

# INSPECTION REPORT

## **WILLINGTON PRIMARY SCHOOL**

Willington, Derby

LEA area: Derbyshire

Unique reference number: 112701

Headteacher: Mrs P Stones

Lead inspector: Ms B Matusiak-Varley

Dates of inspection: 26<sup>th</sup> - 28<sup>th</sup> April 2004

Inspection number: 258438

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:	5 - 11
Gender of pupils:	Mixed
Number on roll:	207
School address:	Trent Avenue Willington Derbyshire
Postcode:	DE65 6DN
Telephone number:	(01283) 702 156
Appropriate authority:	The governing body
Name of chair of governors:	Mr Julian Garner
Date of previous inspection:	27 <sup>th</sup> April 1998

## CHARACTERISTICS OF THE SCHOOL

Willington Primary School is an average-sized school with 207 pupils on roll. The school is situated in the village of Willington close to Burton-upon-Trent. The percentage of pupils known to be eligible for free school meals (5.5 per cent) is below the national average. There are no pupils with English as an additional language and the percentage of pupils with special educational needs (7.2 per cent), including those with statements of special educational need, is below the national average. The range and nature of pupils' special educational needs include specific and moderate learning opportunities, social, emotional and behaviour problems. Children in the Foundation Stage are taught in the Reception Class. The school serves a community where overall socioeconomic circumstances are average. Pupils' attainment on entry to Reception is average. It is not as high as it was judged in the previous inspection of 1998 as there are more pupils who are below average attainers on entry or who have special education needs. The school received an Achievement Award in 2003 for improved standards and is at present involved in a D/ES pilot for the use of information and communication technology (ICT) to support learning.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19938	B Matusiak-Varley	Lead inspector	Science History Religious education Areas of learning for children in the Foundation Stage Provision for pupils with English as an additional language
11072	S Elomari	Lay inspector	
11642	C Parkinson	Team inspector	Mathematics Information and communication technology Music Physical education Provision for pupils with special educational needs
22790	J Pinney	Team inspector	English Art and design Design and technology Geography

The inspection contractor was:

Tribal PPI  
Ground Floor  
Barley House  
Oakfield Grove  
Bristol  
BS8 2BN

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school** with the potential of becoming a very good school due to the good leadership and management of the headteacher who has created a highly effective team of teachers committed to raising standards. The school has many strengths. Pupils throughout the school achieve well and those with special educational needs achieve very well and make very good progress. Standards are above average. Pupils' behaviour is excellent; they have very positive attitudes to learning. Teaching is good with very good and excellent features. Governance of the school is good and the school provides good value for money.

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

- Pupils achieve well and standards are above average in English, mathematics, science, ICT, history, art and design, and in religious education they exceed the expectations of the locally-agreed syllabus.
- Children in the Foundation Stage exceed expectations in all areas of learning and achieve well due to the overall good provision.
- Teaching is good with examples of very good and excellent practice.
- The very good provision for pupils' spiritual, moral, social and cultural development and their care and support results in very good attitudes and excellent behaviour.
- Very effective use of support staff ensures that pupils of all needs and capabilities achieve well.
- Provision for pupils with special educational needs is very good and these pupils achieve very well.
- The curriculum provides good learning opportunities but there are weaknesses in medium-term planning for foundation subjects and science in relation to identification of clear expectations for different groups of pupils and subject skills progression.
- Whilst the school makes best use of its limited accommodation, there is no outside enclosed area for children in the Foundation Stage and there is a lack of space for pupils to undertake quiet study.
- The leadership and management of the headteacher is good with many strengths and has produced very good team work.
- Individual target setting for pupils is not yet firmly embedded in the school's practice, although group targets are in place and are helping to raise standards.
- Marking of pupils' work is inconsistent. Whilst it is satisfactory overall, it does not always inform pupils on how best to improve the quality of their work.
- Partnership with parents is very good and parents are very supportive of the school.

Good improvement has been made since the last inspection of April 1998. High standards have been maintained. Good improvement has been made in ICT and in improving the quality of teaching. All key issues have been addressed and the school is working hard at refining curriculum planning and target setting even further.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A	A	A
mathematics	A	A	A	C
science	A	C	A	B

*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.*

This is a high-achieving school which prepares its pupils well for their next stages of education. In 2003 in comparison with all schools, standards by the end of Year 6 were well above average in

English, mathematics and science. By the end of Year 2, in reading, writing, and number work a similar picture emerged, with standards in science being in the top five per cent nationally. In comparison with similar schools by the end of Year 6, standards were well above average in English, above average in science and in line with national averages in mathematics. By the end of Year 2, in comparison with similar schools in reading and writing, standards were well above average and they were above average in mathematics. This year there are many pupils in Year 2 and Year 6 who are below-average attainers and the percentage of pupils with special educational needs in those classes is high, this will depress end of key stage scores. Inspection findings show that all groups of pupils achieve well in relation to their prior performance and attain above-average standards by the end of Year 2 and Year 6 with the exception of ICT where standards are average by the end of Year 2. No judgements were made on geography, music and physical education as insufficient lessons were seen. In art and design, history and design and technology standards exceed the expectations of seven and 11-year-olds and pupils' achievements are good. In religious education pupils exceed the expectations of the locally-agreed syllabus by the end of Year 2 and Year 6 and achieve well. Children in the Foundation Stage of learning exceed the early learning goals in all areas of learning and achieve well. Pupils with special educational needs achieve very well due to the very good provision made for them. **Pupils' personal qualities, including their spiritual, moral, social and cultural education are very good.** Relationships are very good. Pupils are mature and accept responsibility with enthusiasm. They have very good attitudes to learning and behaviour is excellent. Levels of attendance are very good.

## **QUALITY OF EDUCATION**

The quality of education is good. Teaching is good, with very good and excellent features, especially in the teaching of ICT in the upper juniors. Teachers teach literacy, numeracy and ICT well. Teaching of children in the Foundation Stage is good. Basic skills of reading, writing and number work are taught well. Pupils with special educational needs are very well supported by learning support assistants and the special educational needs co-ordinator. The curriculum is enriched well by extra-curricular activities but accommodation, whilst satisfactory overall, is cramped and restricts pupils from carrying out independent study. Resources are good and support learning well. The school is very caring and has very good relationships with parents and the community.

## **LEADERSHIP AND MANAGEMENT**

The headteacher is determined to raise standards. She is a good leader and manager and has very good relationships with parents, pupils and staff. The professional development and monitoring of teaching and learning is very good. Governance of the school is good and the governors are active in all aspects of school life. The senior management team supports the headteacher well. Financial planning is good.

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

Parents are very happy with the school and particularly approve of the good teaching and leadership. Pupils too are very positive and say that the school is fun.

## **IMPROVEMENTS NEEDED**

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

- Improve medium-term curriculum planning and the consistency of teachers' marking.
- Improve the accommodation for the Foundation Stage and for the teaching of ICT so that more opportunities can be provided for pupils to develop their skills of independent learning.
- Implement individual target setting for pupils and ensure that they are aware of what they need to do to improve.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards are above average and **pupils' achievements are good** throughout the school. Pupils do well in the national tests and pupils with special educational needs achieve very well in relation to their prior attainment. The school has maintained high standards over four years. There are no gender differences in the attainment of pupils.

#### Main strengths and weaknesses

- Pupils attain high standards and achieve well throughout the school.
- Pupils with special educational needs achieve very well due to the very effective support given to them.
- Pupils are confident in speaking, reading, writing and number work, enabling them to access learning at all levels.
- Aspects of experimental and investigative science, recording findings in a variety of ways, and in mathematics, working out of calculations and opportunities to deepen pupils' knowledge of shape and space (in the infants) need attention.
- The lack of identification of subject-specific skills and clear expectations for different year groups result in pupils occasionally repeating things learnt previously.

#### Commentary

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

Standards in:	School results	National results
reading	17.7 (18.1)	15.7 (15.8)
writing	16.6 (16.0)	14.6 (14.4)
mathematics	18.0 (18.8)	16.3 (16.5)

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

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

Standards in:	School results	National results
English	29.9 (28.5)	26.8 (27.0)
mathematics	28.8 (28.5)	26.8 (26.7)
science	30.8 (28.7)	28.6 (28.3)

*There were 43 pupils in the year group. Figures in brackets are for the previous year.*

1. The 2003 national test results and teacher assessments show that, by the end of Year 2, in comparison with all schools, standards were well above average in reading, writing, and mathematics. In comparison with similar schools standards were well above average in reading and writing, and above in mathematics. Teacher assessments in science indicated that the percentage of pupils attaining Level 2 or above was in the top five per cent nationally and was very high in comparison with all schools. By the end of Year 6 standards in English, mathematics and science were well above average and, in comparison with similar schools, based upon pupils' prior attainment, standards were well above average in English; they were in line with the national average in mathematics; and were above average in science.



2. In Year 2 higher-attaining pupils did really well, especially in reading and mathematics. In Year 6 a high proportion of pupils attained the higher levels in English, mathematics and science. In the infants there were no gender differences in attainment and over time the performance of pupils exceeded the national average in reading, writing and mathematics; a similar picture presented itself in Year 6.
3. Pupils achieve well in relation to their prior attainment due to:
  - Good quality teaching with examples of good and very good practice.
  - Good leadership and management, as demonstrated by the very good monitoring of teaching and learning, and very good opportunities for staff's continuous professional development.
  - Good involvement of governors in monitoring standards.
  - Very good systems of school self-evaluation.
  - High levels of determination from staff to improve continuously on previous best performance.
  - Good use of resources, which stimulate in pupils a desire to learn.
  - Very good care, support and guidance offered to pupils.
  - Good use of assessment to inform planning.
  - Good use of ICT to support learning, and interesting learning opportunities provided.
  - Very good links with parents, who support the school in its endeavours to raise standards.
4. Over time the school has ensured that all pupils achieve well in relation to their prior attainment because of the effective systems of tracking pupils' progress. Since the last inspection pupils' attainment on entry to the Reception Class has declined. Attainment on entry to the Reception Class now is broadly average, with a significant minority of children experiencing difficulty with communication, language and literacy and mathematical vocabulary, yet, by the time that pupils leave school, they are well prepared for secondary education and their achievements are good.
5. By the end of the Foundation Stage, children exceed the expected standards in all areas of learning and achieve well in relation to their prior attainment, because of good teaching, regular and detailed assessment, good curriculum planning and very good use of support staff. They quickly pick up skills of reading, writing and number work, and many of them know their initial letter sounds and numbers up to 30. There are occasions, however, when they could be achieving more as some pupils finish their tasks quickly and do not have sufficient extension activities to consolidate their learning.
6. By the end of Year 2 and Year 6 standards in speaking and listening, reading, writing and mathematics are above average and pupils achieve well in relation to their prior attainment. Standards in mathematics are above average by the end of Year 2 and Year 6 and pupils achieve well in relation to their prior attainment. However, pupils' skills of calculation and shape and space (infants) could be improved upon as, at times, careless mistakes are made which are not always identified in the marking of pupils' work.
7. In science, by the end of Year 2 and Year 6, pupils exceed the expectations of seven and 11-year-olds and achieve well, but standards in experimental and investigative science, whilst above-average overall, could be even higher if more opportunities were provided for pupils to devise and set up their own experiments, record their findings in a variety of ways, and pursue their own independent lines of enquiry.
8. Standards are rising in ICT. By the end of Year 2 they meet the expectations of seven-year-olds and, by the end of Year 6 they exceed the expectations for this age group. This is because the headteacher has ensured that all staff are appropriately trained, and the newly appointed ICT co-ordinator is working very hard at supporting staff and raising standards. Pupils in the

juniors are making particularly good progress due to the very effective use of interactive whiteboards which leave pupils spellbound and desperate to learn more.

9. In religious education pupils exceed the expectations of the locally-agreed syllabus and make good progress. They achieve well and are aware of world faiths and Christianity.
10. It was not possible to see all subjects of the National Curriculum being taught. In history no judgement can be made on standards in Year 2 but, in Year 6, standards are above average. In both the infants and juniors standards in art and design exceed the expectations of seven and 11-year-olds, and sketchbooks are used particularly well. In music pupils attain average standards and their achievements are satisfactory. In design and technology standards are above average and pupils' achievements are good. No judgement can be made on standards in geography and physical education as insufficient teaching was seen. Scrutiny of pupils' work and interviews with pupils reveal that, whilst pupils have acquired knowledge in most foundation subjects quickly and effectively, they do nevertheless repeat subject-specific skills and this slows down rates of progress. The headteacher has already identified this as an area for development in her very effective analysis of school self-evaluation.
11. Pupils with special educational needs achieve well and where teaching is very good, they achieve very well because of the high quality of support and the clarity with which tasks are presented to them. They make good progress, particularly in the junior school.
12. The school is a high achieving school and targets set in English and mathematics are achieved. When taking into consideration that pupils' attainment on entry has altered since the previous inspection and is now average rather than above average, these pupils are doing well. The school has maintained its high standards identified in the previous report and has made good improvement in raising standards in ICT. The use of literacy and numeracy is good.

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

Pupils have very good attitudes to learning; they are **very positive** about their school and greatly enjoy their learning. Pupils' behaviour in lessons and around the school is **excellent**. They enjoy **very good** relationships with one another, teachers and other staff. The level of attendance is **very high** and pupils are almost always punctual. The school's very positive ethos fosters pupils' personal development **very well**, so that they grow into mature, considerate young people. Pupils' moral and social development is **very good**. Their spiritual and cultural development is **good**.

### **Main strengths and weaknesses**

- Pupils have a very positive attitude to their work and try hard to do their best.
- Relationships throughout the school are very good and bullying is rare.
- Pupils are very willing to take responsibility and discharge it very well.
- Standards of behaviour are excellent, both in lessons and around the school.
- Pupils' very regular and prompt attendance has a positive impact on the standards they achieve.
- There are no significant weaknesses: this aspect continues to be a strength of the school's work.
- More opportunities could be provided for pupils to develop their skills of independent learning.

### **Commentary**

13. Pupils are very willing to work. They have very good attitudes to learning. They try hard to do their best and persevere to complete their work. When working in small groups or on their own, pupils work very well independently without interrupting the teacher's work with other pupils. They enjoy their work, particularly when it is challenging, and state that their teachers make

learning fun. Pupils' very positive attitudes to their work contribute very strongly to their high achievement.

14. Relationships throughout the school are very good, which helps to ensure that bullying and other forms of harassment are rare. The very positive ethos of the school, the very good role models provided by staff and the many opportunities they have to engage in group work foster pupils' ability to form very good relationships with others. There are high levels of mutual respect and trust in the relationships pupils enjoy with teachers, other staff and their peers. From the Reception Class onwards, children are encouraged to enjoy working and playing with others. They exceed the early learning goals in personal, social and emotional development and achieve well in relation to their prior attainment. Pupils appreciate that the school is a harmonious community. Pupils and their parents state confidently that bullying is rare and, when it does occur, is dealt with both quickly and effectively. The supportive relationships help pupils to develop the confidence to contribute their best in lessons. However, more opportunities could be provided for pupils to develop their skills of independent learning.
15. Pupils respond very well to the range of opportunities they have to take responsibility or to show initiative. Pupils of all ages are expected to help to keep their classroom tidy and well organised. They willingly help others and share equipment very sensibly. Pupils organise and run stalls at the school's summer and Christmas fairs and undertake charity fundraising. The school council is democratically elected and its members take a very significant responsibility for its organisation. These and other activities contribute to the very good spiritual, social, moral and cultural development of pupils, who gain a very good understanding about living within a community.
16. Pupils with special educational needs are eager to learn and they behave exceptionally well. Their ability to work independently and to persevere increases steadily as they go through the school and they become more confident. Children in the Foundation Stage exceed the early learning goals in personal, social and emotional development and are well prepared for their work in Year 1.
17. Behaviour throughout the school is excellent. In lessons, pupils listen very well to their teacher and to one another. In particular, they are able to reflect quietly and meaningfully about their experiences. They are well motivated by the very high expectations staff have for their behaviour and rise to them. Pupils are polite. They move around the school in a very orderly way. Pupils treat others with fairness and consideration. The school is a friendly, orderly community. Playtimes and lunchtimes are very pleasant social occasions. Pupils take a pride in their school and there have been no exclusions.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data:	4.5	School data:	0.0
National data:	5.4	National data:	0.4

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

18. Attendance at the school is consistently very high and there is no unauthorised absence. Pupils enjoy coming to school and almost all arrive promptly in the morning. The school promotes the importance of good attendance well and monitors it effectively. Parents support the school very well by ensuring that they inform staff promptly about the reasons for any absence. Family holidays are rarely taken during term time. However, there are nevertheless several families who do take their children out of school during term time. The staff work very hard at ensuring that these pupils do not miss out on their learning. Pupils' very regular attendance makes a strong contribution to the very high standards they achieve.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is **good**. Teaching is good with very good and excellent features and literacy, numeracy and ICT are taught well. Learning opportunities offered to pupils are good and well enriched by extra-curricular activities. Due to the good provision, pupils learn well.

### Teaching and learning

The quality of teaching is **good** overall with very good and excellent features. Most lessons enable pupils to learn at a good pace.

### Main strengths and weaknesses

- Teachers have very good relationships with pupils and encourage them at all times to do their best, resulting in good learning and achievement.
- The teaching of children in the Foundation Stage is good with very good features.
- Teachers manage behaviour very well and encourage pupils to give of their very best.
- Pupils with special educational needs are taught very well, and support staff make a very valid contribution to their learning.
- Teachers' marking does not always inform pupils on how best to improve their work and not all pupils are aware of their targets.
- Teachers teach basic skills well and generally use assessments well to plan the next steps of pupils' learning especially in English and mathematics.
- In foundation subjects, teaching sometimes does not take sufficient account of subject-specific skills that pupils have acquired previously and learning is consolidated rather than extended.

### Commentary

#### *Summary of teaching observed during the inspection in 37 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	9 (24%)	20 (54%)	6 (16%)	1 (3%)	0 (0%)	0 (0%)

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

19. The quality of teaching is good with some very good and excellent teaching seen. One unsatisfactory lesson was seen during the inspection, in the infants, but this is not common practice and is attributable largely to weaknesses in medium-term planning which prevents a minority of teachers effectively gauging what knowledge, skills and understanding pupils should be acquiring, rather than weaknesses in teaching methodology.
20. Teachers generally have good subject knowledge especially in literacy, numeracy and ICT and give good explanations, continuously checking pupils' understanding and making sure that they have interpreted the learning objectives correctly. The teaching of children in the Foundation Stage is good, with examples of very good practice. The class teacher, very ably supported by teaching assistants, ensures that all children have a very firm understanding of basic literacy and numeracy skills, such as early letter sounds, letter and number formation, reading of key words and numbers. At the same time, plenty of good learning opportunities are offered so that children can learn using their senses, this has a very good impact on learning. However, at times, further extension activities could be provided for higher-attaining pupils when they have finished their tasks, to ensure that they are stretched even further in extending their learning. The teaching of pupils with special educational needs is very good as support staff are fully aware of pupils' special educational needs due to the very good leadership and management of the special educational needs co-ordinator and the headteacher's commitment to inclusive

practices. These pupils' individual education plans are consistently referred to in lessons and pupils are fully integrated in all aspects of school life and learn very quickly and effectively. The teaching of pupils with special educational needs is very good and these pupils make very good gains in learning. The school is totally committed to inclusive practices. Equal opportunities are very good.

21. Throughout the school, staff very skilfully manage pupils' behaviour. They give praise where it is due and instil in pupils a desire to learn by ensuring that clear boundaries of what type of behaviour is acceptable are fully understood. For example, in a very good physical education lesson in the Reception Class, pupils were encouraged not to bump into one another and made very good gains in learning recognising that other children need a personal space. In an excellent ICT lesson in Year 5, the class teacher, in spite of cramped conditions, very enthusiastically lured the pupils into becoming highly enthusiastic in relation to learning about databases by using the interactive whiteboard very productively. Excellent support was provided for pupils with special educational needs who quickly grasped the main teaching points. Pupils made significant gains in learning due to the excellent quality of explanations, supported by visual examples, which kept all groups of pupils very interested in learning. The class teacher's natural enthusiasm for the subject was contagious. During the lesson one pupil told the inspector 'He's always like this, he just loves computers' and 'We love using the interactive whiteboard'.
22. English, mathematics and ICT are taught well throughout the school and, as a result, all groups of pupils achieve well because of good quality of planning and sharing of learning intentions with the pupils. Nevertheless, on occasions, teachers in the infants do not provide sufficient opportunities for pupils to learn from their mistakes, especially in relation to their understanding of shape and space and mathematical calculations. At the end of lessons, pupils are generally asked about what they did and did not understand and this enables the class teachers to rectify any misconceptions in learning. However, whilst teachers mark pupils' work regularly, there are inconsistencies in their approaches to marking which, on occasions, does not inform pupils how they can improve their work and too many spelling errors of subject-specific words are not brought to the pupils' attention.
23. Assessment throughout the school is good and is generally used well to support the next steps in pupils' learning, and tasks are matched to pupils' needs. A good start has been made at setting class and group targets for pupils. This is at the early stages of development, although an effective start has been made in English and mathematics, it is less well developed in science. The school has recognised this as an area for development.
24. Teachers use a wide range of teaching methods and this keeps pupils' interest levels high, resulting in very good attitudes to learning. For example, teachers give good opportunities for pupils to work individually, in groups and with partners and, at all times, teachers encourage pupils to ask questions to aid their learning. Opportunities for quiet study and large group work are limited due to weaknesses in accommodation which prevent pupils from further developing their skills of collaborative learning.
25. Homework is good, it is regular, systematic and linked to work undertaken in class; it supports pupils' learning well. Plenty of good opportunities are provided for pupils to undertake problem-solving exercises and good opportunities are provided for pupils to develop their extended research skills. Parents are generally pleased with the amount of homework that pupils receive. Improvement since the last inspection has been good. Teachers' subject knowledge of design and technology and ICT has improved considerably, as has their use of assessment, resulting in high standards attained by the end of Year 2 and Year 6.

## **The curriculum**

Overall the curriculum provision is **good**. The wide range of extra-curricular activities, including visits, clubs and the school's participation in sport, the arts and other activities is very good and supports the curriculum very well. Resources are **good** and accommodation is **satisfactory**.

### **Main strengths and weaknesses**

- The curriculum is interesting, stimulating and well planned.
- Provision for pupils with special educational needs is very good.
- Literacy, numeracy and information technology are used well across the curriculum.
- The development of subject specific skills is not consistently identified in curriculum planning.
- There is no separate outdoor play area for children in the Foundation Stage of learning.

### **Commentary**

26. The quality and range of learning opportunities are good overall. The school effectively ensures that pupils are provided with an interesting and varied curriculum and are well prepared for each stage of their subsequent education.
27. Statutory requirements for all National Curriculum subjects are fully met, including provision for religious education and collective worship. The Reception Class makes good use of the Foundation Stage curriculum to plan interesting activities for the children. Teachers across the school use literacy, numeracy and ICT skills well across the curriculum and are becoming skilled at linking subjects together. For example, during the inspection this was observed in design and technology, when science and ICT were also developed during the lesson. The very good range of extra-curricular activities, including first aid, gardening and craft clubs, are well attended and also contribute very well to pupils' learning. The school has a good range of visits and visitors, and this has a positive effect on learning. The school's participation in sports and art is very good and contributes to the very good development of pupils' social skills.
28. Good improvement has been made in curriculum planning since the last inspection. There is now a broad framework in place, providing a clear overview of the time allocated to each subject and this planning is continually monitored, reviewed and adapted appropriately for pupils in mixed-age classes. Commercially produced schemes of work provide effective guidance in the programmes of study and have been appropriately adapted to meet the needs of the school. However, there are still certain areas that need to be addressed in medium-term planning, in relation to the identification and systematic development of subject-specific skills and clear expectations for different groups of pupils.
29. The school is effective in being involved in local education and national initiatives and innovations to support the curriculum. For example, it has applied for a 'Health Promoting Schools' award. It also makes very good use of sport coaches and other professionals to support pupils' learning and to enrich curriculum opportunities.
30. The curriculum for pupils with special educational needs is good and pupils have access to a full curriculum. Individual education plans identify appropriate targets and teaching assistants support pupils very well in lessons. Pupils with special educational needs are able to make contributions in lessons which are valued by the whole class particularly when using computers.
31. The school is developing its programme for personal social, health and citizenship education well. The school council was established at the start of the academic year and is already proving a useful forum for pupils to develop their skills of social interaction. Provision for sex and drugs education is good and the school is inclusive in ensuring equality of access and opportunities for all pupils. Circle time is used well to provide pupils with the opportunity to talk about their feelings and to develop empathy with others. A comprehensive programme is shortly to be implemented to provide a clear progression of skills development from Reception

to Year 6. Accommodation for ICT and the library are broadly satisfactory but conditions are very cramped and it is very difficult for pupils to develop their skills of independent learning.

32. The school has a satisfactory number of staff, including support staff, to meet the needs of the curriculum. Resources are good and accommodation is satisfactory. Some classrooms are small and can impede the learning of some pupils. There are attractive, well cared for grounds that are used well to enhance learning in subjects, such as for observation drawings in art and design and for investigation of growing things in science. However, there is no secure play area for children under five, which limits their opportunity for development of physical skills and for using the outdoors as a learning resource. Improvement since the last inspection has been good.

### Care, guidance and support

The school's arrangements to ensure the care, welfare, health and safety of all its pupils are **very good**. The arrangements for admitting children to the Reception Class are **very good** and they are **well** prepared to move from Reception to Year 1. Teachers provide pupils with **very good** support and guidance on personal issues. Advice and support for learning is **good**. Pupils' involvement in the life of their school is **good**; they are regularly consulted; and their views are taken seriously and acted on.

### Main strengths and weaknesses

- Pupils' health, safety and well-being have a high priority.
- Sensitive support and guidance on any personal issues is readily available to all pupils.
- Pupils are very successfully involved in the school's life and development.
- Arrangements for induction are very good.

### Commentary

33. The school makes very good arrangements to ensure the health, safety and well-being of all its pupils. Governors are very involved in ensuring that pupils work in a very safe environment. Child protection procedures are very clear. First aid is very well organised. There are very clear procedures for medicines in school that are known to all parents. Risk assessments are fully in place and the monitoring of health and safety is very good. Pupils' welfare has a very high priority within the school. The school involves pupils in most aspects of school life and ask their opinions on the provision made for them.
34. The headteacher, class teachers and other staff know the pupils very well and relationships are very good. Staff use their knowledge very well to provide sensitive support and guidance when needed. Pupils know that their concerns will be taken seriously and that action, for example when bullying is reported, is swift and effective. All adults in the school have the welfare of pupils at heart. Support and guidance is tailored thoughtfully so that it meets the needs of the individual pupil very well. Pupils feel safe and happy in school, confident that there is always an adult to turn to in times of need. Induction arrangements are very good and pupils are familiar with all classroom routines.
35. Pupils with special educational needs are identified early and their progress and achievements are thoroughly assessed and monitored and this enables them to make very good gains in learning.
36. Academic guidance is good as teachers do spend time with pupils talking over their work. However, the results of assessment are not used sufficiently well to set individual targets for all pupils. Although teachers discuss work with pupils and explain how they can improve it, marking does not routinely offer helpful comments to move their learning forward. This means that pupils do not always know how to improve their work. Pupils appreciate that their teacher

will always take the time to explain and make sure that they understand the work they have to do.

37. The school values the views of its pupils. Although the school council is new this year, it is already well established and very effective. Councillors are chosen through a democratic process and take their responsibilities very seriously. Circle time is used so that all pupils are consulted about ideas for improvement and councillors can feed back the results of their work. Councillors are confident and articulate. They have a very clear understanding of the best things about their school as well as of the improvements they would like to see. For example, the council recently successfully petitioned the headteacher and the governing body for money to refurbish some of the toilets and for equipment for the playground. The council also decided how this equipment could be used fairly and devised a rota system.
38. Pupils are very well prepared to enter the Reception Class. Parents and their children are fully involved in this process. When they start school, children are confident and happy, ready and eager to learn. The school ensures that their parents are well informed and know how best to help their child. The open-plan nature of the school means that children can watch older pupils and get to know the Year 1 teacher. This prepares them well for the change to the National Curriculum.
39. High standards of support, care and guidance have been maintained since the previous inspection.

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

The school benefits from a **very strong** and supportive partnership with parents. Parents are **very well** informed about school life and routines, and the progress their child is making. Links with the community are **very strong**. Links with the pre-school group in the village and with the local high school are **very good**.

### **Main strengths and weaknesses**

- The school has a very strong, positive relationship with parents, who are extremely supportive of it and its work.
- The friends association is very supportive of the school and works very hard at fundraising.
- Parents are very well informed about the school's expectations and their child's progress.
- Links with the local community are very well established and have a positive impact on learning.
- The school works closely with the pre-school group and the high school so that pupils move confidently from one stage of their education to the next.

### **Commentary**

40. Partnership with parents, other schools and the community is very good. The school has developed a very strong partnership with parents, who provide the school with a very useful practical support and value its work very highly. A good number of parents provide regular help in the classroom, while many others help on visits and trips. Parents state that the school provides the right amount of homework and makes sure that they know how to support their child's learning at home. Those parents whose children have special educational needs are very well involved and informed at all stages. The school is committed to enabling all parents to become true partners in their child's education. The friends association is successful in raising very considerable funds that are used to improve the resources in school. The parents who made their views known to the inspection team were almost unanimous in their positive views.
41. Parents are very well informed about the school's life and work. The prospectus, newsletters and annual report of governors are very useful documents that contain a wealth of information.



Teachers are very willing to discuss any concerns parents may have. Parents state that all staff are approachable and believe that their views are taken seriously. Currently, the reports for children in the Reception Class do not report, separately, on the expected standards in the areas of learning. However, this will change when reports are issued later this term. Annual reports give a very clear picture of each pupil's progress and the strengths of his or her work. Although written reports rarely indicate areas for improvement and specific targets are not set, parents have the opportunity to discuss these at a consultation evening. Attendance at these is almost 100 per cent.

42. Links with parents of pupils with special educational needs are very good. They are kept well informed about their children's educational needs and progress and very effectively involved in their children's education.
43. The school benefits from very strong links with the local community that bring the curriculum alive for pupils. A number of local people visit the school to share their experiences and knowledge, for example about World War Two, the history of Wellington and life as a Muslim. Other visitors include the member of parliament, the fire service, police and representatives of faith groups. Senior citizens attend a monthly luncheon club where pupils serve them. Pupils visit local places of interest such as churches, the zoo and science discovery park. Local residents also support the school by, for example, donating vouchers and books.
44. The school works closely with the Wellington pre-school group to support children as they enter the school. Links with the high school to which almost all pupils transfer are very strong. In particular, the school receives support from the mathematics and ICT departments at the high school. The school works closely with the high school to ensure that pupils in Year 6 are very well supported as they make the move from primary to secondary level education.
45. The school has sustained and built on the very good partnerships reported on by the previous inspection team.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good** with some very good features. The headteacher is a **good** leader and manager and has a **very good** relationship with parents, pupils and staff. The school is well governed by a well-informed governing body and provides **good** value for money.

### **Main strengths and weaknesses**

- The headteacher has very good interpersonal skills and has created a very purposeful learning environment.
- Strategic and operational planning is very good.
- The school's self-evaluation is very good.
- Governors know the school well and are active in all aspects of school life.
- The senior management team supports the headteacher well.
- The school's management of special educational needs is very good.
- The Foundation Stage of learning is managed well and children get off to a good start.
- There are no significant weaknesses and the school has maintained and built on the positive partnerships noted in the previous report.

### **Commentary**

46. The headteacher's good leadership and management ensure that the school runs smoothly from day to day and the school staff is a united team which shares her aims and vision. The headteacher has created a highly effective team who are dedicated to improving on previous best performance. Parents and pupils hold the school in high regard. The school's self-evaluation is very good and the development plan details appropriate areas for improvement,

with governors being involved closely in producing it. The school development plan focuses very well on chosen areas. For example, the whole school has a target, within the plan, to raise standards in all subjects, especially mathematics and, as a result, standards have risen. Already a selection of board games have been introduced for an after-school club for junior school pupils to improve their problem-solving skills. School evaluation is very good. Evidence gained from monitoring and analysing standards is very well used to plan strategically and, as a result, a clear education direction is established, this enables subject leaders to carry out the roles effectively.

47. The governing body fulfils its role effectively. Governors are knowledgeable about the school's strengths and weaknesses and current priorities as well as their own roles. They challenge and support the headteacher well who, in turn, uses their personal expertise to take the school forward. Governors frequently and regularly communicate with the headteacher, particularly by email, and they are in touch with pupils, parents and the staff when visiting the school. They ensure that all statutory requirements are met.
48. The school is managed well, self-evaluation is spot on, performance data is monitored well and performance management of all staff is good and is helping raise standards. Principles of best value are central to the school's management and the school provides good value for money. The headteacher and senior management team work together very closely and use the information they gather about pupils' progress to plan strategically and to decide which resources they need. Curriculum co-ordinators and members of the senior management team monitor lessons well, the headteacher's monitoring of teaching and learning is particularly impressive and is very good overall. Subject leaders monitor teachers' planning and pupils' work and contribute well to the professional development of staff as a result of their findings. Teachers receive useful in-service training both in and out of school. The headteacher quickly picks up any perceived areas for development and immediately offers support, guidance and training. This enables all staff to be well equipped to undertake any specific roles with regards to raising standards.
49. The school's leadership is strongly committed to providing very well in all aspects of school life for pupils with special educational needs. The co-ordinator for special educational needs, who is also the deputy headteacher, manages provision very effectively and has very good relationships with parents and with outside agencies working with pupils.
50. Record keeping and procedures are managed meticulously and so information is accessible and appropriately used to help pupils to make good progress. Teaching assistants receive appropriate training to enable them to support the pupils with whom they work well. Governors know about the range of pupils' special needs and are kept well informed of their progress by the co-ordinator for special educational needs.
51. The leadership and management of the Foundation Stage are good. The co-ordinator is knowledgeable, enthusiastic and ensures that the Foundation Stage curriculum is effectively implemented. The induction of new staff is good. The headteacher is particularly caring in ensuring staff are very familiar with school routines. Systems for training students are good and students are given effective support by staff.
52. Financial planning and administration are good. The carry-over is used wisely to protect staffing levels against the possibility of falling rolls and to develop the quality of accommodation. The budget is well monitored and the administrator runs the office like clockwork.
53. The high quality of leadership and management identified in the last report has been maintained.

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

Income and expenditure (£)	Balances (£)
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Total income	455,693
Total expenditure	459,762
Expenditure per pupil	2,016

Balance from previous year	67,753
Balance carried forward to the next	90,190

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

54. Provision in the Foundation Stage is good with very good features. Good improvement has been made since the last inspection. The best possible use is made of the limited accommodation but there is a lack of space for quiet and reflective work and there is a lack of a sheltered outdoor area which allows children to have access to outdoor work and play throughout the year. Teaching is good, with very good features, and assessment is used well to plan the next steps of pupils' learning. Resources are good, especially in communication, language and literacy and mathematics, but access to computers is limited as these are shared with the Years 1 and 2 pupils. The curriculum is well planned, covers all areas of learning with good opportunities provided for children to learn through discovery and through structured activities. Children are very well supported by teaching staff and a very friendly, welcoming environment is created to prepare these young children for their next stage of learning. Support staff make a very valid contribution to pupils' learning. Children's personal development is very well monitored by staff, who know the children extremely well. The leadership and management of the Foundation Stage is good. The co-ordinator is knowledgeable, enthusiastic and ensures that the Foundation Stage curriculum is effectively implemented. By the end of the Foundation Stage almost all children will exceed the expected standards in all areas of learning. Their achievements are good when taking into account their average attainment on entry.

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

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

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

- Children achieve well because of the good teaching, very good team work of the class teacher and support staff, and the supportive learning environment created by the staff.
- Very supportive relationships are established and children get on very well with their teachers.
- The monitoring of children's personal development is good and staff know the children very well.
- Good induction procedures are in place and children are familiar with classroom routines.

#### **Commentary**

55. By the end of the Reception Class children exceed the expected standards and achieve well. They have very good attitudes to learning and behave very well. They know what is acceptable and unacceptable behaviour and they are very courteous to one another, ensuring that they let each other take turns appropriately.
56. Teaching and learning are good with very good features. Clear boundaries and consistent role models by adults ensure that children know what is expected of them and quickly learn how to behave. Children settle to tasks with a minimum of fuss and behave sensibly. The very good team work of the teacher and support staff gives the children very good role models for co-operation and a calm but enthusiastic approach to work. Children show a positive interest in what they are doing, concentrate well, even when not directed by adults, and are eager to learn. Children are constantly encouraged to feel confident about what they achieve by the realistic use of praise.
57. All children are well prepared for their transfer to Year 1 because of the good procedures. Children are secure and avid learners because the staff ensure that their academic and emotional needs are met. Children feel secure and confident to ask for help because they

know and trust the adults who work with them. The good gains made in learning are attributable to the results of constant reinforcement of the rules by staff, who treat each other and the children with courtesy and respect.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The teaching of basic skills of reading, writing and number is good.
- Occasionally there is a lack of extension activities for higher attaining children and this reduces opportunities for more formal aspects of learning.
- Good quality resources support learning.
- Teachers take every opportunity to develop children's language skills.

### **Commentary**

58. Children enter the Reception Class with average standards in communication, language and literacy whereas in the previous inspection attainment on entry was judged as above average. They achieve well and by the time they enter Year 1, they exceed the expected standards with quite a few of them working on the early stages of the National Curriculum. Children make good progress because of the many good opportunities they are given to talk and listen. In the role-play area, which was set up as the house of Goldilocks and the Three Bears, the children, wearing exquisite bear suits were playing at eating porridge and entertaining guests. They quickly picked up the language structures from the story 'Who's been eating my porridge', and squealed with delight when Goldilocks replied that she detests porridge and wants ice cream.
59. The quality of teaching is good with very good features. Relationships are very good and the teaching of basic skills of reading and initial sounds is very good. When the teacher read 'We are going on a bear hunt', the children hung on her every word and delighted in joining in with the repetitions in the text. Teachers encourage the children to love books and they handle these with care, appreciating that text is read from left to right. Children write notes to one another in the writing corner and the computers are used well to help children develop their matching, writing and reading skills. A good range of ICT programs which assist initial sounds and blends make a good contribution to children's early phonic development. Guided reading is taught well; children follow text in a book, understand that words carry meaning and are developing a good visual memory of words and the patterns letters make.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Teachers plan a wide range of activities to support learning, ensuring that children achieve well.
- Some opportunities offered by learning activities could be even more effective if children were encouraged to record their work.
- A high emphasis is placed upon developing children's mathematical language.

### **Commentary**

60. By the end of the Foundation Stage, children exceed the expected standards and achieve well in relation to their average starting points. Children can count in two's to 50 and show a good understanding of mathematical vocabulary because of the consistently high emphasis placed

upon this by adults. Higher-attaining children can order numbers to 50 and apply the concept of more or less accurately when comparing number values. Good use is made of ICT where children can match numbers to shapes with children sorting information in bar charts of favourite food, eye colour, toys and pets. However, at times insufficient opportunities are provided for children to record their work and this limits progress.

61. Teaching and learning are good. A good range of activities to promote mathematical understanding are provided by good quality teacher interventions. In water play, the language of capacity is encouraged by staff with interventions such as How many cups of water do you think that this bottle will hold? Good use is made of number rhymes to help children reinforce their learning and children's teddy bears are a great favourite for counting. From a big mound of teddy bears, children are encouraged to count equal groups and sort them in relation to size. Children really enjoy these types of activities and make sure that their teddies sit up right when the class teacher offers explanations.

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

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

### **Main strengths and weaknesses**

- A good range of interesting activities such as observing mini-beasts and plants are planned to promote this area of learning.
- Staff consistently point out to children the natural world around them.
- Good opportunities are provided for children to learn about festivals from different cultures.
- In spite of cramped conditions, ICT is used well to support learning.

### **Commentary**

62. On entry to Year 1, children will have exceeded the expected standards in this area of learning and their achievements are good in relation to their prior attainment.
63. Teaching and learning are good. Staff know what to plan to spark off children's natural curiosity. They place dinosaurs in the sand pit, they provide good opportunities for children to discuss properties of materials and sort toys according to criteria, identifying whether they move by batteries, wind up mechanisms, clockwork or pushing and pulling. Staff give children good opportunities to work with a range of different materials to create three-dimensional models of the three bears' cottage. Children know the difference between old and new toys, they know that plants need water to grow and that many interesting insects can be found outdoors. Staff encourage children to look and explore the natural world around them. Good opportunities are provided for children to use ICT to support their learning. Children are taken for walks around the school premises as part of their investigations into the locality and early mapping. Children know a range of creation stories and that different religions celebrate the festival of light. They know the Christmas story well and that Diwali is the festival of light. Staff encourage careful observations of a wide range of phenomena, such as observing plants and animals and how the ingredients of a cake fuse together when they are cooked. Children are encouraged at all times to use ICT to sequence items of clothing when they dress teddy and create good three-dimensional models using recyclable materials and construction kits.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Children are well co-ordinated but a significant proportion have weak cutting skills.

- There is a lack of well-equipped outside area for children to use as an outdoor classroom.

### **Commentary**

64. Children are well co-ordinated and, by the end of the Reception Class, they exceed the expected standards and achieve well, because of good curriculum planning, good teaching and effective use of assessment. Good opportunities are provided to enable children to develop their weak cutting skills through the use of a full range of model-making tools. They enjoy making patterns in a play dish and use pencils and paintbrushes confidently to create line and colour patterns where they demonstrate creativity and individuality.
65. The school is aware of its limitations in relation to providing an outside play area. However, a good range of physical education equipment has been purchased to compensate for the lack of outdoor climbing apparatus. Teaching and learning are good overall. A very good lesson was seen where children were working with their teddies at developing their skills of co-ordination. Children danced confidently with enthusiasm. Very good teaching included confident demonstrations by both the teacher and the children, with all children confidently joining in and evaluating their contributions.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- A full range of interesting activities is planned to promote learning in this area.
- There are good connections between children's creative development and other areas of learning.

### **Commentary**

66. Children achieve well and exceed the expected standards in this area of learning. There are good opportunities for children to take part in role play where they experiment with language and gain insights into many adult roles such as, should Daddy Bear tell Goldilock's parents that she has strayed from home? Children love singing and they eagerly join in singing during hymn practice.
67. Teaching is good and children learn well. Good opportunities are provided for children to use a variety of paints and staff consistently demonstrate how important it is to observe carefully and then to copy shapes accurately. Children print letters onto card and enjoy using white chalk on black paper. A good range of resources is used to support learning, such as glitter and sequins, and this stimulates children's senses. The rather cramped accommodation restricts large canvas work and noise carries from other classrooms when children are trying to concentrate. This has a negative effect if children need time to reflect upon their learning. ICT is used well to support learning and children get great satisfaction in using the paint programs.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Teaching is good, with many very good features.
- The links that teachers make between speaking, listening, reading and writing help pupils to learn effectively.

- Pupils have very good attitudes and behave extremely well.
- Lessons are consistently well planned to meet the individual needs of all pupils.
- Pupils use their literacy skills in other subjects well.
- Leadership and management of the subject are very good.
- Some marking is systematic and regular and is good overall, but it is not sufficiently consistent for pupils to be clear how to improve their work.
- Pupils are not set individual targets for improvement, although group targets are in place.

## Commentary

68. National comparative data in 2003 showed that in Year 2 standards in reading and writing were well above the national average and when compared with similar schools. In Year 6, standards were also well above the national average for all schools and those of similar schools. Inspection evidence confirms that standards, although not quite as high as the previous year, due to the differences in the cohort, are above average at ages seven and 11 in speaking and listening, reading and writing. The good standards have been maintained since the previous inspection. The quality of teaching is good and pupils' understanding of the basic skills is developed well. As a result, pupils achieve well against their prior attainment, and pupils with special educational needs achieve very well. There are no differences in attainment by gender. Higher-attaining pupils in the infants and juniors achieved very well and exceeded the national percentages of pupils attaining Level 3 and Level 5. Over time the performance of pupils exceeded the national level.
69. Standards in speaking and listening are above average across the school. Pupils are confident, articulate and express ideas well. For example, pupils from the gardening club ably delivered a presentation to the rest of the school on the work they had been doing over the year. Year 6 pupils animatedly explained how they enjoyed interviewing the local member of parliament about plans to build houses on the site of a power station. These standards are attained because a large and successful part of the teaching is through discussion and debate, including circle time. Teachers' good questioning effectively develops pupils' speaking skills by probing their learning. For example, pupils in Year 5 were encouraged to use scientific language when explaining how water is absorbed into sponges. Throughout the school, pupils are frequently encouraged to work with a partner, taking turns to talk and respond to a given issue. In classes, groups and assemblies, pupils listen attentively and they are eager to respond with relevant comments and to offer their ideas. Pupils make good progress in acquiring vocabulary and in their powers of self-expression as they progress through the school.
70. In reading, standards are above average in Year 2 and Year 6. Pupils are taught the strategies for effective reading well and are effectively encouraged to develop an enjoyment of books. For example, in a speaking and listening session, Year 2 pupils had brought their favourite books from home and were explaining why they liked them. All the pupils were handling their books with great care and were very proud to show them to the rest of the class. They demonstrated good knowledge of authors, understanding of the difference between fiction and non-fiction and of the purpose of index and contents pages as they questioned each other about their choice of book. By Year 6, most pupils confidently scan advertisements for their persuasive features and can identify inferences and make deductions from their reading. The school is aware that, while some guided reading sessions are well planned and organised, not all sessions are as effective as they might be. This has been identified as an area for development on the school improvement plan. Pupils regularly visit the school library, which is attractive and well stocked. They are encouraged to read and review books from a variety of genres.
71. Writing standards are above average. At ages seven and 11, most pupils attain the expected standards and a significant number exceed them. Pupils write for a good range of purposes, including poetry. The teaching of knowledge and skills to enable pupils to become effective writers is good. Spelling and handwriting are taught systematically and standards are good overall. However, progress in spelling is limited when dictionaries and thesauruses are not



readily available for pupils to refer to and when incorrect spellings are reinforced because not all teachers correct them. In Year 2, most pupils express their ideas clearly in well-structured sentences that are correctly punctuated with full stops and capital letters. By Year 6, pupils use powerful words well. For example, in poetry writing, a pupil refers to night as 'a bloodcurdling snake; slithering through my bedroom door, his head is cruel and scaly, making me feel lonely.' Pupils' learning is enhanced because they are given good opportunities to use their knowledge and skills to write at length and to be creative in other subjects such as history where, in Year 3, they write about Viking invasions.

72. The quality of teaching is good overall, with some very good elements. No unsatisfactory teaching was observed. Teachers successfully create a learning culture in English because they have a good knowledge of the conditions for effective learning. For example, they create a very positive ethos through their very good relationships with the pupils. They work hard and enthusiastically on their behalf. In turn, pupils are expected to work hard and they do. The response by pupils is a high level of interest and involvement. Praise and encouragement are used very well to maintain pupils' interest in their learning. As a result pupils develop confidence and increased expertise. Teaching methods are varied to ensure richness and diversity in the way the subject is presented. Pupils with special educational needs are very well supported and fully included so they achieve well. All staff are secure in their knowledge of the subject and elements of the literacy hour are included well to enhance progress. Tracking procedures are used well to ensure that the wide range of needs and ages are met and pupils, including those with special educational needs, achieve well because they are suitably challenged. The use of marking is a weakness. Teachers' comments do not always move pupils forward by giving them a clear understanding of how they can improve and, at times, pupils repeatedly write incorrect spellings. Throughout the school, ICT, especially the use of interactive whiteboards, is used very effectively to enhance learning.
73. The subject is very well led and managed. The co-ordinator has a very secure understanding of the subject and she is herself a good role model; this has improved teaching and helped raise standards. Assessments are good and are used well to support learning. In Year 6 very effective use of assessment was seen, with pupils evaluating their own work in relation to National Curriculum level descriptors. This has a very positive effect on their maturity and personal development. The results of statutory and non-statutory tests are analysed effectively for gender differences in performance and to identify areas for future development. Tracking and checking procedures are used well to identify individual strengths and weaknesses. Pupils' work and the quality of teaching are monitored regularly and effectively for coverage of the curriculum and consistency of teaching. Resources are good but accommodation is just satisfactory because there is a lack of space for pupils to develop their quiet study and independent research. Improvement since the last inspection has been good. High standards have been maintained.

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

74. Teachers provide good role models in their own use of language with pupils. Discussion, as a way of learning is used to good effect. The National Literacy Strategy has been implemented effectively since the previous inspection and has been appropriately adapted to support effective learning. Overall, literacy skills are used well across the curriculum, for example, in geography, where pupils write letters to local organisations, canvassing their opinion on proposed new housing development. Pupils are given the opportunity to develop their reading skills when using books to find information. Technical language in each subject is always explained carefully, making sure that all pupils understand.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Standards are above average.
- Pupils' achievements are good.
- Teaching is good, with very good features especially in Year 3 to Year 6.
- Leadership and management are very good.
- There are some weaknesses in pupils identifying methods of calculation throughout the school and in the teaching of shapes and space in Year 1 and Year 2.
- Improvement since the last inspection has been good.

### Commentary

75. Standards are above average by the end of Year 2 and Year 6, and pupils achieve well in relation to their prior attainment. The 2003 tests for pupils in Year 6 show that pupils' standards were well above average in comparison with all schools and similar schools. There were no differences in attainment by gender and the percentage of pupils attaining the higher levels was high. The very good systems of monitoring performance data, undertaken by the headteacher and co-ordinator, had identified problem solving as a weakness in teaching and learning. This has now been addressed successfully through whole-staff performance management targets. The results of national tests show that standards have improved significantly over time. Currently, standards in Year 6 are above average and not well above average as identified in the 2003 test scores, as this present cohort of pupils has a higher percentage of average and below average attaining pupils.
76. Pupils' achievements are good and those of pupils with special educational needs are very good because of the high quality of teachers' planning and good use of assessment, which identifies suitably challenging work for pupils of different capabilities. The work covered is at the right level for all pupils and they are able to keep up with their peers. In Year 2, pupils make good progress when, for example, they recognise right angles. In Year 6 pupils can calculate area and perimeter. They can identify square roots and approximate numbers well. Standards in mental calculations are above average in Year 2 and Year 6 and pupils show good recall skills. However, there are some weaknesses in pupils showing how they work out their sums and in the infants not enough emphasis is placed upon the teaching of shape and space.
77. The quality of teaching is good overall, with some very good examples in Year 3 and Year 6. This is good improvement since the last inspection. Teachers use ICT well to convey and explain information to pupils, who enjoy the use of computers, roamers and interactive whiteboards very much. As a result of the good teaching, pupils have very good attitudes to learning. Lessons are well structured and delivered at a brisk pace. In Years 1 and 2, pupils have too few opportunities to learn about shape and space, and the names and properties of solids. Teachers have recognised the need for more brainstorming and discussion so that pupils improve their understanding and use of mathematical language. Assessment is good and highlights aspects of pupils' weaknesses, for example teachers have recognised that calculation remains a weakness throughout the school. Marking is regular and is good overall but, at times, does not always explain to pupils how they can improve. Teachers have good subject knowledge and high expectations of their pupils, who respond very well as a result. In Years 5 and 6, questioning is very searching and teachers' enthusiasm is infectious so that pupils concentrate intently, even late in the afternoon.
78. Pupils enjoy mathematics very much because teachers make learning fun and explain tasks clearly. They like following a series of instructions, using a roamer to learn about right angles, and, in particular, enjoy work on the interactive whiteboard.

79. Leadership and management are very good and the subject co-ordinator has very good subject knowledge and communication skills. She has identified strengths and weaknesses in teaching and learning very effectively and this has helped to raise standards steadily. The school has made mathematics its priority in the school improvement plan and its performance management targets, and finances monitoring time and strategies to raise standards of pupils with special educational needs have been clearly identified and effectively implemented.

### **Mathematics across the curriculum**

80. Teachers are aware of the need to reinforce numeracy skills in all subjects of the curriculum and they do this well. They are used well in science in graphs and tables of results to record and analyse data. Pupils use ICT software effectively to analyse results and there are good links with geography when older pupils' study co-ordinates. Pupils enjoy board games in the recently introduced after-school club.

### **SCIENCE**

Provision in science is **good**.

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

- Pupils have achieved high standards over the past four years and a very high proportion of pupils achieved the higher levels in both the infants and the juniors.
- The quality of teaching is good, with examples of very good teaching in Years 5 and 6.
- Higher-attaining pupils could be achieving more in Year 2.
- More opportunities could be given to pupils to follow independent lines of enquiry, set up their experiments and record their findings in a variety of ways.
- Medium-term planning, whilst satisfactory overall, lacks identification of progressive development of subject-specific skills and expectations of what different groups of pupils should be achieving in their year groups; this leads to reduced learning.
- Pupils have very good attitudes to learning and are keen to learn.

#### **Commentary**

81. The 2003 national tests and teacher assessments show that, by the end of Year 2 pupils attained very high standards and were in the top five per cent nationally in comparison with all schools. However, too few pupils attained the higher levels and the percentage of pupils attaining Level 3 in the infants was below the national average. This is still the case, as identified by inspection findings, and is because there are weaknesses in medium-term planning, which prevent teachers from pushing pupils even further in developing their scientific skills. By the end of Year 6 pupils attained standards that were well above the national average and the percentage of pupils attaining the higher levels was very high. There were no differences in attainment by gender. In comparison with similar schools, pupils attained standards that were above average by the end of Year 6.
82. Inspection findings show that standards are above average by the end of Year 2 and Year 6, and all groups of pupils generally make good gains in learning. At times above average-attaining pupils could be achieving more in the infants but, overall over time, they make good progress because they are genuinely interested in what the teachers have to offer.
83. There are no differences in attainment by gender or ethnicity. By the end of Year 2 pupils understand the meaning of fair test, they know that plants need water to survive and that the skeleton supports us. They can describe the suitability of a range of materials for their purposes and they know different types of forces. However, too few opportunities are provided for pupils to develop their research skills due to lack of quiet space. The use of ICT is satisfactory and teachers do the very best they can to ensure that all pupils have access to

computers, but noise from open-plan classrooms carries and this makes it difficult for pupils to concentrate.

84. By the end of Year 6, all groups of pupils achieve well in relation to their prior attainment and attain above-average standards. Pupils know that when setting up an experiment they need to decide what they are looking for and that systematic investigations need to be carried out to ensure validity of data collected, but limited opportunities are provided for pupils to set up their own experiments and pursue their own lines of enquiry. Pupils do not employ a sufficiently wide range of methods to record their findings and opportunities, for reviewing their own and others' work, are limited. However, pupils do know about the heart's role as a pump to circulate blood around the body and how important exercise is to good health. Pupils know that non-reversible changes result in the formation of new, potentially useful, materials and how to recover solids dissolved in water. Pupils have good knowledge of electricity, how forces can be measured, recognising the direction in which they act and know how the pitch of some vibrating objects can be changed.
85. Pupils love learning science and have very good attitudes to learning because of the good quality of teaching. In Years 5 and 6 the quality of teaching is particularly impressive because of the high expectations of the teachers and the very good use made of ICT to support learning. In lessons where teaching was very good, teachers asked very good questions such as 'I wonder why the leaves on the plant did not fade even when the plant was placed away from the sunlight?' Pupils quickly started coming up with ideas and suggestions to support their hypothesis and worked very well in groups, exploring such issues as whether it is ethically correct to add minerals to the soil to keep leaves on plants looking green.
86. The quality of teaching is good with examples of very good practice. In a good science lesson in Year 3 and Year 4, the class teacher gave consistently good explanations about how to plan an experiment based upon finding out about the properties of materials. Teachers use numeracy, literacy and ICT well to support learning but more opportunities could be made to enable pupils to record their findings in a variety of ways, especially in relation to using charts and diagrams. Pupils with special educational needs achieve very well because of the very good support given to them in lessons. When the rate of pupils' progress slows, teachers repeat what pupils have learnt previously and pupils 'tread water', this is because insufficient notice has been taken of what skills pupils have previously covered, as there are weaknesses in medium term planning, relating to precise identification of subject-specific skills. This also restricts-effective monitoring of teachers' planning as it is difficult to identify the skills pupils have previously covered.
87. Leadership and management are good overall, the co-ordinator has a well-detailed action plan and has correctly identified what needs to be done in order to raise standards. Good use is made of the environment to support topics such as mini-beasts and pupils' knowledge about plants. Improvement since the last inspection has been good. High standards have been maintained at the end of Year 6 and have improved at the end of Year 2 and are now above average.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils' attitudes are very good.
- Standards are above average in Years 3 to 6 and pupils achieve well.
- The quality of teaching in Years 3 to 6 is good, with examples of very good practice seen.
- The curriculum is good.
- Leadership and management are very good.
- Accommodation for computers is very cramped.

- Improvement since the last inspection has been good.
- Use of ICT across the curriculum is very good.
- The open-plan accommodation in Year 1 and Year 2 makes the teaching and learning of ICT and early research difficult.

## Commentary

88. By the end of Year 2 pupils attain the national expectations of seven-year-olds and exceed them by the age of 11. Pupils make good gains in learning, achieving well in relation to their prior attainment, with several examples of very good achievement seen in Year 5 and Year 6. In the direct teaching sessions seen, good teaching in the infants enables pupils to make steady progress consolidating and learning new skills and, in the junior school, pupils make rapid progress in response to good and very good teaching by the end of Year 6. Pupils with special educational needs achieve very well.
89. Since the last inspection, particularly since the appointment of the present ICT co-ordinator, improvement in provision and pupils' standards has been rapid. The school has no computer suite and the school's space for computers in the classroom is very cramped. Despite this, staff do their utmost to ensure that a broad and balanced curriculum is provided.
90. Discussions with pupils who were accessing the files of previously saved work showed that they were confident and had a good grasp of what they had to do to carry out their work. For example, pupils in Year 5 suggest they should look up 'records' and 'queries' when learning how a database can be used to restore and retrieve data. Younger pupils in Year 1, use the mouse very well to click, drag and label pictures. In Year 2, pupils understand how to direct the Roamer to carry out a sequence of instructions.
91. Teaching is good overall, with the best teaching seen in the upper juniors. One excellent lesson was seen when ICT was used to support the mathematics curriculum. Teachers' specialist subject knowledge is used well but, sometimes in the infants, pupils' capacity to learn is underestimated and they are not challenged enough and progress is not as fast as it could be. Furthermore, the lack of space limits progress as not all pupils can have access to computers and there is very little space for quiet study. In the juniors, teaching is very challenging, goes at a good pace and is clear. Teachers make learning fun and pupils are fascinated and stare with fixed concentration, even at the end of the afternoon. Teachers' questioning and use of subject-specific vocabulary is very good and pupils acquire, understand and use this language well.
92. The curriculum is good; it is broad, balanced and relevant. Planning is thorough. The school uses current national guidance as a basis for its planning and ensures that pupils' experience the subject strands expected. Pupils have no quiet room where they can carry out research and the lack of a computer suite makes it more difficult for teachers to teach subject-specific skills. Software and the number of computers is adequate.
93. Leadership and management are very good. The subject leader has very good knowledge of ICT and has raised the standards very well. With the headteacher, he has ensured that teachers have good access to training, are keen to teach the subject and confident in their own skills. Teachers enjoy using new equipment, especially whiteboards where they are available, and know that there is support and guidance for them in the school. Day-to-day management is good, as is assessment. The subject co-ordinator works very well alongside teachers, supporting their practice. Existing resources and plans to acquire new ones are well planned. Improvement since the last inspection has been good. The school has more computers and the newly appointed ICT co-ordinator is working very hard to raise standards.

## Information and communication technology across the curriculum

94. ICT is incorporated very well into all areas of the curriculum, In literacy in the infants, pupils label their pictures and in mathematics they learn about directions and angles using a roamer. In the juniors, pupils develop their use of ICT through drawing equilateral triangles and learning to follow a sequence of instructions, working on an interactive whiteboard. Pupils in Years 5 and 6 produce digital photographs using different effects such as black and white and sepia tones. Pupils have knowledge of a wide range of techniques and uses of ICT and know how it can be used in different subjects.

## HUMANITIES

95. Only one lesson was seen in **geography**. Inspectors spoke to pupils and looked at teachers' planning and pupils' work. Standards are broadly average and meet the national expectations of seven and 11-year-olds. Pupils' achievements are satisfactory. In Years 1 and 2, scrutiny of pupils' books revealed very little written work and teacher's planning indicates that pupils are given insufficient opportunity to use their writing skills to communicate their geographical knowledge and understanding. Pupils make use of maps, atlases and globes as, for example they track the class bear, Barnaby, on his travels around the world, but rarely develop their skills by producing their own maps and plans. However, in the one lesson seen, Year 1 pupils demonstrated satisfactory standards in their knowledge and understanding as they identified natural and manmade features associated with the seaside. Pupils in Year 6 demonstrated a good understanding of environmental issues as they investigated the advantages and disadvantages of a proposed large development of houses on the site of a local power station. They used their literacy skills well to write to local organisations, canvassing their views on the proposals, and presented their own views on the issue articulately in an interview with the local member of parliament. Teachers' planning indicates appropriate coverage of the recommended programmes of study. However, too often, the same tasks are set for all pupils, which restricts the rate of progress, particularly for higher-attaining pupils. Leadership and management of the subject are satisfactory. The commercially produced scheme of work has been usefully adapted to meet the needs of the school, but planning for the systematic development of skills is inconsistent. The school is aware that assessment procedures need to be more rigorously used to plan tasks that are suited to individual abilities.
96. Insufficient lessons were seen to make a judgement on teaching in **history** but from looking at pupils' work, teachers' planning folders and displays around the school good learning opportunities are offered to pupils and by the end of Year 2 and Year 6 almost all pupils exceed the national expectations for these age groups and achieve well.
97. By the end of Year 2, pupils are very familiar with the concept of old and new, they know that kitchen appliances have altered significantly and that nowadays gas and electricity are used instead of wood and coal to heat food. They are aware of changes in fashions and that schools today are very different to those in Victorian times. They can name a range of games played in olden times and are shocked to find out that Florence Nightingale did not have a Game Boy. By the end of Year 6, the oldest pupils have written extensively about Tudor times, clearly demonstrating their good knowledge of social hierarchies; they know that rich people ate sumptuously whilst the poor people had to make do with basic foods. They talk about the style of architecture at Hampton Court and can identify Tudor patterns. They have good skills of chronology, they can place Egyptians, Vikings and Victorians in chronological order and, in Year 3, some very good examples of diary entries were seen when pupils explored the concept of invasion. Scrutiny of pupils' written work reveals plenty of good opportunities given for them to write in a variety of ways. However, too-often there are inconsistencies in teachers' marking and pupils' spelling mistakes are left unchecked. History contributes well to pupils' spiritual, moral, social and cultural development. Pupils in the juniors have explored Egyptian burial ceremonies and have used ICT well to find out about artefacts which inform us of the Egyptian way of life. Pupils clearly enjoy the subject and are given plenty of good opportunities to use a range of historical sources. The leadership and management of the subject is good.

Assessments are satisfactory overall. Improvement since the last inspection has been good. High standards have been maintained.

## Religious education

Provision in religious education is **good**.

### Main strengths and weaknesses

- Pupils' achievements are good throughout the school.
- Pupils have very good attitudes to learning and are very keen to learn about world faiths.
- The library has a good range of books to support the teaching of the subject but more opportunities could be provided for older pupils to develop their independent research skills.
- Learning support assistants are well deployed.

### Commentary

98. Pupils achieve well in all years and exceed the expectations of the locally-agreed syllabus at the end of Year 2 and Year 6. However, there are too few opportunities for pupils to carry out independent research as there is a lack of quiet space for independent study. The teachers make the best possible use of the limited accommodation to support learning. By the end of Year 2 and Year 6 pupils know many stories that Jesus told and that churches, mosques and synagogues are all places of worship. They know that the cross is a symbol of Christianity and that Jesus was betrayed by his best friend and died on the cross. By the end of Year 6 they know about the various holy books used in world faiths such as the Bible, Torah and Qu'ran, and know that prayer is a special time spent with God. Pupils know that every world faith has a leader and that Jesus had a great following. Teaching is good overall, although one unsatisfactory lesson was seen. In this lesson there were weaknesses in the curriculum, and medium-term planning, which did not provide enough substance on identifying particular knowledge, skills and understanding for pupils to cover in a set time. The lesson lacked focus and pupils did not make sufficient gains in learning. However, throughout the school teaching is good, teachers encourage pupils to share their emotions and to understand the concept of 'specialness', consistently referring to experiences in pupils' lives where they felt special. Teachers give good explanations, use a good range of artefacts and ask probing questions which enable pupils to stay on task.
99. Leadership and management are good. The co-ordinator is knowledgeable and enthusiastic but medium term curriculum planning is not sufficiently well developed to enable all teachers to identify clearly the particular knowledge and skills that they want their pupils to learn, limiting the effectiveness of some teachers' planning who are not yet familiar with the scheme of work.
100. Assessments are good overall. Improvement since the last inspection has been good and high standards have been maintained.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

101. Too little teaching was available to make an overall judgement on provision in **music**. Pupils are taught a broad and balanced curriculum through the use of different musical schemes and the standard of singing is good. Pupils are able to have individual music lessons prior to the school day and they learn to play a range of instruments to a satisfactory standard. Standards of pupils' work, judging from their performances and discussions are sound and resources are good. **Physical education** was not the focus for inspection but standards in swimming exceed those expected nationally. Pupils take part in a very wide range of sports, and a balanced and measured approach is taken to ensure that pupils both participate and compete with one another, as evidenced by the differing approaches to organising sports day.

## Art and design

Provision in art and design is **good**.

### Main strengths and weaknesses

- Pupils' standard of completed work is good and they achieve well.
- The quality of teaching is good.
- Pupils have good attitudes to the subject.
- Sketchbooks are used well for the practice and reinforcement of artistic skills.
- ICT is used very well to support learning.
- Pupils' work is valued and presented well.

### Commentary

102. Work in art and design is above the standard expected of pupils by Year 2 and Year 6. This is because teachers plan an interesting and varied range of activities and pupils are given good opportunities to explore and develop their ideas in two and three dimensions.
103. Pupils are enthusiastic and proud of their work and make good progress in their learning throughout the school. In Years 1 and 2 they use a range of media to experiment successfully with colour and shape and to develop techniques. By the age of seven these good foundations result in pupils working confidently and creatively, as for example when they design shapes to use to print 'wallpaper patterns' or tear paper to create snails in the style of Matisse. In Years 3 to 6, pupils continue to develop the practice of different techniques in a variety of media. By Year 6, pupils use the skills they have acquired well to produce art work of high quality, as they use a wide variety of materials to produce well-designed and very attractive hats, modifying their designs during the construction and effectively evaluating each other's work upon completion. A strength of the provision is the good opportunities for pupils to investigate and research a topic thoroughly to explore a variety of starting points for their practical work. This was the case when Year 6 pupils were engaged in compiling information from photographs, books and web sites, prior to visiting the local marina, which was to be the subject of their next project. Pupils have a good knowledge of a range of artists and the techniques they used. Year 6 pupils recount how much they enjoyed investigating the life of Van Gogh and engage in an animated discussion on which of his paintings they most prefer. Throughout the school, ICT is used very well to enhance learning. For example Year 2 pupils produce high quality graphic displays in the style of Jackson Pollock.
104. Teaching is good. Teachers are secure in their knowledge of the subject and lessons are well planned to provide interesting and challenging tasks that motivate the pupils. Pupils achieve well because resources are good and well organised, although the lack of space in some of the smaller classrooms constrains pupils in their practical activities. The consistent use of sketchbooks provides good opportunity for pupils to practise and refine their artistic skills. Pupils' work is well presented and contributes to the high quality displays.
105. Leadership and management are good. The co-ordinator monitors pupils work and has been instrumental in ensuring that the high standards of the previous inspection have been maintained. The scheme of work provides satisfactory guidance to teachers on the programmes of study, but the school is aware of the necessity to provide more structured planning for the systematic development of skills. There are effective links with other areas of the curriculum and provision is enriched through visiting artists and visits out to museums and art galleries.



## Design and technology

Provision in design and technology is **good**.

### Main strengths and weaknesses

- Pupils' standard of completed work is good and so is their achievement.
- Teaching is good.
- Meaningful links are made with other subjects.
- Pupils have very good attitudes to the subject.

### Commentary

106. Work is above the standard expected of pupils by Year 2 and Year 6, and pupils' achievements are good. The key elements of the subject: investigation of ideas; learning a range of skills; and designing and making using a variety of materials, are covered in depth. Pupils achieve well and really enjoy the subject because the process is made purposeful, with well-focused tasks to develop their skills. As a result, standards in the samples of work seen are above average. As one Year 6 pupil said, 'We've made some amazing things!' For example, Year 6 pupils made toys, using a cam mechanism and the quality of the finished product was good. They explained the difficulties encountered in their work and identified how they would improve their work in the future. Year 2 pupils used a wide range of materials, including wood, card and paper to design and make models of playground equipment. Most pupils demonstrated good construction techniques as they incorporated some kind of movement into their models, which included swings and roundabouts.
107. Teaching is good. Lessons are well planned and conducted at a brisk pace so pupils are given maximum opportunity for practical involvement. The teachers demonstrate secure subject knowledge in their clear explanations and good use of questions, so pupils' knowledge and understanding are extended well. Tasks are challenging and interesting and pupils rise to the challenge with enthusiasm, behaving very well.
108. Pupils use their literacy skills well to write instructions on how to make, what is needed and how they would improve their work. They use numeracy skills well to measure and use knowledge of shape to produce their work. Good links are established other subjects, when Year 5 pupils use their scientific knowledge of electrical circuits as they design and plan an alarm system.
109. Leadership and management are very good. There was no overall judgement on standards at the last inspection but the school has made sound progress in improving weaknesses identified in the provision. For example, teachers' expertise has improved considerably, pupils are very suitably challenged and the scheme of work provides appropriate guidance in the delivery of the subject. Good assessment procedures are in the process of being implemented throughout the school, but they have not yet had time to impact on standards. Resources are good and ICT is used well to support learning.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

110. No teaching of **personal, social and health education** was observed during the week of inspection but aspects of circle time were seen. Overall the school covers a broad and balanced curriculum and personal, social and health education and citizenship underpin all aspects of school life. Pupils are given good opportunities to explore ethical issues, such as the effect of the power station on the lives of the community, how pollution affects our environment and how we all have a responsibility for our planet. Health education is promoted strongly and all pupils are given good opportunities to comment on the effectiveness of school rules and why these rules are needed. Pupils are developing their skills of emotional literacy well because good opportunities are provided for them to discuss their emotional reactions

with their teachers. The headteacher makes very good reference to teamwork in her assemblies and the pupils are keen to help one another. Many of the ex-pupils who are now at secondary school visit the school and fondly remember their happy times there. The school rightly places a high emphasis on developing pupils' self-esteem and this is best seen in the very good relationships that pupils have amongst themselves and with their teachers. Pupils are given good opportunities to challenge stereotypes and learn how to look after themselves.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2

<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	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	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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