personal development effectively which enables them to give appropriate support;
- Pupils' opinions are greatly valued and their suggestions lead to better provision.

Commentary

20. Pupils are very well looked after by the staff, who are alert to their needs and sensitivities and do all they can to protect them from harm. Parents rate extremely highly the very good induction arrangements that ensure children settle happily into school life. A parent aptly described reception pupils as 'minor celebrities' who are quickly embraced into the school family. Older children, for example, keep an eye on them successfully in the playground. Very close links with the local playgroup that meets on site twice a week ensure that children are familiar with the building and the staff long before they start school. Home visits by reception staff that facilitate exchange of important information also ease transition and build relationships.
21. The school succeeds, thorough risk assessments, in assuring pupils' health and safety. The headteacher and governors are rightly proud of their recent achievements through the 'Better Ways to School' initiative. A pathway has been created that extends from school down the narrow country lane towards the village. This footpath provides safe access to the school's playing fields and is encouraging more families to leave their cars behind in favour of a healthier and safer walk to school.
22. Pupils who are academically gifted and those with special educational needs are given tailored work and support to boost their progress. These measures are much appreciated by their parents. Pupils lacking social skills, for example, undertake small group work that

focuses very successfully upon developing social interaction, positive thinking and self-esteem.

23. Pupils are encouraged to think about the strongest and weakest aspects of their work and personal development. They set themselves targets for improvement, but these are sometimes too broad to be of much value. Pupils' views about the school are gauged effectively by the staff through surveys and the school council. Their concerns about bullying have been taken very seriously and have resulted in initiatives, such as playground buddies. Staff are monitoring the situation closely. Very few parents perceive a problem with bullying, some expressing delight at the way the school tackles the issue. Pupils' views concur with the parents in this respect.

Partnership with parents, other schools and the community

The school's links with parents, other schools and the community have strengthened since the last inspection and are now very good. These links contribute very effectively to the very high standards attained and pupils' very good personal development by broadening their experiences.

Main strengths and weaknesses

- Parents are actively involved in helping their children to succeed;
- Staff very regularly keep in touch with parents of older children so they know whether they are achieving as well as they can;
- Parents' views are excellent so they give the school their full support;
- The particularly strong partnership with a local secondary school hugely benefits pupils' learning and makes transition smooth.

Commentary

24. Parents are, justifiably, extremely well satisfied with all aspects of this popular school which serves the local community very effectively. The partnership commences before children start school. Parents meet informally with staff when they bring their children to village playgroup sessions in the school's hall and when reception staff visit the homes of prospective new entrants. A well-attended open afternoon in the summer term provides a wonderful opportunity for these and other parents to look round school and see children's work.
25. Parents throughout the school receive a detailed, highly personalised, annual written report on their child's progress. Parents of pupils in Year 4, 5 and 6 also get graded half termly written reports that clearly explain how well their child is performing and whether enough effort is being put into their work. These reports, along with informal chats, and formal contact with class teachers by appointment, keep parents far better updated, as their children get older than the more traditional occasional consultation evenings. Parents are also suitably informed about the topics that are being undertaken in school. They are actively encouraged to get involved in their children's learning through these topics and support with homework. Consequently, they back the return of homework effectively, which accelerates pupils' progress. The school organises detailed surveys to find out what parents think about its provision and responds suitably to their suggestions.
26. Many people from the local community, including parents and governors, use their expertise in school to benefit pupils' learning, for example, in ICT, art, French and physical education. The parent and teacher association organises well supported social and fundraising events and the school makes very good use of the village to teach pupils about local heritage, history and geography.

27. Very beneficial links are established with several local primary and secondary schools that raise standards, particularly in physical education and the performing arts. Very strong liaison with the secondary school, to which many of the pupils transfer, ensures that they are very well prepared for the transition. The two schools work hard together to make sure that friendship patterns are maintained, capabilities and special needs are made known and subject knowledge is successfully built upon.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are very good. The school is led in a way that harnesses the enthusiasm and commitment of all staff and governors. Any relative weaknesses in the effect of leadership and management results from barriers imposed by the age and size of the school building.

Main strengths and weaknesses

- The school has shown a steadfast ability to maintain high standards;
- The ethos created has a very positive effect on pupils' personal development;
- Governors' detailed knowledge of school life has an immediate effect on their decision making;
- Subjects are managed well by the entire team of staff;
- The management of learning for reception-aged children is hampered by the accommodation.

Commentary

28. The headteacher's excellent ability to improve the quality of teaching and raise standards was a keynote of the last inspection report. This impetus for improvement has continued very well since 1998. Standards and pupils' achievements are now even better. This is, in part, due to the school's very sensible attitude towards national initiatives. The 1998 inspection report required the school to take a pragmatic stance when introducing the national strategies for literacy and numeracy. This was accomplished in a way that took the best from the strategies without having a detrimental effect on the very good aspects of teaching that were already in place. The school is justifiably proud of the fact that high standards exist without pupils' all-round development having been compromised.
29. Leadership and management, by the headteacher and the entire team of staff are very good. The effect of this quality of leadership, on the ethos of the school, is to be found in the standards achieved by pupils in their personal development as well as in their academic prowess. On occasions, pupils display outstanding poise and maturity, for example, when they undertake the mixed-age, co-operative games. The underlying strength of the leadership and management skills within the school is the close-knit collaboration that focuses on the particular needs of every child.
30. Governors play their part very well. Many not only help in school, but also assume, very effectively, a monitoring role whereby they gather information about school practice to share with their colleagues at a formal meeting. In this way the governing body is kept very well informed and is able to play a dominant role in school development. The budget is very well managed to maintain a high level of support staff that provides an invaluable resource for pupils and teachers alike. Any surplus is wisely garnered to pay for developments, such as the proposed extension to Class 1.

Financial information

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|---------|-------------------------------------|-------|
| Total income | 178,418 | Balance from previous year | 25452 |
| Total expenditure | 154,584 | Balance carried forward to the next | 23834 |
| Expenditure per pupil | 1908 | | |

31. Subject management is good on balance. English, mathematics, science and physical education are led and managed very well. This is reflected in pupils' achievements. The curriculum is managed communally under the leadership of the headteacher. The effect of this is positive. For example, the initiative to engage outside specialists to add vitality to the art and design and design and technology curriculum greatly enhances pupils' learning. However, the school has grown to rely on the effect produced by outside help and could do more to provide more regular 'in-house' progression in these subjects.
32. In 1998 the provision for reception-aged children was considered to be adequate. However, since then there have been new national requirements for children of this age and the school is unable to implement them fully because conditions in the classroom are too cramped. Some thoughtful plans have been drawn up to solve the accommodation problems, but currently the lack of space is a barrier to children's progress.

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 (reception year) is **satisfactory** overall.

Children enter the reception class with attainment that is generally higher than expected for their age. The school works closely with parents to help children settle into school quickly. The children make good progress in the basic skills of reading, writing and mathematics. They also succeed well in many aspects of physical, personal, social and emotional development despite the limitations imposed by the school building. Sound leadership, management and teaching has resulted in reasonable progress in implementing the new curriculum and assessment procedures. The school is aware that the accommodation available limits the opportunities provided and has plans to address this. Lack of room affects children's progress in activities related to designing, making, investigating and role play, for example, which call for space to move around.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children settle in very quickly and know both class and school routines well;
- Children behave very well;
- Relationships between the staff and children and between the children themselves are good;
- Personal development is sometimes limited by the lack of opportunities for children to show responsibility.

Commentary

33. Standards and achievement in this area of learning are better than expected nationally by the end of the reception year. Children often make good progress because of the opportunities they have to mix with older children who provide very good role models. The teacher and assistants ensure that children quickly learn the correct way to behave. Their behaviour in the hall is very good. In hymn practice, they took part with the whole school. The reception children listened carefully and sat still for the whole lesson joining in the songs with enjoyment. Teaching is good, but children are not routinely given little responsibilities. For example, parents sign them in to school and children are not required to put their names in a special place to indicate that they are present.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and support staff place high priority on teaching reading and writing;
- Practical activities and role play are limited.

Commentary

34. Standards of spoken English go beyond those expected nationally by the end of the reception year. This represents satisfactory achievement. Children are given opportunities to share news and contribute to question and answer sessions when working as a whole class with the teacher, and when being taught in small groups. Standards in reading and writing are better than expected at the end of the reception year. Pupils' knowledge of linking letters and sounds and the standards they achieve in writing are high because of the emphasis placed on them. The development of reading skills has also been given a high priority. Most lessons based on the development of language and communication skills include the reinforcement of initial sounds and reading simple words. Throughout the day children are given plenty of opportunities to read with adults and to look at books on their own or with friends. All children take books home to share with their parents. The scope for children to practise expressing ideas in role play is limited owing to the lack of space.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Standards go beyond the national expectation;
- Support staff and older pupils are used well to help move learning forward;
- There are too few large scale activities undertaken.

Commentary

35. Standards in mathematics are above what is expected nationally by the end of the reception year. Achievement is satisfactory and teaching and learning are sound overall. Good teaching uses the school hall well to separate the reception children from those in Year 1 and to provide additional room for the exploration of ideas. For example, a classroom assistant worked with the children in helping them to understand more about space, size and shape. This required children to think hard, discuss their work and come to a joint decision about what to do. These opportunities are not regular enough because the hall is in constant demand. Children become accomplished at arithmetic in their first year in school: they can add and subtract easily by the end of the year. Their ability to play mathematical games is developed well by the outstanding weekly sessions led by pupils in Year 5. There are, however, too few occasions when children undertake practical activities on a large scale, for example those designed to develop thinking about three-dimensional shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Computer skills are taught well;
- Good use is made of the school grounds and surrounding area to support teaching and learning;
- Space for building, making, designing and experimenting with natural and man-made materials is limited.

Commentary

36. Children achieve satisfactorily in this area of learning and, by the end of their reception year, standards are as expected for their age. They are taught to use computers well. The skills that children learn are practised regularly and as a result of this good practice, they are

already very competent at using the mouse to operate simple programs. Children are taken out of the classroom from time-to-time and encouraged to use their senses to observe and find things out. These activities reinforce the scientific, geographical and historical aspects of this area of learning well. Religious education is taught regularly and the children gain a good understanding of the main Christian religious festivals. They are given satisfactory opportunities to make models using cardboard boxes, wood, construction toys, clay and sand and water, but their achievement in these aspects could be better if there was more space to develop these activities, for example, outside in the school grounds.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching in lessons is very good;
- Children have too few opportunities to practise physical skills independently.

Commentary

37. Standards are above those expected nationally by the end of the reception year. Achievement is satisfactory. Class lessons in physical education are taught very well. The Year 1 children act as very good role models and often work in pairs with a reception child to help them understand what is expected. As a result, they achieve high standards in these lessons. They are taught to hold a pencil correctly and have opportunities to develop their fine movements when writing, cutting, sticking and playing with small construction toys. However, the lack of space to extend learning individually prevents achievement from being better developed.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Skills are taught well when children are working directly with an adult;
- Pupils have too few opportunities to practise the skills learned.

Commentary

38. Standards in this area of learning meet national expectations both on entry to school and at the end of the reception year. Achievement is satisfactory. Pupils sing with the whole school during hymn practice and the teacher leads the singing of simple songs and nursery rhymes in the classroom. Art and craft opportunities are also provided once a week and the skills of painting, cutting, sticking and using a variety of materials and tools are taught satisfactorily. However, the classroom is not big enough for children to choose to practise these skills in more elaborate and creative ways, on their own, during the rest of the week. Nevertheless, the children have a small home corner to play in, which is used satisfactorily to develop social skills, for example.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in reading and writing are consistently very high;
- The quality of teaching is very good;
- Well trained classroom assistants support teaching very well;
- A wide variety of interesting lessons are offered to pupils, enabling them to write for a range of different purposes and audiences and to use their literacy skills very well in other subjects;
- Very good attention is given to teaching handwriting and presentation; as a result, pupils' work is very neat and a pleasure to read;
- Some pupils are not clear about how to improve their work.

Commentary

39. Pupils make very good progress throughout the school. The results in the standard assessment tests taken at the ages of 7 and 11, over the past five years, show standards to be constantly very well above average in reading and writing. This represents very good achievement. Speaking and listening skills are above average throughout the school: pupils are articulate and give clear explanations, for example, when presenting ideas for written work. Achievement is very good because the quality of teaching of reading and writing is very effective.
40. Lessons, based on what the school has chosen to adopt from the National Literacy Strategy, are lively, brisk and challenging. Differing age groups and abilities are included very well because of the high quality support provided by well trained classroom assistants. There are very high expectations of both behaviour and work. Children strive hard to meet the teacher's expectations because lessons are generally interesting and relationships are always very good. Good opportunities exist in English lessons to learn how to write for a variety of purposes and audiences. Pupils respond to these opportunities by writing reports, letters, instructions, poetry and stories in a very mature fashion. Spelling is generally of a high standard and punctuation is invariably used correctly. The presentation and content of pupils' work are consistently good. Pupils are competent with computers when word-processing their work.
41. The leadership and management of the subject is very good overall and marking is conscientious. Sometimes, however, teachers' comments do not explain how work could be better and, as a result, some pupils are not clear about how they could improve their work. The school has an effective system for identifying individual pupils' standards and predicting where they need to get to by the end of each year. This is then being clearly linked to what they need to be taught to meet the prediction.

Language and literacy across the curriculum

42. Opportunities for pupils to use their language and literacy skills are carefully planned into other subjects. Pupils write very well, for example, in history, geography, science and religious education.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Very high standards are maintained;
- The quality of teaching and learning is very good;
- There are few opportunities for pupils to engage in independent investigational work.

Commentary

43. Standards seen in mathematics are well above the national expectation for pupils in Year 2 and Year 6. This is consistent with national curriculum test data, which indicates that attainment over time is very high. The school exceeded its attainment targets in 2003 when all pupils in Year 2 attained the level above that expected for their age and a very high proportion of pupils in Year 6 attained a higher level. There is no pronounced difference between the achievements of boys and girls and pupils reach higher standards than in similar schools.
44. The quality of teaching is very good and has improved since the previous inspection. This accounts for the very good achievement made by pupils in this subject.
45. The national strategy for numeracy is used very effectively and the school's system of corporate planning adds strength to the systematic teaching of basic skills. Mental arithmetic provides a rigorous warm-up to lessons and pupils are well versed in a variety of methods to solve problems. In Year 3, for example, the addition of 9, 99, or 999 to any number was quick and accurate and a very good reminder to pupils of how number patterns can be used to solve problems. Teachers' very good subject knowledge is used most effectively to provide challenging tasks. They take account of different ages and abilities in their classes and maintain very high expectations. Pupils in Years 4, 5, 6 have individual work programmes, which they use successfully to extend their learning after they have completed a main class activity. Relationships in the classroom are very good. Younger pupils benefit from the opportunity to collaborate with older peers in the class. Pupils are very well motivated and respond very well to the challenges of mathematics lessons by working hard and presenting their work to a very high standard.
46. The headteacher provides very good leadership and has successfully created an ethos of very high expectations. Pupils' work is assessed regularly and progress is checked in order to ensure all remain on course to reach expected targets.

Mathematics across the curriculum

47. There are some opportunities for pupils to apply their mathematics skills in other subjects. For example, pupils use knowledge of perimeters when developing mapping skills. In a science lesson, pupils in Years 4 to 6 recorded data as a spreadsheet and computers are used to for consolidation work. However, there are few opportunities for pupils to generate and manage their own investigations in order to solve more complex problems linked to 'real life' situations.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are very high because teaching is very effective;
- Pupils acquire knowledge at a fast pace and enjoy learning;
- There are good opportunities for pupils to practise reading, writing and mathematics in science;
- Pupils are sometimes not fully involved in judging the success of their own work.

Commentary

48. Pupils' attainment in science is generally very high, but occasionally in the past, some pupils in Year 6 have not reached their full potential in national tests. For example, in 2000 the school was only judged to be above the national average and not well above or even higher. Since then the school has employed the services, for Years 4, 5 and 6, of a part-time teacher with specialist knowledge of the subject. This proactive decision has paid dividends. Pupils now achieve very well. For example, in 2003 all pupils in Year 6 reached the expected level of attainment. This is very well above the national expectation. Furthermore, over half went beyond the expected level. The attainment in Year 6 now matches the very high levels of attainment in Year 2. By the age of 7, all pupils reach the expected level and nearly half go beyond it.
49. Teaching is very good throughout the school. In Years 1 and 2 pupils enjoy a well planned range of activities that accentuate the process of investigation rather than just the assimilation of facts. For example, when pupils in Year 1 were learning about Forces, they learnt about it in the school hall as part of a dance lesson. Furthermore, pupils present their findings very well in written form. In Year 2, for example, beautifully presented work bears testament to the wide range of interesting activities undertaken and the way in which pupils make rapid progress. This quality of teaching is continued in Years 4, 5 and 6. The most striking aspect of pupils' learning that stems from this very good teaching is the mature way in which pupils write about their investigations. They are often given a choice in the way that findings are presented and capitalise on this responsibility well, particularly those capable of higher attainment who are very adept at conducting a range of tests and writing insightful conclusions from them.
50. Pupils enjoy their work immensely. This interest in the subject was dramatically evident in a lesson for Year 4, 5 and 6 pupils when, in listening to the instructions about testing each other's pulses and heartbeats with a stethoscope, pupils sat in wrapt attention with very eager expressions on their faces.
51. Leadership and management are very good, resulting in a common understanding about science and very close knowledge about pupils' progress. This means that lessons are able to promote a range of other skills as well. Reading, writing and mathematics, for example, are practised well in the experimental work undertaken.
52. A relative weakness is the involvement of pupils in the assessment of their own work. In Year 2, for example, marking is always positive and accurate, but there are not as many helpful comments itemising ways in which work could be improved when compared to the class for older pupils. In Years 4, 5 and 6, pupils occasionally lack criteria by which they can judge their own progress when working alone or in a group that is not being supervised by the teacher.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Resources have improved overall;
- Links with secondary schools are effective;
- Pupils develop good word processing skills;
- Some elements of ICT are weaker because of limited software.

Commentary

53. Standards at the end of Year 2 and Year 6 are typical of those expected nationally for the age of the pupils. They have kept pace with national expectations and developments since the previous inspection. The improved resources in school enable pupils to build on their communication skills, particularly word processing, where they make strong progress. Pupils create their own multimedia presentations and are competent in using the Internet and email by the time they leave the school. Pupils are able to control events using simulated models and programmable toys to follow predetermined routes. These positive aspects of pupils' learning represent good achievement. The subject is managed well overall. Leadership from the headteacher has given ICT a high profile in the school. However, lack of resources prevents more sophisticated use of ICT control for such things as data logging to record results of science investigations.
54. Teaching and learning were very good in the one lesson was seen during the inspection. There was a strong sense of purpose to the lesson in which pupils in Year 3 improved their keyboard skills by learning to use correct fingering. The teacher monitored progress very effectively, intervening only to move pupils on or correct fingering errors. Pupils worked in pairs, checking one another's progress. The software challenged pupils well, and helped them to assess their own progress. Teaching assistants also have a significant role and take groups of pupils to focus on specific tasks, such as consolidating number skills. A visiting teacher from the secondary school also helps pupils in Year 6 to work on challenging ICT projects, such as the school's website, whilst providing a productive link with the pupils' next school.

Information and communication technology across the curriculum

55. There are good examples of ICT being used to support learning in history, science, mathematics and pupils' writing.

HUMANITIES

Religious Education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teaching is good;
- Learning is enriched by visits and visitors to the school;
- Opportunities for pupils' personal development are sometimes missed.

Commentary

56. Standards at the end of Year 2 and Year 6 meet the expectations of the agreed syllabus. Throughout the school pupils develop a good knowledge about Christianity and other world religions. The curriculum is well planned, in a 3-yearly cycle, to avoid any repetition of topics. Younger pupils learn about the Christian calendar and the significant ceremonies and celebrations which take place throughout the year. They also study world religions, such as Buddhism to compare fundamental beliefs by listening to stories about that faith culture. Older pupils study Christianity and other faiths in more depth, looking more closely at the daily rituals and practices. They gain useful insights through visits to places of worship, such as a Buddhist monastery and through demonstrations of Hindu ritual dance in school.
57. Teaching is good. High expectations and clear teaching results in very well presented work, which promotes both religious knowledge and literacy skills well. Teachers' subject knowledge is good and resources are used well to draw all pupils into the lesson activity. Pupils listen well and are keen to share ideas or give opinions about the texts that they share about the story of Moses, for example. Pupils' knowledge of religion is good, but less time is given to reflection and debate about the influences of religious commitment and how these help to form personal values. This relative weakness prevents standards from being better than found elsewhere.

History

Provision in history is **good**.

Main strengths and weaknesses

- Standards go beyond what is expected for pupils at the ages of 7 and 11;
- Presentation of work is good;
- Learning is linked purposefully to other subjects.

Commentary

58. At the end of Year 2 and Year 6, pupils achieve above the standard expected for their age. The subject is managed well and standards have improved since the previous inspection. Younger pupils learn about historical events and lifestyles, which gives them a good understanding of the past. They learn successfully how the past is represented through artefacts and recalled through events, such as Remembrance Day. By the end of Year 6, pupils study artefacts and written information to form links between past and present. They have a clear understanding of aspects of history such as Victorian and Tudor Britain and learn how settlement over time brings about change in lifestyles.
59. Teaching and learning in history are good. Topics are planned thoughtfully and opportunities for research and extended writing are well used. Teachers' subject knowledge is good. This was particularly evident in a Year 4, 5 and 6 lesson when teaching was able to help pupils get the most from examining Victorian artefacts by the very knowledgeable imparting of information after some skilful questioning. The use of resources to challenge pupils' thinking and their understanding of the past is a strong feature of lessons and contributes to the very high levels of interest shown by them. They enjoy the subject and demonstrate this in the way they present their work.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Standards are improving and pupils achieve well;
- Teaching is good;
- First-hand experiences make learning relevant and purposeful.

Commentary

60. Standards seen in pupils' work are above the expectations for their age at the end of Year 2 and likely to exceed expectations by the end of Year 6. Throughout the school the presentation of work is of high quality. This represents good achievement by pupils at the end of Year 2 and Year 6. The subject is planned and managed well. Standards and pupils' achievements have improved since the previous inspection.
61. Topics are planned well and in sufficient depth to challenge all pupils. Year 2 pupils' work on 'Spring and the Seasons,' for example, draws well on language and mathematical skills in the way that pupils record factual information, express views and record daily changes in the weather. Older pupils develop good mapping skills. Work is linked well to mathematics such as calculating perimeters and drawing to scale. The locality around the school and village is used well as a starting point for geographical work.
62. Teaching is good and occasionally very good. Very good teaching and learning has a practical edge to it. For example, in one lesson pupils in Year 2 and 3 went on a village walk. This made the subsequent classroom task more relevant and interesting. There was very effective support from the teaching assistant and a governor working with groups. By the end of the lesson, pupils in Year 2 accurately placed pictures of local features on an outline map of the village, while Year 3 pupils took mapping skills further by using a key to identify different uses of space and buildings in the village.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

63. Insufficient work was seen to form an overall judgement about the provision in these subjects, except in physical education. No lessons were seen in art and design, music and design and technology. However, inspectors talked to pupils and looked at samples of their work.

ART AND DESIGN and DESIGN AND TECHNOLOGY

Main strengths and weaknesses

- Pupils often achieve better than expected standards when experts from outside the school work with the pupils;
- The school uses the national guidance to plan lessons, but lack their own schemes to make achievement uniformly good.

Commentary

64. Pupils achieve well when they receive specialist advice. For example, a freelance artist has worked with older pupils using the work of Gustav Klimt as an inspiration. The pupils have produced some exciting miniature designs in pencil, created patterns and designs in paint

and collage and finally worked collaboratively on a large-scale textile hanging that depicts a tree. Its delicate use of materials and colour is a huge success. Similarly, in design and technology, pupils worked very enthusiastically with an engineer to make large three-dimensional shapes. They learnt a great deal about structures and even produced a shape similar to the roof of the Globe Theatre. This kind of work only happens occasionally.

65. Normally pupils reach satisfactory standards in the work that they undertake. In Year 2 and Year 3, for example, pupils have produced perfectly adequate dyed patterns on fabric or made decorated clay tiles. In design and technology, pupils in Years 4, 5 and 6 regularly succeed in producing items, such as a folding lunchbox that can be used as a picnic table when laid flat.
66. The school makes sound use of national guidance to create the curriculum. However, it has not customised it to produce their own scheme of work that would make sure that knowledge and skills were taught in a more step-by-step fashion throughout the school, leading to higher standards being achieved more regularly.

MUSIC

Main strengths and weaknesses

- Standards in some aspects of music are better than expected nationally;
- Pupils have good opportunities to use their musical talent

Commentary

67. The knowledgeable teaching of music, undertaken by a part-time specialist, has a positive effect. All pupils from Year 3 onwards know how to read music and can play the recorder. Pupils, throughout the school, sing well and several pupils in Year 5 and Year 6 have been awarded a certificate for their success in singing solos.
68. A small group of pupils learn brass instruments with a peripatetic teacher and join the rest of the school in seasonal productions that display how well pupils have learnt to sing and play. These productions, such as the one at Christmas are greatly enjoyed by pupils and parents alike. They talk about them for months afterwards.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils attain high standards, for example, in gymnastics;
- The subject is very well led and managed;
- The curriculum is broad and challenging.

Commentary

69. Physical education is the only subject with a co-ordinator of its own. Government funding for sport has been used well to create this post. The co-ordinator works very well to produce a curriculum that inspires the pupils to take part in a wide range of activities. This subject is unusual in a school in which subject co-ordination is undertaken collaboratively. The outcome is very positive and represents a useful model, should funds become available, for other subjects.

70. The curriculum offers pupils some exciting opportunities despite the cramped conditions in the school hall. A wide range of extra-curricular activities mean that pupils can learn tennis, orienteering and rock climbing, for example. They all have the opportunity to swim regularly and the majority can swim well by the end of Year 6. Pupils have two hours of physical education a week, which is in keeping with the national recommendation and all pupils, including those in the infants, have the chance to take part in the after school activities. This represents a very good breadth of provision and is the reason why achievement is so good in this subject.
71. Pupils reach very high standards in gymnastics by the end of Year 6 owing to the superb way in which they are taught throughout the school, by teachers who have a real flair, grounded in specialist skills, for getting the best out of their class. For example, in both classes for junior aged pupils, lessons are brimming over with energy and pupils use their bodies with precision to build up sophisticated sequences of movements. By the time they reach Year 6, many pupils have gone beyond the national expectation for their age by being able to demonstrate gymnastics skills with accuracy and precision, thinking through what they do with a very good sense of poise and confidence.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship (PSHCE) is **satisfactory**.

Main strengths and weaknesses

- The general, but informal, provision for pupils' development is very good;
- Pupils' learning is not yet guided by a formal scheme of work.

Commentary

72. The school is very good at providing formal and informal opportunities for pupils to mix socially, grow in confidence and take a positive role through the school council. Moreover, the Healthy Schools award reflects the school's commitment to continuous improvement in pupils' personal development.
73. Pupils are taught about how their bodies change as they grow and about the dangers of alcohol, tobacco and some drugs. Aspects of this are promoted well through teaching in other subjects. For example, during a history lesson about Victorians, pupils were able to form some opinions about the use of laudanum as a soothing medicine. However, opportunities for some aspects of personal development are not planned, or guided by a scheme of work, resulting in too little time to discuss moral issues that might be raised or to reflect on the impact of religious feelings and beliefs.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | <i>Grade</i> |
|--|--------------|
| The overall effectiveness of the school | 2 |
| How inclusive the school is | 2 |
| How the school's effectiveness has changed since its last inspection | 3 |
| Value for money provided by the school | 2 |
| Overall standards achieved | 2 |
| Pupils' achievement | 2 |
| Pupils' attitudes, values and other personal qualities | 2 |
| Attendance | 2 |
| Attitudes | 3 |
| Behaviour, including the extent of exclusions | 2 |
| Pupils' spiritual, moral, social and cultural development | 2 |
| The quality of education provided by the school | 2 |
| The quality of teaching | 2 |
| How well pupils learn | 2 |
| The quality of assessment | 3 |
| How well the curriculum meets pupils needs | 3 |
| Enrichment of the curriculum, including out-of-school activities | 2 |
| Accommodation and resources | 4 |
| Pupils' care, welfare, health and safety | 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 | 2 |
| The quality of the school's links with the community | 2 |
| The school's links with other schools and colleges | 2 |
| The leadership and management of the school | 2 |
| The governance of the school | 2 |
| 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).