

# INSPECTION REPORT

**NEWBOLD AND TREDINGTON**

**CE PRIMARY SCHOOL**

Newbold and Tredington, Warwick

LEA area: Warwickshire

Unique reference number: 130882

Headteacher: Mrs W Barlow

Reporting inspector: A C Davies  
3639

Dates of inspection: 21-24<sup>th</sup> May 2001

Inspection number: 170509

Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Newbold and Tredington CE Primary School Manor Farm Road Tredington Warwickshire
Postcode:	CV36 4NZ
Telephone number:	01608 661568 (Tredington site) 01789 450349 (Newbold site)
Fax number:	n/a
Appropriate authority:	The Governing Body
Name of chair of governors:	Sir Andrew Watson
Date of previous inspection:	3 <sup>rd</sup> – 7 <sup>th</sup> February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3639	A C Davies	Registered inspector	English Mathematics Information and Communication Technology Design and Technology Art and Design	What sort of school is it? How high are standards? The school's results and achievements. How well are the children taught? How well is the school led and managed?
9649	J Smith	Lay inspector		How high are standards? Children's attitudes, values and personal development. How well does the school work in partnership with its parents?
22027	G Pearce	Team inspector	Science Music	How well does the school care for its children?
12908	D Halford	Team inspector	Special educational needs Religious Education	
18790	G Morgan	Team inspector	History Geography Equal Opportunities	How good are the curricular and other opportunities offered to the children?

The inspection contractor was:  
Focus Inspection Services  
The Court  
8 Bar Meadow  
Dobcross  
Oldham  
OL3 5QW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>[ ]</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Children's attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>[ ]</b>
The school's results and children's achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE CHILDREN TAUGHT?</b>	<b>[ ]</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO CHILDREN?</b>	<b>[ ]</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS CHILDREN?</b>	<b>[ ]</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>[ ]</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>[ ]</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>[ ]</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>[ ]</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>[ ]</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Newbold and Tredington is a smaller than average primary school, which is split between two sites that are 2 miles from one another. There are 104 children, aged between 4 and 11, attending the school. Most children have had experience of pre-school education. The school serves a reasonably affluent area close to Warwick and Stratford-upon-Avon. The number of children entitled to school meals free of charge is well below the national average. The percentage of children on the special educational needs register is in line with the national average but there is a large number with specific learning difficulties. No child has English as an additional language. There are four classes in the school (2 on each site). However, the number of children in each year group is uneven with a particularly large group in Year 5. When they first start school the majority of children display personal and academic skills that are better than those expected for their age. However, within each class there is a high number of children with learning difficulties.

### **HOW GOOD THE SCHOOL IS**

This is a very effective school where the strengths far outweigh the few minor weaknesses. The school is led by a very dedicated and enthusiastic headteacher. Teaching is a strength and makes a very positive impact on children's learning. Children of all abilities achieve well. The school gives very good value for money.

#### **What the school does well**

- The school successfully evokes a love for reading, poetry, art and music among the children from the time they start in the reception class.
- Children demonstrate high levels of maturity by using their initiative, setting up independent research and working together to solve problems.
- There is very good use made of information and communication technology (ICT) to support work in many other subjects.
- Children use their very good communication skills effectively during discussions, or when they speak out in front of others in their class.
- The headteacher has created an outstanding sense of teamwork amongst the staff and all are dedicated to raising or maintaining high standards.
- Children's learning is helped by their courteous attitude, very good behaviour, excellent relationships and the deep interest they display towards their work.

#### **What could be improved**

- Inconsistent use of correct punctuation is preventing children's written standards being even higher.
- Some children's mental and oral skills in numeracy are not as advanced as other areas of their work in mathematics.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in February 1997 and it has made good progress since that time. The quality of teaching is much better and more consistent now across the school. The work that is carried out in the foundation stage of learning has improved so that all children's needs are being met. The school now has very good methods to check on the progress being made by all children. There is more attention given to the way the school can improve standards by taking greater account of weaknesses identified in the work that is taking place. The school development plan (school improvement plan) is more

appropriately linked to the school's budget and has been created after consultations with governors, parents and staff. The headteacher continues to demonstrate strong leadership and successfully gives the staff a clear direction.

## STANDARDS

This is a school where the number of children taking the national tests for 7 and 11 year old frequently falls below 10. This means that the national comparisons need to be looked at with some caution. There is a great deal of fluctuation from year to year because the numbers on the special educational needs register varies across the school. In 2000, the numbers with special educational needs were exceptionally high and the test results reflected this. However, when looking at the children's performance at the age of 11 and comparing it with their performance at the age of 7, there is evidence of good progress being made by the majority of children. The present Year 6 group is academically stronger than the 2000 group and this is reflected in the work seen in the classroom, which is well above the level expected for their age in English and above that expected for mathematics and science. The test results for 7-year-olds suffer from the same level of fluctuation noted for 11-year-olds. However, the present Year 2 group is a strong one with nearly all children attaining at least the levels expected for their age in reading, writing and mathematics and a larger than average number attaining beyond the level expected for their age. Children's enthusiasm for, and competence in, reading and writing is particularly impressive in Years 1 and 2. Standards, throughout the school, are good for information and communication technology, art, history, geography and physical education and very good for music.

When children first start school many have mature attitudes and show good levels of independence. The work in the foundation stage of learning successfully builds on this with the staff being very aware of the need to challenge the more able children. By the time they are ready to start Year 1 the vast majority have exceeded the goals anticipated for each of the six areas of learning. In Years 1 and 2 the children are provided with every opportunity to continue to improve their basic skills in literacy and numeracy. In reading, more able children are provided with opportunities to carry out research and to use the Internet for finding out information about several topics. This means that reading standards are very high, with some 7-year-olds reading at levels that are 3, and even 4, years in advance of their own age. The achievement of more able children remains good as they move through the rest of the school. There is a strong emphasis placed on children thinking for themselves as well as being able to work independently to solve problems. However, despite standards in writing being good, there are inconsistencies in the way punctuation is used, resulting in some written work lacking a finished polish. In mathematics, all children are making good progress but some lack the confidence in their mental and oral work that they show in the rest of their mathematics. Children with special educational needs are well supported. Their needs are identified at a very early stage and there are appropriate arrangements to identify what they need to do next to improve.

## CHILDREN'S ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. They enjoy their work and concentrate very well. They are enthusiastic learners as is demonstrated by the number of items and articles children bring in from home to support work in their projects.
Behaviour, in and out of classrooms	Very good. Children behave well in lessons and on the playground. The children are a delight to spend time with and

	their good behaviour helps them to learn efficiently because there is very little time lost to unnecessary distractions.
Personal development and relationships	Outstanding. Children display good initiative and are able to organise themselves exceptionally well. This was seen both in lessons during science and history and on the playground when a group organised a game of cricket without fuss or adult intervention.
Attendance	Very good.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Very good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The teaching has many strengths, which helps children learn effectively. The teaching is very good in 42 per cent of lessons, good in 53 per cent and is satisfactory in 5 per cent. It is never unsatisfactory. In the foundation stage of learning the staff are very clear about how to challenge children appropriately. This is seen in the way activities are organised to help to move children's learning forwards. There is the right balance between direct teaching, which is stimulating and interesting, and enabling children to learn through practical experiences. At present the opportunities for children to use the outside environment is limited. The good quality of teaching and learning is improved through Years 1 and 2. The most impressive aspect of the teaching in this class is the way children are enabled to be confident enough to carry out their own research. This is because there is good attention to the basic skills and to applying these skills in all their work.

In Years 3 to 6 (7 to 11 year olds) the staff pay very good attention to applying literacy and numeracy skills in other subjects. There is also every opportunity taken to involve children in using the Internet and other forms of information and communication technology. This is helping the quality of children's research and enabling them to learn from finding out from a range of different sources. At the beginning of each lesson the teachers emphasise to the children what they are going to learn and this is helping them understand what it is they need to achieve on a lesson-by-lesson basis. There is particular attention given to the needs of more able children, with the school being involved in the 'Bright Sparks' project to help meet the needs of the gifted and talented. Children with special educational needs are able to learn at the same pace as most of the others in their class because of the support provided by classroom support assistants. The staff are very aware of the ability range of the children of different age groups in each class and they take effective measures to plan for their needs accordingly.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. There is effective attention to literacy and numeracy skills. The school is also conscious of the need to provide children with a balanced curriculum and there is high involvement of ICT in all their work. French is also provided for

	children throughout the school and music makes a very important contribution to children's learning.
Provision for children with special educational needs	Good. The children with learning difficulties are very well supported and are able to participate fully in all lessons because of the quality of support provided for them. Children with behaviour difficulties benefit from being in classrooms where it is clear to them what is, and is not, acceptable behaviour.
Provision for children's personal, including spiritual, moral, social and cultural development	Very good. The opportunities provided for children to develop socially is outstanding. They have every chance to take on added responsibility and to think about issues for themselves. They also benefit from a full range of visits that are arranged for them. Despite serving children from a small community, the school makes conscious effort in widening the children's appreciation of people, who have different beliefs, values and cultures to themselves.
How well the school cares for its children	Very good. The children are very well known to the staff and this helps the quality of relationships to be outstanding. There are effective systems in place to help staff be aware of the progress being made by the children.

Parents value the individual attention that is given to their children in this relatively small school. Many parents make a positive decision to send their children to the school because of its reputation for helping more able children and those with special educational needs. The parents regularly raise additional funds for the school and this is helping the school purchase additional equipment that it would not be able to afford otherwise.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Very good. The headteacher is at the heart of this school. She knows her staff well and is a highly motivating and energetic individual who works exceptionally hard for the children. She manages to keep a very high profile on both sites and her visible support is a source of inspiration to the staff.
How well the governors fulfil their responsibilities	Good. There is a good mix of new and established governors. This has resulted in governors re-evaluating their own role resulting in them being in a better position to know the school's strengths and weaknesses.
The school's evaluation of its performance	Good. The headteacher works very regularly in each class, which gives her a good picture of the quality of teaching and learning. National test results, as well as other standardised tests, are thoroughly analysed.
The strategic use of resources	Very good. There is very good use made of funding directed at helping staff with their professional development. This funding has helped individuals to manage their subjects much better. The excellent use made of classroom assistants throughout the school is a good example of the school achieving very good

	value for money.
--	------------------

The school is generously staffed, with additional allocation being made to take account of the large Year 5 group. The school has made very good use of this additional resource and has therefore been able to retain a small pure reception class. The accommodation is not an easy one to manage, with the two sites being more than two miles apart. However, the school makes the most of its buildings and its grounds. The school has created a small but effective computer suite. This has played its part in helping the standards in ICT to be good. The school is carrying a small budget deficit but there are appropriate plans in hand to ensure that this is dealt with.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• They feel comfortable about approaching the school if they have a problem.</li> <li>• There is an expectation that children work hard.</li> <li>• There is a real sense of care for each child.</li> <li>• The headteacher manages to make her presence felt on both sites.</li> <li>• There are good links established with other schools.</li> </ul>	<p><i>A few parents commented that they would like to see:</i></p> <ul style="list-style-type: none"> <li>• Better information provided about how their children are getting on.</li> <li>• More involvement from parents.</li> <li>• A system to inform them when notes are being sent home.</li> </ul>

The parents have made many astute comments and the inspection team agrees with all the positive ones made. There is indeed a sense that each child is valued and cared for but there is also an expectation that they work hard. Links with other small schools and secondary schools are well established. The headteacher does make a great effort to be a focal part of both buildings. The quality of information provided to parents through the children's annual reports is good and the inspection team does not agree with the small number of parents who criticised this aspect. A small group of parents give a great deal of their time to help raise funds and they do find it difficult to get support from a wider group. The school is aware that the present system of sending home information is unsatisfactory and it is looking at ways of making improvements.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and children's achievements**

- 1 To use the national test results alone to assess standards is not helpful in this situation, where year groups are very small and there is a larger than average number of children on the higher stages of the special educational needs register. Standards are high for the present Year 2 and Year 6 groups where children of different abilities achieve well.
- 2 The national test results for 11-year-olds have fluctuated over the past few years. In English, the test results matched the national averages in 1998 and 1999 but fell below in 2000. The present Year 6 group is attaining at a much higher level with nearly all children attaining at levels expected for their age and about a half attaining beyond this. The reason for the fluctuation is that each group has different numbers of children with learning difficulties that require specialist help. In mathematics, the school has made recent improvements to its provision and this has helped to improve the well below average standards that were attained in 1999 and 2000. Almost all the present Year 6 cohort is attaining the level expected for its age and about half is attaining beyond this level. In science, results have been below the national average for the past two years but the present Year 6 group is attaining at much better levels. Nearly all are attaining at the level expected for their age and approximately 40 per cent are attaining beyond this. Standards in information and communication technology (ICT) are good with children applying their ICT skills in most other subjects. Standards are very good in music and good in art, history, geography and physical education.
- 3 When analysing the attainment of successive groups of children at the age of 7 and comparing their level of attainment at the age of 11, there is consistently good progress being made. Standards are therefore high enough, with particular good progress being made by the gifted and talented children.
- 4 The reading and writing national test results for 7-year-olds have been particularly good for the past two years, being either well above, or above, the national averages. The present Year 2 is another strong group with a few children reading at levels that are three, or even four, years in advance of their chronological age. The same impressive results have not been apparent for mathematics with the school's results falling below the national averages in the past two years. However, the present Year 2 is attaining at levels that are above those expected for their age. Similarly, standards in science are good with the present Year 2 attaining beyond the expected levels for their age.
- 5 The national test results of 11-year-old boys and girls in English and science over the past few years suggest that girls are attaining at levels that are well beyond those of boys. However, there is little to suggest that this is as a result of the teaching methods and the very small number of children involved must be taken into consideration when analysing these results. Interestingly, the analysis of 7-year-olds' results shows almost the reverse trend, with boys performing better than girls in reading and writing. This is in contrast to the national trend.
- 6 Children start school with academic and personal skills that are in advance of that expected for their age. They build on this good position by the time they have

finished their foundation stage of learning. Many children have exceeded the learning goals anticipated for 5-year-olds by the time they start Year 1. This is particularly the case for communication, language and literacy, with many children showing that they can express themselves very fluently. The children are eager to answer questions and when doing so explain themselves very eloquently. They are very knowledgeable children and use this to good effect during their work on knowledge and understanding of the world. For example, many children can talk at length about the different types of dinosaurs that roamed the Earth. In the area of personal, social and emotional development, the progress made is good. This is despite a few children who have very strong personalities not always finding it easy to take their turn, or even to share equipment. When compared to the progress made by children aged five at the time of the previous inspection, there is evidence of much improvement. The reception class has embraced the new foundation stage of learning very effectively. It still has some work to do to develop its tracking system so that the progress made by these young children can easily be checked. However, the start that has been made in this area is most promising.

- 7 When children move to Year 1, there is very good progress made. Children in the 5 to 7 age range benefit from the expectation that they carry out their own research and that they are involved with challenging and demanding work. They again use their communication skills to good effect to explain things to others in their class. One example of using the book, 'Dear Greenpeace', shows that children, not only carry out work independently but have developed a mature sense of humour. This comes through in their written work. Children writing to each other about the possibilities of finding a 'giraffe' at the bottom of their garden draw upon information downloaded from the Internet as well as on their own personal knowledge of the circumstances. At the time of the previous inspection children of this age group were making good progress. This has now been further strengthened so that very good progress is evident.
- 8 As children move on into Year 3 they continue to make effective use of their spoken vocabulary to answer questions effectively and to build upon the answers given by others in their class. The children in the 7 to 11 year range are very independent, carry out their own researches and use their information and communication technology skills to good effect. This leaves a very pleasing impression on the way they work in lessons. Groups of children are able to work for long periods without direct adult intervention. They know what is expected of them and respond positively to demanding tasks. Gifted and talented children of this age are benefiting from being involved in a special group that has been set up locally for a number of small schools. During the lessons that occur once a week these children are challenged and work at a demanding pace. Within lessons, there is good progress being made by more able children, who use their excellent communication skills very effectively when discussing issues or debating. There was some criticism aimed at the progress made by Years 5 and 6 at the time of the previous report. This is no longer the case with children within this age group making good progress throughout.
- 9 There are, however, two areas in which children are less secure than in others. These are issues related to punctuation in written work and response to mental and oral mathematics. In punctuation, much is attributable to a little 'sloppiness' in work that is otherwise of a good standard. The written work is still very interesting, containing many imaginative and creative extracts. However, because of the punctuation, their work lacks that finished polish. In the mental and oral work, children's answers are inevitably correct but they tend to take a longer time than expected to get to the answers. The school acknowledges that there have been

issues related to the teaching of this aspect of mathematics in the past. However, these issues have now been addressed but it is still taking a little long for the children to quicken up their pace when responding to mental and oral work.

- 10 Throughout the school, children's work in all subjects benefit from their ability to transfer their literacy and numeracy skills to other subjects and to their ability to use information and communication technology to help with their research. This is seen at its best in some of the work in science, geography and history. More able children are now far more effectively accommodated than was the case at the time of the previous inspection.
- 11 Children with special educational needs are well supported. Their needs are identified at a very early stage and appropriate support is found for them. There is particularly effective support from classroom assistants working in each class or when withdrawing children for specific work. This position has been maintained since the previous inspection.

### **Children's attitudes, values and personal development**

- 12 Children speak with genuine enthusiasm about their school. From the reception class onwards they clearly enjoy their work and display very positive attitudes to learning. Even the youngest children are eager to talk about the books they enjoy and, in a literacy lesson Years 1 and 2, children were so fired up by their work that they were reluctant to pack-up and go to lunch. A group of articulate Years 5 and 6 girls bubbled over with enthusiasm when talking about their work and about the after-school clubs and other activities they enjoyed.
- 13 In lessons children concentrate well, they are keen to answer questions and when required to work independently or in groups they do so without fuss or distraction. When required to speak in front of others in their class they do this with great confidence. For example, in a lesson about conservation, Years 5 and 6 children, working in groups, were very articulate in the way they presented their reasons for opposing a proposed quarry on the outskirts of the village. In assembly a group of older children were able to perform a play with much confidence and enthusiasm.
- 14 An outstanding characteristic of children's learning is the way they use their initiative and are able to organise themselves independently. This is a result of the very effective way in which the school encourages children to take considerable responsibility for their own learning. Independent learning and research skills are encouraged early on. For example, in a literacy lesson, Years 1 and 2 children wrote to Greenpeace to ask what to do about the giraffe at the bottom of their garden. In order to compose a reply they went on the Internet to find out about the giraffe's natural habitat. In a subsequent lesson Year 2 children learnt how to compile fact sheets about gorillas using books and information sheets. Higher up the school, the research skills which children have been taught and the practice they have had working in groups, enable them to work independently in a very effective manner. For example, in a history lesson Years 3 and 4 children sensibly used maps, books and the Internet to find out about early settlement patterns. In a science lesson on germination, Years 5 and 6 children worked together in groups and came to decisions on how to conduct their experiments after mature discussion. They also showed that they were able to learn from each others' mistakes.

- 15 Children are also very good at using their initiative and taking on responsibility outside the classroom. For example, during the inspection children at the Tredington site organised a proper cricket match during each lunch break. When a craze of 'cat's cradle' started, nearly all the children went round with bits of string and were busy teaching each other how to make parachutes and other patterns. Older children show initiative in the way they have organised sports events and also fund raising events to raise money for the Indian boy sponsored by the school and for other good causes. Numerous instances of helpful and responsible behaviour were seen. For example, older boys stacked the mats after break in a sensible manner and also operated the overhead projector and cassette recorder during assembly. Children are keen to help by carrying equipment, doing jobs for teachers, watering the plants and volunteering to sweep-up after lunch. They take pride in doing these jobs well. Younger children are also given responsibilities. During hot break times at the Newbold site children were responsible for bringing out drinking water and tumblers and pouring for each other. Years 1 and 2 children have regular shared reading sessions during which Year 2 children take their responsibility seriously and these sessions have a very positive effect on personal development.
- 16 Children's personal development is also fostered by the residential trips made by Years 5 and 6 and by the varied range of extra curricular activities which children highly enjoy. In a Key Stage 2 assembly about challenge, children were able to stand-up and talk very clearly and confidently about the challenges they had faced on their recent Isle of Wight activity weekend.
- 17 Children behave very well, both in and out of classrooms. Their good behaviour helps them to learn efficiently because little time is lost to unnecessary distractions. Relationships are excellent. Older and younger children play happily together and are very ready to help each other. For example, on 'Open Day' Year 5 help look after the new Year 3 when they come to the Tredington site. Children said that what they liked about the school was that 'everyone's friends with everyone'. They also said that the 'school is good at teaching us good manners'. The school's success in this is seen in the exceptionally courteous and friendly way in which children behave. Incidents of bullying are rare. Children have helped to draw up anti-bullying rules and are aware of the need for openness. There have been no exclusions.
- 18 Attendance and punctuality are very good. The attendance rate is well above the national average. The school is prompt to follow-up unexplained absence. There is no unauthorised absence.

## **HOW WELL ARE CHILDREN TAUGHT?**

- 19 There are many strengths in the teaching. These are helping children to be efficient and interested learners. In each of the four classes there are notable strengths in the teaching of basic skills and in helping children apply these skills in other areas of their work. Teaching is very good in 42 per cent of lessons, good in 53 per cent and satisfactory in 5 per cent. It is never unsatisfactory. This is a much-improved position compared to the previous inspection.
- 20 In the foundation stage of learning, the teacher and classroom assistant form an effective team, with a sensible balance being struck between direct teaching and helping children to learn from providing practical experiences for them. One of the key strengths of the teaching is the way in which the teacher makes the learning stimulating. For example, a basket of teddy bears is used to help children with basic addition and subtraction work. The way in which she uses the teddy bears helps

children deepen their understanding of mathematics but at the same time keeps a sense of fun in their learning. There is also very good attention to reading with expression and enjoyment. This is helping children develop a real love for literature. The careful choice of books is an important component that helps the teaching be that much more effective. There is also good attention to developing creativity in the children. For example, the development of a pre-historic cave is enabling children to 'play act' living a long time ago. However, this would not be successful without the use of a book about a pre-historic child and the many artefacts, including fossils that help the children have some understanding about what it might have been like to live in a cave. Another important feature of the teaching for this age group is the way the children are able to settle quickly to tasks that are not directly supervised by adults. This is because there has been a great deal of attention given to the way resources have been used to help stimulate children's interest. On the writing table, for example, children are given clear direction but are left to write without the need for direct intervention from the adults in the room. The few children who are likely to show anti-social tendencies are dealt with effectively. A few children find it difficult to share equipment or to take turns. The teacher and nursery nurse deal with these situations very effectively. They do not let children get away with anything but deal with situations sensitively so as not to squash their enthusiasm.

- 21 When they move to Class 2 (Years 1 and 2) the personal issues have largely been addressed. This enables the teacher to build on the children's maturity and academic skills to begin to develop independent research. There is continued attention to developing children's love for literature. Books are used as a central core of much of the work that is taking place. One of the best examples was the way in which the teacher used the book, 'Dear Greenpeace' to generate very interesting communication between children. The first group picked up on the theme contained in the book and wrote to another group about animals, such as giraffes appearing at the bottom of their gardens. The second group used the Internet to find-out more information about the animals before replying with humorous extracts about the remote possibility of this being the case. The teacher successfully promotes children's learning by the way she stimulated interest and motivated individuals. Good use of resources, especially the original book and the Internet, aids the process.
- 22 The teacher for this age group uses her own subject knowledge to good effect in stimulating interest amongst the children. She is particularly effective in developing children's basic skills, especially in reading, writing and number work. She has interesting and exciting ways of doing this. During one lesson she used poetry most effectively to help children explore different forms of writing, which they were then very keen to try out. She is very impressive in the way she makes demands on the children so that they are highly motivated, keen to do well and take much pride in their learning. The children are clear about it is they need to do because of the way the objective for each lesson is shared with them. The marking and target system helps them to understand what it is they need to do next in order to improve. The attention to all this detail helps the teaching be very strong for this age group. Added to the quality of teaching is the very exciting and stimulating way the learning environment has been organised. Every possible use has been made of each area to create a stimulating display, mainly of the children's own work or of aspects related to their on-going work.
- 23 Older children in the 7 to 11 age range also benefit from good teaching. This keeps them highly motivated and interested in learning. The children in this age group show very mature attitudes and have been responded positively to the opportunities

for them to work independently. This is seen at its best when one group of children who have already conducted a 'fair test' experiment advise another group, who are about to set off on a similar task, about the pitfalls they met on the way. Children are also encouraged to consider how well they are doing by being involved in self-evaluations each term. This is helping them to have very good knowledge of their own learning and what it is they need to do next in order to improve. Children are expected to work hard and they respond by showing sensible working habits. Indeed, sometimes the teacher could well leave the room after they have started working because the vast majority of children are so fired-up and interested in their work.

- 24 In Class 4 (Years 5 and 6) the teacher is successful in helping children to be critical of each others' work without destroying the confidence levels of the author. For example, when one child comes up with the phrase, 'good fresh air blowing in my face', others are quick to suggest alternatives to the word 'good'. The person who originally suggested the phrase is more than pleased to consider alternatives. The vast majority of children in this class have been at the school for most of their school life and have responded positively to the opportunities for them to be autonomous. This is seen at its best during playtimes when children organise their own cricket match or check on their plants they are looking after. They require little supervision because they know what is, and is not, acceptable. Many children expressed their delight at the extent the school 'trusts them to be sensible.'
- 25 Throughout the school there is effective support provided for children with special educational needs. The impact of the provision is helped by the good quality of support available from a range of additional adults who provide it. When withdrawn for specialist work, the adults working with these children are very clear about what they want the children to achieve. The children, in their turn, strive to achieve well. The consideration given to children with special educational needs underlines the attention that the school gives to children of different ages and abilities in each class. Throughout the school classes contain children of mixed ages. This does not pose a problem because of the way teachers plan for their needs. This is seen at its best during initial discussions when questions are deliberately aimed at different individuals or groups.
- 26 One of the most impressive features of the teaching throughout the school is the care that has been taken to use resources that are stimulating and appropriate. There is careful consideration given to ensuring that children have access to a full range of literature from different cultures and time. Books very often form the focus of most of the lessons, with younger children in particular, showing much excitement as well known stories are re-told. During a science lesson, a large range of potted plants was used to help children classify them according to different attributes. In music, children have access to steel pans so as to develop their interest in music from different cultures. Whenever possible computers are used to help children gain more access to information. This was seen at its best during a history lesson in Class 3 (Years 3 and 4) when the teacher encouraged the children to use the Internet in order to help them consider why different people settled where they did. The development of an unusual but stimulating play environment (pre-historic cave) in the reception class emphasises the care teachers' take to use resources effectively to stimulate children's interest.
- 27 The children are able to enjoy music because of the quality of teaching that is taking place. The school uses the services of a specialist teacher with all age groups. The attention that has been given to music throughout the school has ensured that

standards are very good by the time children reach Year 6. Nearly all children in this age group are proficient in using a musical instrument and can perform as part of a larger group. The quality of the teaching results in most children being highly motivated so that many are learning to play an instrument in their own time.

- 28 There is little doubt that the quality of teaching is having a very positive impact on children's learning. This is particularly the case in English, where children are encouraged to be critical of books, leading to them developing a real love for literature from very early on. Similarly, in mathematics, children are provided with demanding work with a huge emphasis placed on problem solving. Surprisingly, the children's response to mental and oral work is not as quick as one would expect. This is due to limited emphasis being given to this aspect of mathematics in the past. However, the teaching gives appropriate emphasis to mental and oral work now with many interesting tasks being organised to promote children's work in this area. Since the time of the previous inspection there is vast improvement in the quality of teaching with no unsatisfactory teaching now evident compared with more than 10 per cent previously. However, the most pleasing improvement is in the amount of 'very good' and 'good' teaching that is now apparent. The issue of management of children sometimes being unsatisfactory no longer exists.
- 29 Homework is used effectively to extend the work that is happening at school. Much of the homework is in the form of research and children bring in many items to school to support on-going work. Parents are by and large happy with the school's arrangements for work that is to be completed at home.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO CHILDREN?**

- 30 The curricular and other opportunities provided for the children from 5 to 11 years of age is very good and all the statutory requirements are being met. The curriculum is broad and balanced and the school has worked effectively to ensure that the local community is central to the curriculum. The addition of French further broadens the curriculum and during the inspection some of the youngest children were even heard counting in Spanish. The National Literacy Strategy and Numeracy Strategies are being well implemented and the positive effect of these strategies is seen in many other areas of the curriculum, but particularly in science and history. The school is successful in developing a love for reading, poetry, art and music from an early age. The standard and range of the artwork, written work on display, hymn singing and performance of musical instruments, engender a quality learning environment. There is very good use of information technology and communication technology (ICT) to support work in many other subjects. The planning in subjects is good and takes full account of the prior attainment of pupils and activities are organised to ensure that the more able children and those with special educational needs make good progress.
- 31 The more able children are challenged by having specific learning targets set for them. There are opportunities for some of these children to join with children from other local primary schools in a venture called, 'Bright Sparks'. The number of children involved varies annually depending on need and ability. In these sessions, children are constantly challenged to think for themselves and find solutions in a range of issues. The subject matter covered is also broad, mainly focusing on mathematics but also taking account of other areas of the National Curriculum and current affairs. The quality of teaching and response from the children in these

sessions is particularly good. Those children who have special educational needs are well supported within the whole-class setting. Work for these children is well structured and ensures that, with support, they receive their full National Curriculum entitlement.

- 32 A range of curricular opportunities enriches the work of the school and ensures equality of access for all pupils. What stands-out as being particularly effective is the way the school has developed a curriculum that ensures that all children know their own locality very well and are able to compare and contrast their environment with others in this country and elsewhere in the world. This involves the children in field trips of many kinds and also visits from a variety of people to the school to talk to the children. This ensures that the curriculum is always exciting and relevant to their needs. This is particularly so in geography and history. In these subjects there are opportunities to visit places of interest such as the Birmingham Egyptian Gallery and Kenilworth Castle to develop their understanding of the past, Stratford-upon-Avon to compare a larger community and Leamington to meet with Sikh children who have a different cultural background. In order to further enrich the understanding of other cultures and to assist in learning of what life is like further afield, the school has brought-in visitors to involve the children in African and Indian music, dance and drama. 'E' mail links are also being developed with schools in Switzerland and Australia and the Internet is also used to gather information. The school has developed a good Community Related Curriculum Policy and this is having a positive affect on the children.
- 33 The range of extra-curricular experiences offered to the children is very good. The school is proud of its environment and the gardening club has worked hard to brighten the school grounds. Coffee mornings successfully raised funds to provide a greenhouse enabling children to grow plants from seeds effectively. The physical education curriculum has been enriched with the provision of gymnastics, athletics, shinty and 'Top Sports Basketball'. As part of the school safety awareness programme, the older children partake in cycling proficiency, initially using the security of the school playground to develop safety skills. The music curriculum is enhanced with extra curricular involvement. The children involved in learning to play the steel pans are particularly skilful and create a wonderful collective sound.
- 34 There is very good provision for the children's personal, social and health education. The way the children interact socially is seen as one of the outstanding features of the school. Not all children come to school with well-developed social skills, some find it difficult to share the teacher's time and relate appropriately with each other. However, by the time they leave school, they have developed excellent social skills and show a very mature attitude towards each other. This is evident throughout the school when listening to pupils talking to each other, working in classrooms and when relating to all adults. It is most prominent however, at playtimes when children organise themselves with little need for adult intervention. The school works hard to enable the children to be responsible for their own actions, to show tolerance and understanding and to deal appropriately themselves with whatever disputes arise. The children co-operate well with each other in lessons and are very supportive of each other as was seen in one food technology lesson. In this lesson, a Year 6 child clearly outlined the problem she had encountered in not reading the recipe carefully, as she did not want the others in the group to make a similar mistake. Children's learning is helped by their courteous attitudes, very good behaviour and excellent relationships. As part of the health education programme the school has clear sex and drugs awareness policies. Meetings have been held with parents to outline the current issues of drugs and of sex education.

- 35 Provision for children's moral development is very good. Pupils enjoy coming to school and form strong lasting relationships in a caring school community. There is a well-defined code of conduct that the children themselves have developed. It is based on their interpretation of effective school rules and the children can, in most cases, deal effectively with sanctions themselves. This enables the children to be socially responsible for their actions and has proved to be very successful. The teachers are consistent in their approach to a moral code and it is instilled in the children from the time they enter school. The headteacher and staff feel this aspect of learning should receive high priority. For those children who require extra support, then 'Circle Time' helps them explore moral issues relevant to them. The headteacher also finds time on a weekly basis to work alongside children who have any behavioural problems. This, together with assembly themes as well as the good examples set by staff, reinforces good moral values.
- 36 The school's provision for spiritual and cultural development is very good. There are opportunities for quiet reflection and prayer in assemblies and an emphasis on exploring the spiritual meaning of festivals in our own and other countries, such as Africa and India, through music, dance and drama. Music forms a central part of spiritual development; the singing in assembly makes a singularly powerful contribution. The school has tried very hard to give the children opportunities to learn about other cultures. There are established links with members of other faiths, for example, the Sikh community in Leamington. Children visit a school with large numbers of ethnic minority children, are shown around the temple and gain much from this experience. The school is also linked to a new intercultural initiative called 'Heartstone'. This initiative, which is based on a novel, is well resourced and will further enhance the multicultural curriculum.
- 37 The school's links with the community are very good. The school works successfully with community groups such as a variety of Christian workers, drama and dance groups, the community police, Macmillan nurses, dental nurses and the elderly who live close by. The children are also well aware of the need to support those who are worse off than themselves in their community and regularly organise their own fund raising activities to support others. Much of the curriculum revolves around the children visiting parts of the local community or adults who work in it visiting the school. The school is successful in ensuring that the school and its children are at the heart of the community.
- 38 The school has developed very good links with partner institutions. It is actively involved in the 'Building Bridges' project, which is being developed throughout the county to improve links between primary schools and secondary schools. It particularly focuses on the transition from Year 6 to 7. The school has also successful links with other local primary schools, where together they have supported each other in a variety teacher training needs and curricular initiatives, for example, the 'Bright Sparks' project

## **HOW WELL DOES THE SCHOOL CARE FOR ITS CHILDREN?**

- 39 The staff provide very good quality care, guidance and support for the children they are educating. The procedures and practices for assessment and monitoring of the children's academic progress are very good. The monitoring of behaviour and of children's personal development is also very good. Monitoring of attendance is very good. The attendance rate is well above the national average and there are no

unauthorised absences. The attention paid to procedures for child protection and health and safety are very good. The school has recently had a health and safety inspection carried out by the Local County Council and is well aware of what has to be done.

- 40 The children are known as individuals and the educational provision is very well matched to meet their particular needs. The school provides a very warm and caring environment that is secure and safe for all.
- 41 Assessment and monitoring of academic progress are very good, ensuring that children of different abilities are identified soon after their arrival at school. The work that is given provides effective and appropriate challenge for all children. Initial assessment for reception children is used well to identify the children's basic learning skills and is used to ascertain the progress that they make as they move throughout the school.
- 42 Very good use is made of the analysis of National Curriculum test results at the end of both key stages and other optional tests to identify strengths and areas for development in the delivery of the curriculum. Targets are set for individual children to work towards and children are involved in assessing their own progress through very effective use of self-evaluation sheets.
- 43 The school has developed a rigorous system for tracking and recording individual children's progress throughout the school. A clear and consistent system is in place. The quality of teachers' planning is very good. Lesson plans have clearly identified learning objectives and assessment opportunities are an integral part of medium and daily plans. Assessment procedures are very well used to inform the next steps in learning. The monitoring of progress for children with special educational needs is very good. This is linked to their individual education plans and annual review targets.
- 44 The monitoring and promotion of behaviour and personal development is very good. All adults in the school use many opportunities well to ensure that children treat each other with consideration and respect. Children are encouraged to listen and appreciate the views of others, supported by the very good relationships and examples set by all the adults around them. The children are keen to work hard and to behave well. The headteacher has a system in place for monitoring behaviour and for supporting individual children. A behaviour diary is kept.
- 45 Monitoring of attendance is very good. The headteacher and Education Welfare Officer monitor any trends and these are effectively followed up. Parents usually telephone the school if their child is going to be absent. If this does not happen the school has a system in place to telephone the parents.
- 46 Procedures for child protection are very good. The headteacher is the designated person and the local authority guidance is followed. Staff know the school procedures that should be followed. The children learn about 'keeping safe' as part of the personal, social and health education programme and through lessons in science. The school is currently in the process of writing a Personal Social and Health Education policy. The school provides discrete teaching on sex education and on drugs awareness. Parents are consulted and children are encouraged to discuss issues with them. The school has worked effectively with the local police liaison-officer and has taken part in 'Crucial Crew' activities. Daily procedures for child protection are secure. There are qualified first aid people on both sites and a

revision course in First Aid has recently been undertaken. An accident book is kept. Break times are well supervised and children have access to appropriate play equipment. School meals are nourishing and the children are given plenty of time to finish their meal.

- 47 The procedures and practices related to health and safety are good. Regular equipment tests and procedures are undertaken. There is an appropriate Health and Safety policy that is due to be reviewed in the Spring Term 2002. The issues raised in the last report have been addressed.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

- 48 Parents strongly support the school. Parents particularly value the approachability of staff and the responsiveness of the school to any concerns they might have. They are very confident in the leadership of the school and appreciate the way in which the headteacher manages to make her presence felt on both sites. The parents' questionnaire and comments made at the parents' meeting reveal widespread confidence in the school's work. However, a few parents expressed concern at the school's failure to ensure that occasional notes reached them safely. The school is aware of this problem and is considering how its system of delivery can be improved. Otherwise the school keeps parents well informed through regular newsletters, an informative pre-school booklet and prospectus and by providing parents with copies of updated policies.
- 49 The school keeps parents very well informed about their children's progress. The inspection does not support the concern of a minority of parents that they received insufficient information about this. Three well planned parents' evenings are held each year. In the Summer term parents are able to see folders containing the work their children did in the course of the Spring term. These include the teachers' evaluations as well as thoughtful self-evaluations made by older children and they give parents a good opportunity to see the kind of progress their children are making. At the parents' meeting held after the annual reports are given out, parents are able to discuss with their child's teacher the reports, folders and also progress made towards targets. The annual reports on children's progress are based on a thorough knowledge of the children and generally provide good descriptions of strengths and weaknesses in English and mathematics as well as brief comments on other subjects.
- 50 The very effective partnership between parents and school helps the children's learning. The school encourages parents to support their children's work at home by providing clear guidelines on homework, including guidelines on how to tackle the topic homework given to Years 5 and 6 children. The headteacher is available to help with homework problems at her weekly 'surgery'. The school has held well-attended meetings on the numeracy and literacy hours, which give parents insight into how these subjects are taught. Parents are also invited to meetings on the Foundation Stage of Learning, national tests, sex education and drugs awareness. Parents help the school in many ways. There is a very supportive Parent Teacher and Friends Association which not only organises fund raising events but also helps with transport and by serves refreshments at school events. A small number of parents and members of the community give useful help in the classrooms on both sites.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

- 51 The headteacher is very much at the heart of this school. She has very successfully helped to overcome the potential difficulty of having a school on a split site that has a distance of more than two miles between the two buildings. She has a strong presence on both sites. She keeps up a very effective routine that sees her being able to talk to parents when they arrive with their children in the morning as well as being able to communicate with staff on both sites. This has enabled her to get across a clear and appropriate educational direction to all that work in the school and to put emphasis on raising or maintaining high standards. Her personal energy drives the school forwards. She is keen that the children attending a relatively small school do not lose-out on any aspect of the curriculum. At the time of the previous inspection the headteacher's leadership was described as strong and this still remains to be the case.
- 52 The inspection took place at a time when the deputy headteacher, someone who was recognised as a good teacher and subject co-ordinator at the time of the previous inspection, was absent with a long-term illness. This inevitably handicapped the school but the impact of the deputy's work on the school was none-the-less apparent through the ways in which she had set up new initiatives or organised her own subject areas. It is clear that the headteacher and deputy have a very positive working relationship and both are very much respected by staff, parents and the children. This strong position has been maintained since the previous inspection.
- 53 The headteacher has successfully enabled the staff and governors to have the school aims at the forefront of their minds when considering any developments. The level of autonomy shown by the children is testament to the school giving serious consideration to its aims. Raising and maintaining high standards are also very clearly stated in the aims. The emphasis given to this aspect of the school's work shows how the aims are at the centre of the school's way of working.
- 54 The headteacher uses the support of the Local Education Authority's advisory staff effectively in helping to analyse data and giving consideration to school improvement. The headteacher teaches in every class and therefore has a very firm handle on the way the children are organised, managed and motivated. As a result, the senior management team and governors have a very good understanding of the school's strengths and weaknesses. The headteacher also carries-out a planned programme of monitoring the teaching and learning in each class and is therefore able to give quality feedback to individuals about their teaching. The staff respect this and respond positively to any area that is highlighted as requiring improvement. The headteacher has a strong presence about the school. This is adding to her knowledge of what is happening at any time and makes her very accessible to all staff and pupils.
- 55 The school development plan has been drawn-up after effective analysis of the school's needs has been undertaken. The actions needed are effectively prioritised with appropriate consideration given to resourcing and funding. One of the strongest features of the school is the commitment of the staff to working together. This is seen in their understanding of the priorities that are drawn up and their dedication to ensure that school improvement is a high focus for all. Individual members of staff are fully aware of their responsibility in taking action for an area recognised as requiring improvement. To this end, there is a strong sense of all working to a common goal and being able to support each other appropriately. This is another

strong point that was evident at the time of the previous inspection. All staff have additional responsibilities for managing subjects. In a small school like this many members of staff have responsibility for many areas. The school has reached a sensible and efficient way of ensuring that appropriate priority is given to a set of subjects at any time. Each subject managers will only have one area that is undergoing focussed development at any given time and other areas are 'put on hold' while this is happening. The system works well with the school being able to give much attention to the whole school development areas while giving appropriate 'maintenance' attention to other areas.

- 56 There is very effective use made of technology as a tool to help manage the school. Apart from budgetary matters the school keeps track of children's progress on computer and is able to make predictions about future attainment and set targets as a result. There is very effective day-to-day administration with a very dedicated clerical assistant who not only ensures that matters runs smoothly but helps to make parents and visitors feel welcomed.
- 57 The governors contain an interesting mix of experienced and new people. The established governors have dealt with the issues of amalgamation in the recent past and are very aware of the need to bring together two communities that are separated by a distance of about two miles. The governors have been effective in ensuring that this school feels like one, despite the physical separation. The new governors have brought a freshness and commitment to the governing body. New systems have been introduced which see strong links between individual governors and staff with specific responsibility for different areas. This has put them in a strong position of knowing what the school's strengths and weaknesses are. They meet their statutory obligations and are a source of effective support for the staff. The criticism aimed at governors at the time of the previous inspection has been dealt with and there is now greater understanding of the school's strengths and weaknesses.
- 58 The school is carrying a small budget deficit. This is as a result of changes that occurred to the funding arrangements in the recent past. The school has taken the decision to provide additional staffing to cope with the large Year 5 group in the school. The governors are fully aware of the situation and have appropriate plans in hand to reduce this deficit. Financial planning in the school is difficult when the school is anxious to reduce its deficit. However, there is careful consideration given to the impact spending is having on standards attained and the quality of the overall provision.
- 59 The staffing is generous but this is due to the unusual grouping of children for there is a very high number of children in Year 5. There is also a number of classroom support assistants and specialist staff available to support different parts of the curriculum as well as children with special educational needs. The level of learning resources is good, especially since the creation of a small, but effective, information and communication technology suite. There is an adequate number of books available to the children with attention being given to quality books as well as to multi-cultural issues. The school is sensitive to the fact that the vast majority of children attending the school are white and that many will not come into day-to-day contact with children from different backgrounds and cultures. To this end there is good attention given to providing children with images that helps them have greater understanding about people from different parts of the world who have different beliefs and religions.

- 60 The accommodation is unsatisfactory because of the distance between the two buildings, which inevitably restricts opportunities for older and younger children to work and play together. However, the school makes the most of the accommodation available to it, particularly in respect of the outdoor areas in the Tredington site. There is however a need to consider how an appropriate outdoor area can be created for children of reception age in the Newbold site.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

61 The school has already worked at identifying issues for the future. Despite the good work that is happening in the area of information and communication technology, the staff appreciate that improving their professional knowledge needs to remain a high priority in the future. As the school seeks to build on the strong position outlined in this report, the governors, headteacher and staff need to:

- **Give greater emphasis on the consistency that children achieve when applying punctuation in their written tasks. (Paragraphs 9, 102 and 106)**
- **Continue to work at improving children's mental and oral skills in mathematics, especially in relation to their knowledge and understanding of times tables and the pace of their response. (Paragraphs 9, 28, 110, 113 and 114)**

62 **In addition to the two main key issues the school also needs to seek ways of:**

- Increasing the opportunities for children in the foundation stage of learning to have access to outside play. (Paragraphs 60, 63 and 85)
- Improving the organisation of the way letters are sent home to parents. (Paragraphs 48)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	40

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	42%	53%	5%			

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		101
Number of full-time pupils known to be eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		31

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	15

### Attendance

#### Authorised absence

	%
School data	3.5
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	8	6	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	7	8
	Girls	6	5	5
	Total	14	12	13
Percentage of pupils at NC level 2 or above	School	100 (82)	86 (88)	93 (71)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	6	5	6
	Total	14	13	14
Percentage of pupils at NC level 2 or above	School	100 (88)	93 (82)	100 (88)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	7	7	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	4	6
	Girls	5	4	6
	Total	10	8	12
Percentage of pupils at NC level 4 or above	School	71 (54)	57 (46)	86 (62)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	6
	Girls	7	4	6
	Total	12	10	12
Percentage of pupils at NC level 4 or above	School	86 (62)	71 (54)	86 (62)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	88
Any other minority ethnic group	

*This table refers to pupils of compulsory school age only.*

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

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	nil	nil
Other minority ethnic groups		

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	5.6
Number of pupils per qualified teacher	18.75
Average class size	26

#### **Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	125

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a

Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Number of pupils per FTE adult	n/a
--------------------------------	-----

*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999/2000
----------------	-----------

	£
Total income	225,156
Total expenditure	229,105
Expenditure per pupil	2,122
Balance brought forward from previous year	-4,405
Balance carried forward to next year	-8,354

## Results of the survey of parents and carers

### Questionnaire return rate

44.6%

Number of questionnaires sent out

101

Number of questionnaires returned

45

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	47	4		
My child is making good progress in school.	47	47		2	4
Behaviour in the school is good.	53	42			5
My child gets the right amount of work to do at home.	22	69	9		
The teaching is good.	58	36	2		4
I am kept well informed about how my child is getting on.	27	60	9	4	
I would feel comfortable about approaching the school with questions or a problem.	80	16	2	2	
The school expects my child to work hard and achieve his or her best.	64	33	2		1
The school works closely with parents.	33	53	11	2	1
The school is well led and managed.	58	38		2	2
The school is helping my child become mature and responsible.	47	47	2		4
The school provides an interesting range of activities outside lessons.	38	51	9	2	

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

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

- 63 Children start in the reception class in the autumn term of the academic year that they are five years of age. The majority have attended the 'newts' pre-school group, which meets on the Newbold school site before they start in the reception class. The present situation sees the small group of 14 reception aged children being taught as one group in order to give them the best possible start to their education life. This has helped the energies of the class teacher and the part-time classroom assistant to be devoted to introducing the foundation stage of learning. At the time of the previous inspection the provision for this age group was criticised for not taking for being too formal. The introduction of the foundation stage of learning has helped the staff to be clear about the appropriateness of the provision. The classroom which accommodates the group is a temporary, mobile style room. However, much attention has been devoted to creating a stimulating and interesting environment which reflects the needs of these young children. There is no outdoor play environment available for these children. However, good use is made of the playground to provide as many outdoor activities for reception aged children.
- 64 The 'newts' pre-school group, which meets on the same site as the reception class, is helpful in enabling the teacher of the reception class to get to know the children and their parents before they start school. As a result, the school does not feel they need to have a system of home visits before children start. However, informal arrangements exist which helps the school gain the necessary information about individual children's academic and personal skills. Most children have academic and personal skills which exceed those expected for their age. They are confident communicators and have good knowledge of the world around them. However, in each group there are children who have learning difficulties.
- 65 The present arrangements for reception-aged children is appropriate and, despite the lack of a natural outdoor facility, the staff make the most of the playground that is used for all 'infant ' aged children. There are also plans to develop an appropriate outdoor area but these are at very early stages of development. The previous inspection indicted that there were concerns related to the appropriateness of the activities for the youngest and less mature children. This no longer a concern with tasks now being suitable for the needs of all children.

### **Personal, Social and Emotional Development**

- 66 The vast majority of reception-aged children demonstrate mature personal skills when they first start school. They are familiar with sharing and taking turns and most already know each other, either through friendship groups in the village or through the 'newts' pre-school group. However, there are a few who find aspects of personal, social and emotional development difficult.
- 67 The vast majority of children are showing good levels of independence and make choices. They show that they can sustain interest in one activity. The teaching puts much emphasis on developing independence with opportunities being found for them to do so, for example, in the writing area. Children settle very quickly to a range of activities after they have gathered together on the carpet. They only need telling once what it is they are doing and move off quickly and sensibly to their areas. Most children are able to share equipment and co-operate during play. There

are, however, examples of a few children finding this difficult. The adults in the reception class deal very effectively with these situations and ensure that the children involved understand how important it is to share without squashing their enthusiasm.

- 68 The good progress made in this area enables most children to exceed the learning goal anticipated by the time they start Year 1. The teaching is good, especially in the way individuals are dealt with sensitively but with purpose.

### **Communication, Language and Literacy**

- 69 Most children start in the reception class with good levels of communication. They speak clearly and confidently and are able to listen for extended periods. Many children have benefited from good pre-school experiences related to books and most know how to handle books and recognise that print conveys meaning. Similarly, many are able to write their names and form letters correctly. During their time in the reception class they build on this solid foundation and make very good progress so that the vast majority are exceeding the learning goal. The only exceptions are those who have learning difficulties, who do not reach the anticipated learning goals by the time they finish in the reception class.
- 70 During their time in reception, children have many opportunities to express themselves verbally. They use their good communication skills effectively when answering questions or when making observations. They also arrive in the morning or afternoon full of excitement about things that have happened to them at home or on the way to school. The teacher embraces this excitement as part of the daily routine, allowing children to explain things to the rest of the class. Children are good listeners in these circumstances and many can build on what has been said. At the beginning of one lesson, two children explain to the rest of the class how they have developed a 'map' of the playground. Their explanations are very full and their articulations help others in the class to be captured by what is said.
- 71 The teacher takes full advantage of this good quality of communication by using the children's attentiveness and good listening as she plays games aimed at improving pre-reading skills. At the end of one day, for example, the teacher plays a whispering game when she whispers the name of something to one child. Together they then give the children a clue as to what it is. For example, the initial sound is given and the children have to consider other clues to guess what the item is. This is just one example of reading skills being developed. The children have access to a wide range of books. Some are taken home and others are used daily as part of the lessons. A book about a pre-historic boy is the focus of much of the work carried out in the pre-historic cave play environment. Many children are already reading with much expression and confidence before they leave the reception class.
- 72 In writing, there is much effort made to help children write for purpose. They make good use of the writing area that is set up in the classroom. Children are encouraged to move from early mark making to writing in full sentences by a carefully planned programme which integrates direct teaching and allowing children to 'have a go'. By the time the children are ready to move into Year 1 many are writing full sentences. They also form their letters correctly and show few reversals. Their letters have flicks on and there is a consistent use of finger spacing between words.

- 73 The teaching is particularly effective for this area with the impact on children's learning being very prominent. The inter-mix of direct teaching and enabling children apply new skills in a supportive environment is working well.

### **Mathematics**

- 74 As with communication, language and literacy, many children start in the reception class having already established good mathematical understanding. The majority are showing that they have mathematical knowledge that is beyond the level expected when they start school. However, the school builds on this good position and by the time they leave the reception class far more children are showing mathematical knowledge and understanding that is beyond the level expected for their age and are exceeding the learning goal.
- 75 Children are involved in mental and oral work daily. There is also a great emphasis given to using and applying mathematics from many different perspectives. In the sand and water for instance it is clear to see that many activities have been set-up so as to develop children's understanding of volume or capacity. In the play environment there are several opportunities to be involved in counting. There is good attention to practical activities where possible.
- 76 During the mental and oral work the teacher successfully uses teddy bears to stimulate the children's interest. The teacher presents the children with a basket and counts-in with the children a number of bears. One or two are then subtracted and the children have to work-out how many are left. About three-quarters of the group is able to deal with the concept of 7 take way 1 and reach the accurate conclusion that there are 6 left in the basket. Most of the children are able to count to 20. They demonstrate that they can count forwards and backwards. They can also count in 10s to 100. They can also estimate the position pointed out on a 0 to 10 number stick.
- 77 During the group tasks that occur there is very good positioning by the classroom assistant to aid the whole process. She is quick to step in and help those who find the task difficult or to manage those who have a tendency to shout out. The teaching is therefore making a very positive contribution to children's learning in this area.

### **Knowledge and Understanding of the World**

- 78 Many children have a wide general knowledge when they first start and have the capacity to be stimulated by events that happen in school. The school successfully builds on the natural curiosity demonstrated by the children and most are exceeding the learning goal by the time they start in Year 1.
- 79 During science activities, children are growing plants from seeds and enjoy carrying out investigations to find out what it needed to make plants grow. Many children talk about their own gardens at home and how they have a little plot of their own to grow things. The class make good use of a local wood that they have adopted and make seasonal visits to it to try and note the changes. They are familiar with the way tadpoles turn to frogs and what happens when a bird lays an egg.
- 80 Children use the computer with some confidence. They can manipulate the mouse and move the cursor to a desired icon. Children have used the art program to create interesting pictures and are able to print off work as required. They also have

experience of designing and making artefacts. There is always something set-out for children to do which requires them to build. The vast majority enjoy this and end up creating interesting and quite advanced constructions.

- 81 The play area has been set-up as a pre-historic cave and includes several fossils. This stimulates children's interest and many want to talk about dinosaurs although they do understand that they did not live at the same time as the pre-historic period they are studying. The most impressive feature of the children's knowledge, however, does relate to dinosaurs with many being able to name different ones and talk about the meat eaters as opposed to the vegetarians.
- 82 The teaching is good for this area. It allows the children to be excited about several things related to growing, history or making. The carefully planned activities enables the children to develop their knowledge in a progressive way that builds on what they already know.

## **Physical Development**

- 83 Children make satisfactory progress in their gross physical skills but progress is good in their ability to use finer manipulative skills. This results in most children showing sign of exceeding the learning goal for this area by the time they are ready to start Year 1.
- 84 During a physical education lesson, which they share with Year 1 and 2, the reception children show that they are able to know the value of warming-up for an activity and can participate in a small game, such as, tag. Most are able to throw a coit accurately into a basket which is positioned two metres away. Some are able to bounce a medium sized ball and catch it after the bounce. Although the group is a large one with children from different age groups participating, the teacher is aware of using different equipment to meet the needs of children of different ages and abilities.
- 85 Opportunities are restricted, however, for children to access to outdoor play. The playground is quite accessible to the classroom but it has to be used by all the infant aged children, which restricts the use that can be made of it by the reception class.
- 86 In the classroom children are provided with many activities aimed at improving their manipulative skills. The writing area has been set-up so as to encourage children to cut and glue as well as write. Children cut-out pictures from magazines and glue them on to desired places in books or paper. They do this with some skill and with some consideration to how pleasing the end result looks.

## **Creative Development**

- 87 Children make good progress in this area of learning enabling the majority of them to exceed the learning goal anticipated for children of this age. The teaching provides many opportunities for children to develop skills in this area through painting, music and play.
- 88 The play environment allows children to imagine themselves living in the times when there were cave-dwellers. They are provided with enough information to enable them to move from the known to the unknown world. The teacher has focussed on a book about a cave dweller to help the children understand more about how they might have lived. Extracts from the book are often played out when children use this area. On the playground the teacher uses boxes of various sizes to help the children play imaginatively. These boxes quickly leads to children moving into a make-believe world of space invaders and pirates. The children play calmly but purposefully as they swap roles and make decisions with very little adult intervention required.
- 89 Children work with the specialist music teacher to develop their musical skills. They have a good sense of rhythm and beat and can clap in time to the music being played. Children can anticipate when they are required to join when working together with the teacher on performing a piece of music. They also listen well and have views about different types of music being played.

## **Teaching and Provision**

- 90 The teaching is good with many very positive features evident. The adults working with these children are particularly aware of the need to move from direct teaching

to helping children learn through practical experiences. The balance between the two is just right.

- 91 The teaching is particularly good for communication, language and literacy and for mathematics. This is because the teacher is very aware of the need to build in the solid foundation with which the children start school. There is a concentrated effort made to take children's learning forwards from what they already know and therefore the teaching is challenging and inspiring. There is very effective relationship between the teacher and the classroom assistant, who works part-time. They form a good team with one being able to deal with any minor issue that occurs when the other is working with the whole class. There is also good understanding between the two when it comes to focussing on tasks carried out by children. The planning is thorough and helps them to be clear about what they expect from each area.
- 92 The staff have embraced the new foundation stage of learning and used it to good effect to set-up an appropriate environment for children of this age. The range of activities planned for the children take full account of their age as well as their levels of ability. More formal tasks are planned for they develop skills. The teacher is now at the stage of developing an appropriate tracking system for helping check on the progress made by the children in their foundation stage of learning. This is the next major development that needs to happen in this area to improve still further the good work that is now taking place.
- 93 There has been considerable improvement made since the previous inspection with children now being provided with appropriate tasks according to their ability and the planning taking full account of the age range and abilities of all children.

## ENGLISH

- 94 If we looked at national test results for 11-year-olds alone then there is a suggestion that standards are not high. However, this is misleading because we are dealing with small groups and with a varying number of children who have specific learning difficulties belonging to different cohorts. The children currently in Year 6 are attaining at levels that are well above that expected for their age. This is confirmed by the teacher assessments that have already taken place.
- 95 The national test results for 11-year-olds show that the school's results matched the national average in 1998 and 1999 but fell below this in 2000. One of the main difficulties that the school experienced in 2000 was a larger than normal group on the higher stages of the special educational needs register and fewer attaining above the level expected for their age. This is not the case for the present Year 6 group with most expected to attain the level expected for their age and approximately a half moving beyond this level. This is reflected in the work seen in lessons and in the work completed throughout the year. Standards are therefore high enough with children of different abilities achieving well.
- 96 Over the past few years, girls at the age of 11 have performed much better than boys. There is no apparent reason for this that can be attributed to teaching and learning. This is not apparent in the test results for 7-year-olds over the past few years, where the reverse is true for reading. Unusually, boys have performed better than girls in reading at the age of 7, which is in contrast to the national picture. In writing, 7-year-old girls and boys are performing at the same level. This also differs from the national trend where girls are performing much better than boys. The school is aware of these variations and have looked at making any necessary adjustments. However, there is no obvious reason for the difference and the small numbers involve must be considered before making too many assumptions.
- 97 The test results for 7-year-olds show that in reading the school's performance has varied between being very high in 1997 to being below average in 1998 and rising again to being above, or well above, average in 1999 and 2000. The current Year 2 cohort is performing at well above the levels expected for their age in reading. The same variation occurs in the writing results for the past few years and there is no clear pattern emerging. The present Year 2 is attaining above the levels expected for their age in writing with standards not being as strong as they are for reading.
- 98 Standards in speaking and listening have been consistently above the levels expected for several years. Children, from very early on, speak clearly and eloquently and can express themselves fully. The school makes the most of this strong position by building-on children's confidence to speak out in front of their own class or sometimes in front of the whole school. When children give answers to questions in Class2 (Years 1 and 2) they are usually very full and very interesting. They combine the issue at hand and bring in other relevant information from their general knowledge. The work related to reading a book about a gorilla, for example, leads to children letting their imaginations flow. There are no inhibitions as they speculate about what might happen next. One makes the point that, 'he tries to steal bananas by pretending he is poor'. During a discussion that occurs with this class about poetry, many children can relate to their favourite poem or poet and talk at some length about their reasons. This has a powerful impact and helps to raise the confidence levels of children when it comes to committing themselves to paper. It also is effective promoting children's love for literature.

- 99 Older children use their good communication to very good effect when discussing issues about their work. For example, when one group was explaining to another about what went wrong with their experiment, they did so with much matter-of-fact confidence. They have the advantage of knowing that their explanations are clear and helpful to the people listening. In a literacy lesson during a discussion about the poem, 'Back home' children talk about what they would miss. One explains that, 'I would miss the routines associated with the things I do first thing in the morning.' In a lesson when they are discussing the proposal of building a quarry on the outskirts of the village, children move quickly into role and talk at some length about the pros and cons of such a development. They do so without direct adult supervision and individuals hold the interest of others. In another lesson when children are asked to consider how a dictionary might be compiled, children are asked to think of suitable phrases for a range of words. One comes up with, 'they are a sturdy shoe, suitable for sport,' as a description for a 'trainer'. During an assembly for the older children a group has developed a play based on the family unit. In this play one child in particular shows a very mature ability of improvisation as she takes on a leading role. The examples outlined here suggests that the school is not happy with enjoying the good speaking and listening skills that children possess but are proactive in making the most of them. This is helping raise standards in reading as well as in writing.
- 100 Standards in reading are high. The children express a real love for literature. At its best there are examples of children reading a wide range of vocabulary and being able to talk with fluency about their likes and dislikes. One child states that, 'while I accept that Roald Dahl was an important author in my reading life at one stage, I feel I have now outgrown him but still occasionally like to revisit him.' This type of maturity in reading is fostered from very early on with very young children being read to with expression and enjoyment. In Class 2 (Years 1 and 2), the teacher successfully manages to keep children in suspense as she reads a small part of Anthony Browne's 'Gorilla' to the class. At the end of the reading there is a genuine gasp of disappointment from the children who want more. In the same class a group of children read their favourite poem to the rest of the class. As they do so they ooze with excitement and enjoyment. The process is infectious as others get excited for them and ask to read the poems for themselves.
- 101 Older children use their reading skills to good effect when looking for information on the Internet. These children have access to a large range of authors and are looking forward to reading classics written by authors like Charles Dickens. They have very positive attitudes to reading and many expressed that they prefer reading to watching television. What is clear is that children are being encouraged to read at home and that reading is a very important part of home life. Children are taken to the library by their parents and every encouragement is given to them to read for enjoyment and for information.
- 102 Writing standards are also high but the lack of attention to aspects of punctuation sometimes leads to pieces of high quality writing lacking a finished polish. Children in Class 2 write with a great deal of purpose. For example, the exchange of letters between two groups of children highlights how they write with purpose and also with humour. In one example a child had responded to the book, 'Dear Greenpeace' by writing about the giraffe at the bottom of the garden. Another child had used the Internet to find out more about the giraffe and had replied stating that, 'I was sure it could not be a giraffe because they did not enjoy our climate and would find it difficult to eat the plants in our gardens.' This type of interaction is frequent and serves to underline how children enjoy to bring humour into their written work. In

another example, a series of work about 'Poppy Pancake', includes a very humorous extract about Poppy driving around in her batter cart as she makes her way to the supermarket. The spelling is mostly accurate as is the grammar. However, the punctuation is the weakest element.

- 103 As with Class 2, older children enjoy bringing humour into their writing. This can be seen at its best when children retell the 'Pig's Tale' from the point of view of the 'brainy' pig. The writing is continuously punctuated with, 'not me of course' as the pig relates the catastrophes associated with the decisions made by his brothers. Children show that they can write for a range of different purposes and styles. Their written work contain letters, arguments for and against different proposals and imaginative as well as factual extracts associated with stories or non-fiction. The common weakness is punctuation, with examples of children having full pages of perfectly punctuated work followed by very rudimentary errors like not using capital letters.
- 104 Most children enjoy their literacy work and the work is challenging for the more able. These children rise to this challenge and express a real love for literature and enjoy writing stories. This helps them to make good progress. Children with learning difficulties are well supported and make good progress as a result. They frequently contribute ideas in lessons and are not overawed by other children who have better expression than themselves.
- 105 The quality of teaching makes an important contribution to the children's learning. In Class 2, in particular, the teaching is very good. The teacher is very confident of her subject and uses a full range of resources to stimulate additional interest amongst the children. She has generated a class ethos where children talk about the books they have read as naturally as they were talking about what they did last night. She has surrounded children with good literature and then directed their attention to extracts, phrases or whole books that aid the process of interest in reading. This skilful teaching does much to generate a positive learning environment.
- 106 The teaching for older children is equally as challenging and stimulating. In these two classes (Classes 3 and 4) there is continued emphasis given to speaking and listening, with many opportunities for children to express themselves verbally. The marking of work is particularly impressive with teachers stating clearly and concisely what the children have done well and what they need to next in order to improve. Targets that are aimed at helping the children understand what it is they need to work at accompany these statements. There is good attention in lessons given to improving grammar and, although this also exists for punctuation, the latter is less successful in its impact on children's learning.
- 107 Literacy is used effectively in other subjects. This particularly the case in science, geography and history, where children's explanation and descriptions are full and make full advantage of the children's written eloquence.
- 108 Learning resources are good with a good range of books being available to children on both sites. There is also effective use made of information and communication technology to help children with their research work. The subject is well managed with effective information available to all staff about areas requiring improvement and what the analysis of the national test results is telling them.

## **MATHEMATICS**

- 109 When looking at the national test results for 11-year-olds on their own, it is easy to come to the conclusion that standards are not high enough. This is because the results have been well below the national average for the past two years. However, the small cohorts and larger than average numbers with learning difficulties, have depressed the results. The present Year 6 is attaining at levels that are better than those expected for their age. Almost all the present 11-year-old children are on line to attain the expected level for their age in the national tests and nearly a half is on line to reach the higher levels.
- 110 There has been some difficulty in the provision for mathematics in the recent past with the emphasis given to mental and oral work not being appropriate. However, this position has been addressed and teaching is now good for this subject although some older children's response to mental and oral work is still too slow.
- 111 The 2000 national test results for 11-year-olds show that too many did not attain the expected level for their age. This is not as a result of a lack of support for less able children in lessons. In lessons, these children make good progress and are well supported. The analysis of the work of these children show that, despite many not attaining the expected level for their age in the 2000 national tests, there has been good progress made when compared with their performance in the national tests for 7-year-olds in 1996. Overall, the performance of boys and girls for the past few years has been about even.
- 112 The national test results for 7-year-olds have been disappointing for the past three years. However, the present Year 2 is attaining at a much better level. The main difficulty associated with the recent past has been the fact that far too many did not attain the expected level for their age and not enough were moving on to the higher levels. There has been very little difference between the attainment of boys and girls.
- 113 Until fairly recently children were not making enough progress after they left the reception class. However, this has now been addressed and children are making good progress in Years 1 and 2. This is seen by the improvement in their response to mental and oral work, an area recognised as being weak within this age group in the past. Children of all abilities are effectively challenged and supported, resulting in the improved position that is now noted for this age group. Children are fully aware of the range of vocabulary used to describe mathematical operations and can work out quickly what is required to be done, if they are presented with a problem.
- 114 Good progress is now evident amongst the older children aged 7 to 11. The response of some children to mental and oral questions still remain slow but they are usually accurate. Most children by the end of Year 4 are able to find quick ways of multiplying by 10, 100, 9, 5 and 19. They carry out a range of written mathematical problems with accuracy and speed. By the time they are in Year 5 the children are able to carry-out mental calculations which require them to take-away numbers such as 29 from a three or four-digit number. They can also round-up four-digit numbers to the nearest 10 or 100. They have a good idea about how to find out the area of an oblong and can match digital time to analogue. These are operations that are expected for children of this age but the majority have a better than expected level of accuracy. Year 6 children can set-out long multiplications and divisions and can use this knowledge appropriately when applying them to problems. They also use calculators to work-out approximate answers and to check their final answer. They are very efficient in the way they organise their work and

their presentation is good. There is good use of mathematical vocabulary with most being able to explain the difference between numerator and denominator. Despite this good position, there are some children who are not secure in their instant recall of times tables and this is impeding their work in several areas.

- 115 Children enjoy their mathematics and many state that it is their favourite subject. There are good examples of children working together, when it is appropriate to do so, and the good levels of communication that they possess aid their work. There is good use made of children's numeracy skills in other subjects, such as design and technology and science. Children are beginning to use information and communication technology to support work in mathematics but this is at an early stage of implementation. In Years 1 and 2 children have set up a database for recording their traffic survey and older children have used databases and spreadsheets to record a range of information.
- 116 The teaching is good, which is an improvement compared with the previous inspection. There has been a recent commitment to exploring different ways of helping children with their mental and oral skills and this is having a positive impact on the standards that are being attained. Work is set at a demanding pace and children know that they have the necessary support if they require it. Teachers have good subject knowledge and are able to move beyond the planned element of their lesson if the children's response takes them there. This was seen during a Year 6 lesson on fractions when there was a chance to link the work to percentages. The school has now implemented the National Numeracy Strategy successfully.
- 117 There is an adequate amount of resources available in the school and these are used effectively in each class. The gifted and talented group in the school benefit from their involvement in the 'bright sparks' group that meets at the school once a week. The work of this group often focuses on mathematics, carrying out a range of demanding tasks, usually problems. The subject is managed by the deputy headteacher who was away at the time of the inspection. However, she has carried out a series of classroom observation and analysed in some detail the national test results. As a result the adjustments to teaching mental and oral mathematics have been made. When compared to the previous inspection there has been improvement particularly in the way the National Curriculum is being covered. There was not enough use of applying and using number at the time of the previous inspection.

## **SCIENCE**

- 118 The standards attained by 11-year-olds are high enough despite the national test results for the past two years falling to well below and below the national average respectively. In 2000, not enough children attained the higher levels and this was responsible to the overall performance being below average. The percentage of children in 2000 that did not attain the expected level for their age was close to the national average. In the tests in 2000 the girls performed better than boys, which is not in line with national trends. However, this is not due to teaching methods and is prone to imprecise analysis thrown-up by the small number in each cohort. On the evidence of the work scrutinised, the lessons observed and in discussions with staff, the attainment of the current Year 6 is at least in line with that expected for their age with some children exceeding it.

- 119 The 2000 teacher assessment results for 7-year-olds were above the national average with all of the children attaining at least the expected level for their age. However, the number of children who went on to attain the higher levels was below average. All the evidence available, including teacher assessments, show that the current Year 2 is attaining at a better level with many more attaining the higher level.
- 120 Most children, including those with special education needs, make good progress throughout the school and their achievements are good.
- 121 Children in Years 3 and 4 are able to make a prediction and explain their reason for this. The children have a good understanding of the necessity for fair testing and demonstrate good knowledge about variables. They use scientific language well when talking about investigations and in writing-up their experiments. In work concerning seed germination the children carried-out an investigation to find out what conditions are needed for seeds to germinate and explored different growing materials, such as sand, gravel, soil and compost. Children are able to talk about the functions of different parts of a plant. They know that plants need healthy roots, leaves and stems to grow well and that the stem of a plant carries food and water to the rest of the plant. During the inspection children worked in pairs to carry-out an experiment to find out the function of the stem. The stem of a white carnation was carefully split and placed in two containers containing equal amounts of water and different food colourings. The children predicted what would happen to the colour of the flower head. The children conducted their experiment in a very sensible manner and worked well with each other taking great care when handling water and food colourings. They demonstrated enthusiasm, positive attitudes and good behaviour.
- 122 The more able children wrote-up their own account of the experiment explaining what they used, what they did and what they predicted would happen. They drew a diagram. The less able children were given the support of a recording sheet. This shows that the needs of children of different abilities are well addressed.
- 123 In Years 5 and 6 the children have covered a wide range of work including pollination, fertilisation, seed dispersal and life cycles. Good work has been done on the topic of electricity. The children know how electricity is generated and how it travels to our homes. They understand about insulation and conductors and are able to make simple electrical circuits. They have a good knowledge and understanding of solids and liquids, separation and reversible and irreversible changes. However, the presentation of work could be better in some instances. Some work is left uncompleted and undated. All children could develop their scientific evaluations further.
- 124 Children made good use of their literacy and numeracy skills, especially Years 3 to 6, in their investigations and report writing. Good use is made of information and communication technology (ICT) to create spreadsheets to show results and in word processing.
- 125 The quality of teaching is good. Teachers have good subject knowledge and are confident in their delivery. Lessons are well planned to present children of different abilities with suitable challenges. Learning objectives are identified for each lesson, although they are not always shared with the children. Teachers use questioning well to assess the children's understanding and progress. The children are encouraged to express their own ideas, make suggestions and ask questions, which develop their understanding and knowledge.

- 126 Subject management is good. The school has had very good support from the Local Education Authority with subject co-ordination and management. The headteacher and subject co-ordinators monitor planning on a regular basis and a programme of planned observations is beginning to take place. The curriculum is well planned, using the national guidance and gives good coverage of the National Curriculum programmes of study. However, there is a lack of emphasis on developing the skills of carrying-out scientific enquiry, which comes across as the weakest part of the science results and the evaluation of scientific investigations is an area for development. Procedures for assessing the children's attainment are good.
- 127 Resources are adequate and well managed. They are readily accessible to staff and pupils. Good progress has been made in science since the last inspection.

## **ART AND DESIGN**

- 128 Although the number of lessons observed was limited, the quality of art work is striking as you walk through the school. This shows that the school has maintained the standards noted at the time of the previous inspection despite less time now being devoted to the subject.
- 129 In Class 2 (Years 1 and 2) children have created large murals, which show that they have a good eye for colour and for imaginative work. Children's drawings, vivid colour and the use of texture to extenuate certain parts have helped to create this work. The end result is very exciting and makes a positive impact on the eye. The work has been created after giving children opportunities to concentrate on line, colour and texture. The children, in creating some of their work, have also gained a great deal by looking at the work of famous artists with distinct features, such as that of Harry Rand.
- 130 As the children move into Class 3, (Years 3 and 4), this creative model is developed further. Children use the hall to lay out large sheets of paper and use different thickness of pens to represent work that they have recorded in their sketchpads. The added stimulation of music helps the children be more creative and uninhibited as they apply pen to paper. Black and white images are very prominent and make a powerful impression. The photocopied extracts of the work of a range of famous artists add further stimulation to the children's creations. The children work very hard and confidently as their creations begin to unfold. The children are learning that artists' masterpieces do not always recreate the images they observed in photographic style.
- 131 In Class 4 (Years 5 and 6) children are trying to re-create a sense of movement in their work. They look at a range of artists' work and see how they have managed this effect. They again move from their sketchbooks to the final piece having experimented in their sketchbooks. Many children find it difficult to move away from the original painting they have been studying and simply recreate the work of the artist. In some cases children have been more successful and begin to show maturity in their work. However, overall their knowledge and understanding is of a better quality than their creativity. A calm and purposeful working environment is established within the room and as the children persevere the quality of their art improves.
- 132 Teaching is good. All teachers feel confident in using work from a range of artists to stimulate ideas and to develop creative work. There is a real will to help children

move into a creative world and they are provided with the skills to help them accomplish this. Children's learning is helped by this approach and by their ability to talk about what they are trying to create.

- 133 Resources are good and there is much care and attention given to the children's end product with stunning displays of work in many parts of the school. There is effective use made of information and communication technology to help children in their creative expression. The subject is appropriately managed and a range of work is frequently looked at to help the school determine areas of strengths and weaknesses.

## **DESIGN AND TECHNOLOGY**

- 134 It was only possible to observe one design and technology lesson during the inspection. This was due to the timetable and focus of the work being undertaken. From the limited evidence available it is clear that standards match that expected for children's age. The progress made by the children in Years 5 and 6 is good.
- 135 In the one lesson seen the children were involved in making bread. They researched by using a range of cookery books and checked on the ingredients they needed to make the bread. The lesson had many strengths. The teacher made children think for themselves and ensured that their ideas were valued. The learning intentions were made clear to them and the children responded very positively to this. A child who had previously been involved in making bread was asked to come in and inform the children what had happened when she had incorrectly measured the amount of yeast required. The children were then keen not repeat this mistake. The planning session went well with children having learnt a great deal about the ingredients and about how bread is made. The making of the bread was to follow in the next session.
- 136 There is little doubt that the school gives good attention to the way that the curriculum should be followed. There is appropriate attention to each of the phases of planning, designing, making and evaluating. Children's evaluations of previous work reveals that they are expected to consider how they would improve their product if they set about making it again. All staff have a good understanding about how to develop children's skills in this area.
- 137 The subject is appropriately managed and there is an adequate amount of resources available to support work in this area.

## GEOGRAPHY AND HISTORY

- 138 Due to the school planning-cycle it was only possible to see one history lesson and no geography lessons. Judgements are based on evidence in this lesson, a scrutiny of children's past work, displays and discussions with children. From this evidence, attainment and progress is judged to be good throughout the school in both subjects. Children with special educational needs make good progress. These findings match those of the previous inspection.
- 139 Children's achievement throughout the school is good. Many of the geographical and historical skills are frequently interlinked in the lessons. In geography, children in year 1 and 2 are using and making maps of their local environment. They have compared the main road in the village of Newbold with Stratford-upon-Avon in terms of the number of shops, banks, cafés etc. and recorded them on a pictogram. This display is one of quality and reflects the careful study they have made. This age range have also looked at ways of improving the school environment and written letters to the planning department asking them for their support. The children have many artistic ideas for improving their playground. In year 3 and 4 the children have made a study of India. Much of the work has been undertaken on an individual basis with the children required to research information on the Internet or writing to various people such as the High Commissioner of India. This work is well researched and recorded neatly in project folders. Years 5 and 6 have looked at the traffic congestion in Shipton and have thought of ideas that may reduce the problem.
- 140 In history there is a wealth of recorded material that shows the high profile this subject receives. From the well-resourced 'pre-historic' cave in the reception class the children are given numerous opportunities to research history. Year 1 and 2 have studied castles and are able to identify features using appropriate historical language. They have been able to write emotively in prose about aspects of the First World War which capture the sad events of this period. Years 3 and 4 have produced an excellent local history project on the village of Tredington. The quality and depth of this study is praiseworthy. The children involved in this work have an excellent understanding of the history of their local environment. They have also looked at life in Roman times and have an interesting display in their classroom of Roman artefacts. In years 5 and 6 the children have looked at the local census information from 1851 and compared this information with today. They have also completed their own research into life in the 1950's and 1960's. Most of this research has come about by using the Internet. The oldest children have also completed a study of the Tudors. This work is also of excellent quality and shows detailed research into life in this period. Interesting displays using a variety of artefacts including clothes of the period and photographs ensure that history is an exciting subject in school.
- 141 Children's attitudes to both history and geography are good. They are interested in their work and talk about their lessons with enthusiasm. They are able to explain why people in the past acted as they did and describe reasons for, and the results of, historical events. Children enjoy researching for information. They are able to make good use of the Internet, as well as make appropriate use of maps and books. When undertaking work in these subjects much autonomy is expected. Children work for long periods of time without direct supervision and have many opportunities to follow their own areas of interest.
- 142 It is not possible to make an overall judgment on the quality of teaching as only one lesson was observed. In this very good lesson the teacher showed secure

knowledge of the subject and through demanding questioning instilled high expectations from the children.

- 143 Planning and resources are good and the subjects are brought to life by the variety of field trips that are undertaken.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 144 The previous inspection acknowledged that the school was at an early stage of implementing its information and communication technology programme. Since that time there has been much effort made to move the status of the subject onwards and upwards. This is particularly in relation to using ICT to support work in other subjects.
- 145 Standards of work in ICT are in line with that expected for children of their age and children throughout the school are now making good progress. There has been a great improvement of late with additional resources making it possible for many children to move beyond that stage. However, where there has been most improvement is in the area of enabling ICT to be used effectively in other subjects. Most children can carry out a search on the Internet and can retrieve information from this source. They know how to save work and a few can talk about multi-media presentations that they have done on their machines at home. If they hit a snag when using the computer, most know what the solution is and they can refill the paper tray or change the ink cartridge if required to do so.
- 146 In Years 1 and 2 children are able to use the word processor to set-out under bullet-points the main features about a book they have recently read. They have also set-up a simple but effective, database relating to a traffic survey. In Years 3 and 4, children have created a newspaper or newsletter after visiting the airport. Children's work is intermingled with factual information and a scanner has been used to create this effect. In Years 5 and 6, children have created databases which include spreadsheets to collect and analyse information from different sources. There is very effective use of ICT in history and geography with the children carrying out research, which requires them to use the Internet. They also use programs that have been designed to help children have a greater understanding about the problems that faced groups of people in the past. One example involved Years 3 and 4 children in considering the reasons why people would have wanted to settle in different parts of the country. The computer enabled this to be set-up as more of a simulation rather than as a historical enquiry that involved only research.
- 147 The example of the use of the Internet by Years 1 and 2 children when following-up their reading of 'Dear Greenpeace', provides another insight into how effectively the school is seeking to use ICT to support work in other subjects. At present, there is limited use of the computers in mathematics and music but there is every indication from the planning and the development plan that this is likely to improve.
- 148 Children are very enthusiastic users of the computers and many are able to continue work started at school at home. They work independently and show good co-operation when they work as a pair. The interest levels are high and children talk at some length about the work they have carried out using ICT.
- 149 No direct teaching was seen during the inspection but it is apparent that the staff has gained a great deal in confidence since the previous inspection. They are aware

that they still require further training and this is likely to happen in the near future when the funding comes through. In the meantime, the school has put itself in a good position to take even further forwards work in this area. The staff could easily have sat back until their training was due. However, they have again been proactive in looking for ways of moving the children's learning forwards and providing appropriate opportunities for them to do so.

- 150 The resourcing for this area is now adequate with the new computer suite helping to raise the profile of the subject. The school receives good support from the Local Education Authority's support service and frequently call on their help when there are difficulties. The subject is well managed with all plans in place for helping the staff gain the necessary training to move on the work in this subject.

## **MUSIC**

- 151 A specialist teacher from the Local Education Authority's music service is employed for a morning a week to teach class music throughout the school. This is a great asset and ensures very good continuity and progression throughout. Recorder playing is taught to all pupils in Year 2 to Year 4 and the Years 5 and 6 recorder group play a variety of recorders in ensemble. For example, during the inspection the group worked on a five-part arrangement of a Pavane. The children worked to improve their tuning, tone, and range of dynamics. The children are making very good progress in their reading of formal notation and perform in parts with some degree of confidence.
- 152 There are good opportunities for children to learn to play the steel pans, woodwind and stringed instruments.
- 153 The quality of teaching in lessons is very good. Lessons are very well planned with clearly identified learning objectives. They are delivered at a brisk pace with confidence, commitment and high expectations of all children. The children have very positive attitudes and behaviour in music. Lessons include class singing, composition and listening. Appraising is integral to all activities. Very good use is made of teacher assessment to identify and correct mistakes and to monitor the progress made by all children. Children are involved in expressing how well they thought they had met the learning objectives of the lesson.
- 154 Attainment in music throughout the school is well above the national expectation with children achieving high standards in singing, composition and instrumental work.
- 155 In Years 1 and 2, the majority of children are able to keep a steady beat whilst chanting a rhythmical rap. They demonstrate a good sense of pitch when singing and produce a pleasing quality of tone with clear diction. They use classroom instruments with sensitivity and good control to build-up interesting musical textures which helps them to communicate the story of 'The Three Bears' with enthusiasm and confidence. They can demonstrate a controlled increase in volume and know the term 'crescendo'. They use a cassette recorder to record their work and suggest how their work could be further improved.
- 156 In Years 3 to 6, the children used classroom instruments very well to perform two different arrangements of a dance, 'La Volta.' Children learning flute, violin, guitar and recorder use their instruments in class lessons to perform and compose. The children demonstrated very good knowledge of drones and ostinati to create

different timbres, textures and dynamics. In their class performance children read from traditional and pictorial notation with confidence. The children suggested different accompaniments using various groupings of instruments and were confident in expressing their preferences giving valid reasons.

- 157 In Years 5 and 6 the children listened attentively to a short extract by a Japanese composer that described in sound a Rainforest. The children were able to talk confidently about the texture, dynamics and quality of sounds. The children worked very well in groups to compose a class Rainforest Rondo. This provided them with opportunities for critical thinking and creative use of the imagination. The quality of class singing in Years 3 to 6 is very good. The children sing in two-parts with confidence and accuracy.
- 158 The curriculum meets the requirements of the National Curriculum and many improvements have been made since the last inspection. The limited numbers and range of classroom instruments means that instruments have to be transported to both sites. Some tuned percussion instruments are in need of repair and there is a lack of bass sounds for children to explore: for example a bass xylophone, metallophone or a selection of bass bars. Good use is made of tape recorders to record and play-back sounds, however computer programs to enhance learning in music are not being used at present.

## **PHYSICAL EDUCATION**

- 159 Standards in physical education are good. Although only a limited number of lessons was seen during the inspection, it is clear that the school has many children who are very talented in sport.
- 160 During the inspection children organised games of cricket on the field and several boys and girls joined-in. During this time it was evident that children can hit a ball extremely well and catch a fast moving ball with some confidence. Many children have good bowling actions and are able to send-down a ball at speed and with a great deal of accuracy. Two or three children showed exceptional talent and these children act as a catalyst for others. It was very noticeable that these children, in particular, had the ability to organise others and to give advice when needed.
- 161 In Years 1 and 2, children are able to warm-up appropriately and pass a ball to each other over a distance of 5 metres. They are also able to throw a ball accurately over a distance and can also throw it upwards and catch it again without too much bother. Children of this age join in with younger children during games lessons. They are able to show these younger children how they can improve their catching and throwing. This, in turn, serves to remind the older children about the techniques and skills that are involved.
- 162 In Years 3 And 4 children are able to carry-out appropriate warm-up activities and, during an athletics lesson, they demonstrate that they have the necessary skills to jump distances, beyond those expected for their age, into a sand pit.
- 163 In the two lessons seen the teaching was good for the younger children and satisfactory for the older ones. The Years 1 and 2 the teacher was able to draw children's attention to specific techniques when demonstrating catching and throwing. She also used the children's performance as to help children evaluate their own work. In the Years 3 and 4 lesson, although the equipment was well

organised, the children spent too long queuing up and waiting for their turn to jump when the number of activities available could have been increased, therefore allowing for the children to be more active.

- 164 The subject is given appropriate priority and is well managed. There is a range of resources available to the children and there is a great emphasis given to providing children with extra-curricular activities to help them develop skills in specific areas, such as, netball. The physical education curriculum has been enriched with the provision of gymnastics, athletics, shinty and Top Sports Basketball.