

INSPECTION REPORT

Great Doddington Primary School
Wellingborough

LEA area: Northamptonshire

Unique Reference Number: 121821
Inspection Number: 186862

Headteacher: Mr G Horton

Reporting inspector: Mr Cliff Farthing
23671

Date of inspection: 29 November 1999

Under OFSTED contract number: 707664

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

Type of control: County

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Church Lane
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Appropriate authority: Governing body

Name of chair of governors: Simon Rose

Date of previous inspection: February 1996

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	Religious Education	Special educational needs
	Geography	Teaching
Juliet Baxter, Lay Inspector		Leadership and management
		Attendance
		Support, guidance and pupil welfare
		Parents and community
Mary Lowe		Efficiency
	English	Attainment and progress
	History	Attitudes, behaviour and personal development
	Geography	Resources for learning
	Art	
Ian Newton	Music	
	Science	Equal Opportunities
	Design and Technology	Curriculum and assessment
	Information Technology	Spiritual, moral, social and cultural education
	Physical Education	Staffing and accommodation

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- Standards in reading and mathematics at Key Stage 1 are well above average.
- Standards in writing are above average at Key Stage 1.
- Standards in science are above average at both key stages.
- Progress in the reception class and Key Stage 1 is good.
- Progress for pupils with special educational needs is good.
- Progress in religious education at Key Stage 2 is good.
- Teaching quality is good.
- Pupils' attitudes to learning are very good.
- Procedures for social development, support, guidance and pupils' welfare are very good.

WHERE THE SCHOOL HAS WEAKNESSES

I. Attainment and progress in information technology is below national expectations at both key stages.

II. Curriculum inconsistencies at Key Stage 2 in years 3, 4 and 5.

III. The results of assessment are not used consistently in planning the curriculum or setting targets for individual pupils.

IV. Very limited opportunities for children under five to take part in daily physical development.

The headteacher and staff work well together to provide a sound education, based on good standards of behaviour, and satisfactory overall progress with pupils is achieved. The school's strengths clearly outweigh its weaknesses. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents and carers of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has improved steadily since the last inspection. For example, standards in numeracy have been raised at Key Stage 1 and maintained at Key Stage 2. Provision for pupils under five and at Key Stage 1 has been improved, with the exception of facilities for physical development. There has been closer monitoring of teaching, so that most lessons now have clear learning objectives, and there are some very good lessons and no unsatisfactory teaching to report. There has been less success in the use of assessment to plan future work and teachers' marking to show pupils how they need to improve. There are now policies and schemes of work for all subjects of the curriculum. The school's capacity for further improvement is good. The headteacher is knowledgeable and has the confidence of parents, staff and governors. All concerned with the pupils at the school are keen for it to move forward and the necessary expertise is available.

STANDARDS IN SUBJECTS

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E
English	D	E		
Mathematics	D	E		
Science	A	B		

The National Curriculum test results in science for 1999 are well above average compared to all schools and above average compared to similar schools. In English and mathematics results are below the national average and well below those of similar schools. However, the proportion of pupils achieving the expected levels is better than when this cohort of pupils took the tests at the end of Key Stage 1 in 1995 in all three subjects. Comparisons between schools are made on the basis of numbers of pupils known to be eligible for free school meals, which at Great Doddington is well below the national average. However, it is difficult to determine accurately the number of pupils eligible as there is only provision for sandwiches. Parents very rarely claim their entitlement.

QUALITY OF TEACHING

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Good	Good
Information technology		Good	Good
Religious education		Satisfactory	Good
Other subjects	Satisfactory	Good	Good

There is no unsatisfactory teaching. Nearly 70 per cent of teaching is good, with the rest divided equally between satisfactory and very good teaching. However, it does not contribute to pupils' overall progress as strongly as it might due to shortcomings in teachers' marking. Teachers do not consistently indicate to pupils where they need to improve their work. The result is that these inconsistencies in practice, that could easily be corrected, need to be picked up better by the school.

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

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Behaviour is good in all age groups. Pupils behave well in classes and around the school.
Attendance	Attendance is very good, as is punctuality.
Ethos*	Good – the vast majority of pupils work hard. Relationships between pupils, and between adults and pupils are good. The overwhelming majority of pupils enjoy their work, and like coming to school.
Leadership and management	Good – the headteacher and governors know the school well and have a realistic vision for its future development. Subject co-ordinators have monitored and evaluated teaching well, except for the marking of pupils' work.
Curriculum	The curriculum is sound overall. It is generally broad and balanced. In Key Stage 2 there are some weaknesses in planning for Years 3, 4 and 5.
Pupils with special educational needs	Pupils with special educational needs are well provided for, and make good progress.
Spiritual, moral, social & cultural development	Overall provision is good and that for pupils' social development is very good.
Staffing, resources and accommodation	Staff are sufficiently well qualified to offer a sound balance of experience and have the necessary expertise to teach the full curriculum. Resources are adequate and accessible. Accommodation is adequate for the number of pupils on roll.
Value for money	Taking into account the standards achieved by the school, and setting these against its income, the school provides sound value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

· THE PARENTS VIEWS OF THE SCHOOL

What most parents like about the school

V. High standards of pupils' behavior.

VI. Good values and attitudes.

VII. School is welcoming and the staff are accessible.

VIII. Pupils have good standards of work.

IX. School encourages parents to play an active part in its daily life.

What some parents are not happy about

X. The work pupils are expected to do at home.

XI. Insufficient information on what is taught.

Those parents who expressed opinions are largely supportive of the school and what it does for their children. The home-school agreement is new and it is too early to judge its impact. The information the school provides for parents is good overall. However, teachers do not let parents know what will be taught or how they can support their children.

· **KEY ISSUES FOR ACTION**

XII. The governors, headteacher and staff should raise standards in information technology by fully implementing the scheme of work and planning for its implementation across all subjects of the curriculum.

(See paragraphs 17,18,31,69,112,122,131,137,163)

XIII. The governors, headteacher and staff should further improve progress for pupils at Key Stage 2 in Years 3, 4 and 5 through developing the curriculum to ensure that work is always appropriately matched to pupils' ages and abilities in all subjects of the curriculum.

(See paragraphs 18,42,131,144,155)

XIV. The governors, headteacher and staff should ensure that:

teachers' marking shows pupils what they need to do to improve;

assessment is used consistently to plan future work and set individual targets for pupils;

these targets are shared with parents and their children;

(See paragraphs 35,45,53,63,69,112,113,121,122,131,132,143)

XV. The governors, headteacher and staff should ensure that there is sufficient provision for children under five in outdoor play.

(See paragraphs 10,38,85,97)

The following minor issues may be considered by the governors for inclusion in their action plan:

XVI. formalise the appraisal systems for all staff;

(See paragraph 75)

XVII. establish portfolios of work to support staff in agreeing levels of achievement pupils have reached.

(See paragraphs 113,122,132,144)

INTRODUCTION

Characteristics of the school

1. Great Doddington is a mixed infant and junior school for pupils aged four to eleven years old. There are 17 four and five year olds currently in the reception class. Most children enter the school with pre-school experience; this is mainly at the village playgroup. Attainment on entry is in line with that normally expected. Social skills are also as expected.

2. The school is in the centre of the village, four miles west of Wellingborough in East Northamptonshire. The pupils represent a mixture of socio-economic groups, housed in a range of owner occupied, local authority and tied accommodation. Most pupils come from the village itself and from Wellingborough.

3. There are 137 pupils on roll. This is a significant increase in numbers since the last inspection. The school is smaller than most primary schools. There are 12 per cent more boys than girls in the school; Years 3, 4 and 5 have far more boys than girls, but in Year 6 there are more girls than boys. Twenty-two per cent of pupils are identified as having special education needs, which is above the national average. The percentage of pupils with statements of Special Educational Needs, at 1.6 per cent, is broadly in line with the national average.

4. There are the equivalent of 5.4 full-time teachers in the school, including the headteacher, who teaches Year 6 for much of the week. The oldest class contains only pupils from Year 6, but all the other classes have mixed ages. The average class size is less than 30, but three classes have 30 or 31 pupils.

5. Children are admitted part-time after their fourth birthday up until the first half term. After that, they all attend full-time.

1. The percentage of pupils eligible for free school meals is well below the national average. There are 7.5 per cent of pupils speaking English as an additional language, which is high compared to the national average.

7. The school's main objectives include:

- defining management roles more clearly ;
- reviewing current provision for the early years;
- a fully operational information and technology suite;
- developing better links with the church and village.

· **KEY INDICATORS**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year.		Year	Boys	Girls	Total
		1999	10	7	17
·	National Curriculum Test/Task Results				
Number of pupils at NC Level 2 or	Boys	Reading	10	Writing	10
	Girls		7		7
	Total		17		17
Percentage at NC Level 2 or	School	Reading	100(100)	Writing	100(100)
	National		85(77)	Mathematics	90(85)
·	Teacher Assessments				
Number of pupils at NC Level 2 or	Boys	Reading	10	Mathematics	10
	Girls		6		7
	Total		16		17
Percentage at NC Level 2 or above	School	Reading	94(95)	Mathematics	94(95)
	National		82(81)	Science	87(86)

.....

1 Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year.

Year	Boys	Girls	Total
1999	9	8	17

1	National Curriculum Test	English	Mathematics	Science
Results				
Number of pupils at NC Level 4 or above	Boys	4	4	8
	Girls	6	5	8
	Total	10	9	16
Percentage at NC Level 4 or above	School	67(66)	60(25)	94(75)
	National	73(63)	72(58)	83(70)

1	Teacher Assessments	English	Mathematics	Science
Number of pupils at NC	Boys	4	5	8
	Girls	7	6	6
	Total	11	11	14
Percentage at NC Level 4 or above	School	65(67)	65(67)	82(75)
	National	(81)	(85)	(86)

.....
2

Percentages in parentheses refer to the year before the latest reporting year

1 **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year.	Authorised Absence	School	%
			3.7
		National comparative data	5.7
	Unauthorised Absence	School	0.0
		National comparative data	0.5

1

1 **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

1 **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	15
	Satisfactory or better	100
	Less than satisfactory	0

1

1 **PART A: ASPECTS OF THE SCHOOL**

1 **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

1 **Attainment and progress**

8. Since the previous inspection report in 1996, standards in the areas of learning for children under five have risen, due to a re-organisation of teaching arrangements. At the ages of seven and eleven years of age attainment has been raised for the younger pupils and maintained for the older ones. Standards in information technology remain below national expectations, but are improving. In religious education standards are still high at Key Stage 2 and satisfactory at Key Stage 1.

9. National Curriculum test results have fluctuated over recent years, although this is not necessarily significant given the small number of pupils in each year group and the above average number of pupils with special educational needs in Key Stage 2.

10. Children's attainment on entry at four years is typical of that found in most schools. There are a few more children with attainment above what is usually found than there are below. Most children make good progress in the reception class. The current cohort is on course to exceed the nationally recommended desirable outcomes in language, mathematics and personal development, and to achieve them in knowledge and understanding of the world, physical development, and creative development. This is an improvement on the previous report, which found all areas for under-fives satisfactory except for physical development, which was less satisfactory. Since the last inspection, the school has reviewed its provision for under-fives, who now work within a mixed Reception /Year 1 class. This has had a positive effect on their progress and attainment. Opportunities to take part in regular investigative, experimental tasks are now good; opportunities for vigorous physical work are not satisfactory. Children relate well to each other and listen quietly to their teacher and to their classmates. They handle books carefully and enjoy stories, and most are able to talk about what they like. They count, sing and chant number games and rhymes, and play creatively by acting out roles and pretending.

11. The national tests for seven-year-olds in 1999 show that pupils' attainment was well above the national average in reading, writing, mathematics and science. These results match those of the previous year. The proportion of pupils reaching the advanced Level 3 was well above the national average in reading and mathematics and very high in writing and science, showing that higher attaining pupils were successfully challenged.

12. The 1999 tests for 11-year-olds show that attainment in English and mathematics was below the national average and attainment in science was well above the national average. There was a decline in attainment in English compared to 1998 when attainment was in line with the national average. Although below the national average, test results in mathematics have improved this year from the very low position in 1998. Science is now well above compared to being above the national average, showing continued improvement.

13. The 1999 figures comparing attainment in the national tests at the end of Key Stage

1 to that of similar schools show that attainment in reading, writing, mathematics and science was very high. This is an improvement on the previous comparative position in 1998. In Key Stage 2, attainment compared to similar schools is well below in English and mathematics and above in science. This shows a marked improvement in science levels which were below in 1998. There has been no change in English or mathematics. Comparisons between schools are made on the proportion of pupils known to be eligible for free school meals which at Great Doddington is well below the national average. However, it is difficult to determine accurately the number of pupils eligible for free school meals, as there is only provision for sandwiches and parents very rarely claim their entitlement.

14. Work seen during the inspection in Key Stage 1 confirms that standards have largely been maintained from last year. Pupils in Year 2 are on course to exceed national expectations at the end of the school year in English and mathematics, and in teacher assessments in science. In English, the vast majority of pupils read simple texts confidently and many with good levels of expression; handwriting is clear and used successfully to express ideas. In mathematics inspectors confirm that attainment in Year 2 is well above the national average. Nearly all pupils understand the place value of digits up to 100 and some beyond this. They recall the names of most common two and three-dimensional shapes. Attainment in science is above national average. There is a high proportion of pupils who are observing and recording their findings from investigations in detail. The difference between the very high attainment in the 1999 tests for English and science is not necessarily significant as the varying range of ability from year to year in small cohorts can affect the standards achieved.

15. An analysis of the relative performance of boys and girls in national tests shows that between the years 1996 to 1998, girls achieved a higher level than boys in Key Stage 1 in all core subjects, but all pupils achieved above the national average. In Key Stage 2, girls achieve higher levels than boys in English and science, and boys exceeded girls in mathematics. Girls and boys were below the national average in mathematics and boys were below in English. Taking all core subjects together, however, boys and girls were close to the national average. There were no noticeable differences during the inspection.

16. Inspection evidence indicates that standards overall are now in line with the national average by Year 6. Most pupils are on course to reach the expected levels in the tests they take at the end of Year 6. Attainment is satisfactory across the areas of reading and writing and good in speaking and listening. Standards of spelling are improving and pupils' handwriting is joined and legible. There is, therefore, an improvement between work seen and the results of last year's tests which were below average. This is because of the systematic use of the National Literacy Strategy. Pupils in Year 6 speak confidently and listen carefully in nearly all lessons. In work seen during the inspection in mathematics, attainment at the end of Key Stage 2 is in line with the national average. Pupils are well able to recall their tables mentally, but are less secure in using them to solve problems. The improvement in standards is due to the better levels of teaching and the introduction of the Numeracy Strategy, which has been enthusiastically welcomed by all staff. In work seen during the inspection in science, attainment is above that normally expected. For example, pupils have a good knowledge of their teeth and how capillary action works. This is below the standards of the school's 1999 test results, but is not necessarily significant because of the small number of pupils who took the tests.

17. Attainment in information and communication technology is unsatisfactory. Standards in word processing are as expected, but pupils have had little experience of other aspects of the Programme of Study in information technology. Attainment in religious

education at the end of Key Stage 1 is in line with the requirements of the Locally Agreed Syllabus that is used in Northamptonshire schools, and above at the end of Key Stage 2.

18. Progress is satisfactory overall across the school. The proportion of pupils who are on course to achieve the expected Level 4 at the end of Year 6 is similar to that achieving the national average, Level 2, when this cohort took the National Curriculum Tests at Year 2 in 1995. Overall progress is good in Key Stage 1. Across Key Stage 1 it is good in English, mathematics, science and physical education. It is satisfactory in all other subjects, except in information technology, where it is unsatisfactory over time. Progress in Key Stage 2 is satisfactory overall, and good in religious education and physical education. In lessons seen during the inspection, progress was good in speaking and listening and information technology. It is improving in information technology because of the good use teachers are making of the new facilities. The introduction of the National Strategies for English and mathematics is having a positive impact on pupils' learning, as well as the monitoring of teaching, which has led to clear learning objectives in nearly all lessons for both subjects. However, although there have been policies in place to ensure there is no repetition of content in Years 3, 4 and 5 at Key Stage 2, the recent reorganisation has left these classes without a clear progression of skills in some subjects. For example, the planning developed for history is a good basis for coverage for the National Curriculum Programmes of Study, but it does not identify the skills and understanding to be taught, as pupils move through the school.

19. The National Literacy Strategy is used throughout the school and is adapted well to suit the particular needs of mixed age classes. The planning for developing pupils' literacy across the subjects of the curriculum is very inconsistent and opportunities for doing this are missed by teachers. The recent introduction of the National Numeracy Strategy is beginning to have a positive impact on standards across both key stages. Teachers are enthusiastic about the benefits it is bringing their pupils. As yet the school has not planned consistently for the development of numeracy skills across the other subjects of the curriculum.

20. Pupils with special educational needs make good progress as a result of their clear and often very precise individual educational plans. This is also the case for pupils who have Statement of Need maintained by the local authority. The structures in place help teachers to adapt work effectively for pupils, who are well supported by classroom assistants when they are available. This ensures that their engagement with tasks is maintained at a good level of concentration. Parents are appropriately involved in arrangements for monitoring their children's progress.

1 Attitudes, behaviour and personal development

21. Pupils have very good attitudes to their learning; behaviour and personal development are good. Pupils' good response to the learning opportunities provided contributes well to their attainment and progress. In all lessons seen, their response was good or very good. This positive attitude extends to visits and around the school, confirming that the standards of the previous report have been maintained.

22. Children under five years old have very good attitudes, with good behavior and social skills. They are confident with adults, including visitors. Relationships with staff and classmates are good. Children nearly always have a clear understanding of what is right and wrong. They respond well to the largely calm, but stimulating atmosphere, found in the

reception class. Pupils enjoy coming to lessons, and parents agree that their children like school. Pupils respond well to quiet moments of reflection in assemblies and when there are times of 'awe and wonder' in lessons, such as when candles are lit.

23. Pupils, including those with special educational needs, show very good attitudes to work, which contributes strongly towards their attainment and progress. They are enthusiastic and enter freely into classroom discussions. They are attentive and sustain their concentration throughout lessons. When working in groups or individually, they settle quietly to tasks, taking pride in their work.

24. Behaviour is good overall, in and out of lessons. Pupils are polite and courteous to adults and to each other. Before school, pupils line up quietly and enter classrooms in an orderly way. At lunchtimes, there are reasonable noise levels to allow social interaction. There was no evidence of bullying during the inspection. Parents and their children confirm that any issues are dealt with swiftly and fairly by the school, and they are confident that any incidence of bullying would be managed in a similar way. Pupils are aware of the good behaviour policy, and consistently adhere to it as it is regularly brought to their attention. The vast majority of parents agree that the school achieves high standards of good behaviour. There have been no exclusions over recent years.

25. Relationships between staff and pupils, and among pupils, are good and are characterised by respect in the classroom and friendly play at breaktimes. In the younger classes, pupils take turns and work in small groups, and by the time they reach Year 6, they collaborate effectively on group tasks. This was particularly noticeable after Year 6's visit to a Sikh temple. Working in groups, by the end of the afternoon follow-up session in school, they produced, mounted and displayed their collective impressions of the visit, which included a large scale model of the Takht, pictures and written work about the visit. The drums, drawings and written work were carefully labelled using the computer. Division of labour within their groups enabled the task to be completed in the given time.

26. Pupils' responses to activities provided for their personal development are good. Pupils in the younger classes are eager to make choices of activities; they clear away quickly at the end of lessons and display basic independent learning skills. They are keen to talk about their experiences of a three-day visit to an environmental centre at Everdon, which added considerably to their social skills, being away from their home environment. Older pupils act as librarians, keeping a detailed record of books borrowed and returned. They prepare the hall for assembly and contribute their musical talents, playing violin and clarinet in front of the whole school. At the end of Key Stage 2, pupils are also eager to go on extended visits to York, to further develop their independence and ability to organise themselves before transfer to secondary education. Pupils collect money for different charities willingly, such as for the National Children's Home. Groups of older pupils also organise their own appeals to support charities.

1 **Attendance**

27. Attendance at the time of the last inspection was very good. For the appropriate reporting year in relation to the current inspection there has been a drop of one per cent, but the rate still remains very good and well above the national average for primary schools.

28. Pupils thoroughly enjoy their school day and they arrive punctually each morning

ready to start work with enthusiasm and vigour. Their regular and punctual attendance throughout the school year makes a positive contribution to the standards they achieve and the progress they make.

1 QUALITY OF EDUCATION PROVIDED

1 Teaching

29. The quality of teaching across the school is good. There were no unsatisfactory lessons. No clear, overall judgement was made on the overall quality of teaching during the previous inspection. It was reported that a very small number of lessons lacked pace and work was not always well matched to the abilities or maturity of the pupils. In the lessons seen during this inspection this was not the case. However, a scrutiny of past work shows that the match of tasks to ability and age is not consistently implemented; for example some work in religious education in Years 3, 4 and 5 is very similar for all ages and abilities. A key issue in the previous report was to improve the quality of short-term planning, although only mentioned in the design and technology paragraph. The majority of lessons now have clear learning objectives, especially design and technology, and particularly in English, mathematics and science. However, lessons in religious education at Key Stage 1 lack clear learning objectives. The present good quality of teaching enables pupils to make good progress in lessons.

30. The teaching for children under five in the reception class is largely good. A strength of the teaching is the broad range of well-prepared activities provided to stimulate children's interest and enthusiasm. The teacher and her learning support assistant work well together and plan activities carefully. Planning is good; it clearly identifies what is to be taught for most sessions. Occasionally, objectives are too general. The staff relate well to the children, show interest in their achievements and are eager to ensure that children settle and feel happy.

31. Across Key Stages 1 and 2, 65 per cent of teaching is good, 20 per cent is satisfactory and 15 per cent is very good. Teachers very largely have a secure knowledge and understanding of the subjects they teach. Their day-to-day planning is good. They plan interesting activities that motivate and stimulate their pupils. Teachers rarely plan for the development of pupils' information and technology skills in subjects across the curriculum. Teachers' expectations of pupils' achievements are sound overall, except that there is not a consistently high enough level of challenge for more able pupils. In the good lessons there is a brisk pace, characterised by lively introductions and a good variety of tasks. In the very good lessons learning intentions were shared with pupils and there was sufficient challenge for all abilities and ages in the class.

32. Teachers use a good range of methods and organisation to motivate and interest pupils. They have an appropriate range of activities to organise pupils and maintain their enthusiasm. Teachers provide appropriate opportunities for pupils with special educational needs and support is good. The co-ordinator provides strong guidance to all staff. Due attention is paid to the organisation, through effective support in class and withdrawal. Teachers brief classroom assistants well.

33. In many lessons, teachers use suitable questions to challenge pupils' thinking and probe their understanding. In the good lessons teachers value pupils' answers and use

them to stimulate their thinking further. The allocation of time at the end of lessons for pupils to evaluate what they have learnt is inconsistent across the key stages. Consequently, teachers are not always able to effectively check what pupils have understood and can do, and thus use the information gained in future lessons. Teachers often introduce key vocabulary to pupils across the subjects of the curriculum, but do not consistently reinforce it during lessons so pupils remember and then are able to use such vocabulary. Opportunities are missed across subjects to develop extended writing skills in subjects. Numeracy is not well developed in planning or implementation by teachers across the subjects of the curriculum.

34. The relationships between pupils and all staff are good. Nearly all lessons have a calm atmosphere, conducive to learning. Both teachers and learning support assistants use praise well to motivate and encourage pupils to do their best. Teachers' use of time and resources is good. Most lessons start promptly. Resources are often organised effectively and used efficiently to support teaching and learning. Learning support assistants make a significant contribution to pupils' learning. They are well briefed by teachers and have a clear understanding of their roles.

35. The quality of day-to-day assessment is satisfactory overall. Teachers' marking of pupils' work is regular, and positive comments encourage pupils to do their best. Teachers do not consistently implement the school's marking policy and there is very little marking that shows pupils what they need to do to improve; even then, pupils often ignore the comments that are made. This limits the progress made, particularly for higher attaining pupils. In the very good lessons, teachers use their assessments of previous work to plan further tasks for pupils and gear their teaching in groups to rectify misunderstandings. However, teachers' records show that they have not set specific targets for individual pupils to raise their achievements.

36. The use of homework is satisfactory overall. All pupils are encouraged to take home reading books and spellings. The school enjoys good levels of support from parents in their children's learning at home. The majority of parents are happy with the work their children are expected to do at home.

1 The curriculum and assessment

37. Since the previous report the school has maintained its provision of a sound curriculum. There are now policies and schemes of work for nearly all areas of the curriculum.

38. The curriculum for children under five is largely broad and balanced, covering all the recommended areas of learning well, except that children do not have sufficient opportunities for their physical development. They are suitably prepared for their future study of the National Curriculum.

39. The school provides a curriculum which is broad and balanced across both key stages, and which prepares pupils well for secondary school. All subjects meet statutory requirements, and the school has made effective arrangements for the teaching of literacy and numeracy, except that there is no consistent planning for the development of these skills across the subjects of the curriculum.

40. The curriculum promotes pupils' intellectual, physical and personal development satisfactorily. The provision of information technology has been much improved recently. The recent rearrangement of classes in Key Stage 1 means that children under five receive an education more appropriate to their needs than at the time of the last inspection. Personal, social and health education are taught well in individual subjects, such as science and religious education

41. Pupils enjoy mainly equal access to the curriculum. For example, both boys and girls play the full range of sports, both in school and competitively. However, teachers do not always follow the school's policy for the most able and provision for these pupils is inconsistent across the school. Pupils with special educational needs receive good support from classroom assistants, based on well-written individual educational plans and careful briefing from teachers.

42. Curricular planning is satisfactory overall, but there are inconsistencies at Key Stage 2. Since the last inspection policies and schemes of work have been developed for all subjects. Provision for Year 6 is satisfactory and pupils receive a well-focused curriculum. In the mixed age classes in Years 3 to 5 there is a carefully thought out structure which ensures that pupils do not repeat the content of lessons. In some lessons, work is carefully matched to pupils' ages and abilities, for example in English, mathematics and science. However, this is not consistent and in other lessons pupils in all three years are working at the same level. A scrutiny of pupils' work shows that they are sometimes expected to carry out very similar tasks. Documentation from the school shows that planning for the development of skills and concepts is improving but is still under-developed at Key Stage 2. It is satisfactory at Key Stage 1 and good for children under five.

43. The provision of extra-curricular activities is good and involves a significant number of pupils. There is a wide range of sports teams and musical ensembles. In addition there is a computer club after school and an active French club.

44. Procedures for assessing pupils' attainment have improved since the last inspection and are now satisfactory in English, mathematics and science. They are under-developed in other subjects, although individual teachers keep samples of pupils' work. Teachers keep detailed records for the members of their class and, in some cases, assess pupils carefully against specific learning objectives. In other classes they just record marks. Teachers mark work regularly but, in general, they do not indicate clearly enough to pupils how it can be improved, as at the time of the last inspection.

45. Some teachers make specific use of their assessments, changing groupings from day to day to reflect what pupils know and need to do; this is an improvement since the last inspection, but is not yet consistent across all classes. Although there are targets for school improvement, there are no individual targets for the improvement of pupils' work and for the levels they could achieve in all years. The school has no portfolios of pupils' work for teachers to agree on the levels that pupils have achieved. The use of assessment to inform future work is therefore unsatisfactory, except in the reception class, where it is satisfactory.

1 Pupils' spiritual, moral, social and cultural development

46. The provision for pupils' spiritual, moral, social and cultural education is good, as it was at the time of the last inspection. Since then the daily act of collective worship has

become a stronger feature of pupils' spiritual education.

47. Pupils' spiritual education is good. Assemblies introduce pupils to a variety of spiritual themes such as the place of the millennium as a celebration of the birth of Christ and the work of Jesus through his miracles. The local vicar makes an important contribution to the growth in pupils' understanding of Christianity, and all assemblies provide pupils with appropriate opportunity for reflection. Pupils experience other faiths, for example through a visit to the local Sikh temple; they learn to respect and value other faiths for themselves, for instance by removing their shoes in Holy places. In art, pupils explore symbols, such as Rangoli patterns, that are drawn from other faiths as well as reflecting on the work of European artists such as Monet. Other subjects, such as religious education and English, make an effective contribution. For example, candles were lit in a lesson on the Christingle Festival and pupils are given opportunities to appreciate the wonders of prayer from different faiths. The school celebrates pupils' achievements in a wide variety of ways, as in displays of their work and weekly assemblies, thus building up their self-esteem.

48. Provision for pupils' moral education is also good. Staff provides very good role models and treat pupils with quiet firmness and respect. They apply the school's behaviour policy consistently, placing an appropriate focus on everyday rights and wrongs. Pupils have been involved in establishing the good levels of behaviour. For example, they discussed and wrote the school rules and helped develop the behaviour policy. In lessons pupils consider moral issues where appropriate. In science, for example, pupils consider moral issues to do with drugs and in geography they discuss reasons to conserve water.

49. Social education is very good. Teachers organise pupils on a daily basis so that they learn to work together, with a good deal of group work in the early years and much paired work in mathematics. In design and technology pupils frequently work on projects in groups, for example when they experiment to find the best way of making a shelter from limited materials. Pupils take part in a wide range of collaborative activities, including sports teams and music groups. The school participates extensively in cluster and local activities, and pupils meet pupils from other schools. The school is involved in village life, for example when pupils perform to the Women's Institute at Christmas. Older pupils take an appropriate variety of responsibilities around the school.

50. The provision for pupils' cultural education is good. Pupils take part in a wide variety of musical activities, both in school and at events elsewhere. All of them were involved with pupils from other schools in a recent production. Many learn musical instruments or play in a recorder group. Pupils study the work of artists such as Picasso, and they sing clearly and tunefully together. Pupils are introduced to other cultures mainly through religious education. They learn a lot from visits about what is important to people from other cultures. In Key Stage 1 teachers use a 'travelling bear' to bring a wide variety of cultures alive for pupils from around the world.

1 **Support, guidance and pupils' welfare**

51. At the time of the previous inspection pupils' welfare and guidance was judged to be adequate. Provision for pupils' support, guidance and welfare is now very good overall.

52. Evidence collected from parents in the form of completed questionnaires, and comments made at the pre-inspection parents' meeting, makes it clear that parents are very happy with the support and guidance their children receive from the school. These views

are endorsed by the inspection team. The school cares for its pupils well and provides very good pastoral support during the years they spend there.

1. Behaviour and personal development are very well monitored through implementation of the behaviour policy and the detailed knowledge that all staff have of pupils. Attendance is monitored weekly by the headteacher, supported by visits from the educational social worker when appropriate. Pupils' academic progress is less well monitored. Due attention is paid to what pupils have achieved, but teachers do not track the academic progress of each pupil consistently in detail in order to plan future work. This remains an issue from the previous report.

2. Strategies to promote discipline and eliminate bullying are very effective, as demonstrated by the good standards of behaviour and courtesy observed throughout the school.

55. The school's arrangements for child protection are detailed and appropriate. The headteacher, who is the designated officer for child protection in the school, ensures that staff training on this important issue is regularly updated.

56. The programme for pupils' personal, social and health education is satisfactory and taught mainly through the science and religious education curriculum. However, there is no overall programme of work that recognises the contribution all subjects can make to pupils' personal, social and health education as they move through the school.

57. Pupils' health and safety is of prime concern to all staff and governors. The headteacher, the science co-ordinator and a governor undertake regular health and safety risk assessments throughout the school. The caretaker is vigilant in ensuring that the swimming pool is a safe area for pupils to enjoy this aspect of their physical education. The school has sufficient staff with up-to-date certificates in first aid to support pupils when necessary, and regular fire drills further ensure pupils' welfare and safety is well promoted.

58. Pupils join the reception class from the adjacent playgroup and they will have attended school events during their time in the group. Thus they are familiar and comfortable with the school premises by the time they commence their full-time education there. They visit the school with their parents in the term before they start and there is a helpful and sensible booklet to help both parents and pupils at this time of first entry into the school. For their first few weeks they attend the school part-time to ensure a smooth and happy induction.

59. When pupils move to the next phase of their education, they transfer to four different secondary schools. Visits to the secondary school of their choice, and reciprocal visits from Year 7 staff in those schools to Great Doddington, form part of these good arrangements. In addition, all appropriate pupil records are passed on and, through the activities of the cluster group, Year 6 pupils in all local primary schools meet together for a social event before joining the secondary schools.

60. Pupils with special educational needs are well supported, not only by the school, but also by a large range of visiting professionals from other agencies, who work closely with pupils, their parents and the school.

61. Nearly all pupils benefit from the strong pastoral ethos that permeates each school day. This very good quality of care and consideration supports their attainment and progress well.

54. Partnership with parents and the community

62. The school values its positive relationship with parents and they are warmly welcome in the school, where staff are accessible and available to them. This maintains the high standards reported at the previous inspection.

63. There is good communication with parents by means of regular newsletters which keep them well informed of forthcoming events and matters of interest. The results of the OFSTED questionnaire show that parents find it easy to approach the school with concerns. The vast majority agreed that the school encourages them to play an active part in its life, but a few are not so happy. Many parents value the open and friendly approach of the headteacher. Opportunities are provided for parents to talk to teachers about their children's attainment and progress at one open evening each term. Pupils' annual reports to parents are satisfactory. The reports clearly inform parents what their children know, understand and can do, but do not include individual targets for future development. There are opportunities for parental comment on their children's progress but none for pupil comment through which they could become involved in their learning, assess their performance and set their own targets. Parents of pupils with special educational needs are fully involved, as appropriate, in annual reviews, and in the formulation of individual education plans.

64. A number of parents help in the classrooms and on trips and outings. Parents are generally involved well with their children's learning at home and were consulted in the formulation of the homework policy.

65. The home school association, Friends of Great Doddington Primary School, is a thriving and hard-working association which is committed to organising a variety of social and fund-raising events throughout the year to benefit pupils. It raises a good sum of money annually and recently was successful in obtaining National Lottery Funding to set up the new computer suite.

66. The school's links with the wider community, which are benefiting pupils' attainment and personal development, are sound. The school welcomes a number of visitors regularly. The vicar leads one assembly a week which makes an effective and popular contribution to these important gatherings. The community police officer, drama, music and scientific groups are also welcomed into the school, as are volunteers from the immediate local community, who lend helpful assistance in the classrooms.

67. There is a thriving cluster group of local schools, in which Great Doddington Primary School plays its own part. Several joint activities and inter-school competitions are organised for pupils to enjoy taking part and socialising together. Teaching staff also benefit from these positive relationships within the cluster group, for example by taking part in joint training for the numeracy project. A positive and fruitful relationship with the adjacent playgroup ensures that these children feel at home immediately on entry to the

school. The school has equally good liaison with the secondary schools, to which pupils transfer when they leave at the end of Year 6.

54. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

54. Leadership and management

68. At the time of the previous inspection no overall judgement was made about the management and administration of the school. Leadership and management of the school are good. The headteacher provides clear educational direction for its work. There is a positive ethos and a vision to raise standards, within a warm and caring environment, based on good relations. There are co-ordinators for all subject areas; the leadership in some subjects is good, such as English and mathematics. Job descriptions are up-to-date and include the monitoring of the curriculum and teaching, and this monitoring is good in practice. The headteacher and co-ordinators regularly monitor the quality of teaching. Strengths and weaknesses are explained to staff; the outcomes are often used systematically to have an impact on what is taught. The monitoring of the curriculum and assessment has led to satisfactory levels of improvement since the previous inspection. However, there are still inconsistencies. For example, assessment is still not consistently used to plan future work and teachers do not always implement the school's marking policy and rarely indicate to pupils what they need to do to improve. The curriculum for Years 3, 4 and 5 still does not consistently provide for the needs of the full range of the ages and abilities across all subjects.

69. Following the previous inspection in February 1996, an action plan was prepared which set out targets for future development. The headteacher, staff and governors have made sound progress in managing the key issues for action identified below. The school's capacity for further improvement is good.

Key Issue 1:

The headteacher, staff and governors should improve the pupils' standards of achievement in numeracy and information technology.

- The school has raised pupils' achievements in numeracy at Key Stage 1 and maintained them at Key Stage 2. Attainment in information technology remains below national expectations. However, the provision for information technology has been improved recently and the school is in a good position to make further progress.

Key Issue 2 :

The governors, headteacher, staff and governors should review the current organisation for the teaching at pre-Key Stage 1 and Key Stage 1.

- There has been an effective review of the provision for children under five years in that they have ample opportunities to take part in all the recommended areas of learning, except that there is still unsatisfactory provision for physical development.

Key Issue 3:

The headteacher, staff and governors should ensure that the information gained from the assessment of pupils' progress is used to plan future work.

- This still remains a weakness. Teachers do not consistently use assessment to plan work. There are sound systems in place, but many of them are too new to judge their impact.

Key Issue 4

The headteacher, staff and governors should improve the quality of short-term planning.

- The school has made significant improvement in this area as most lessons now have clear learning objectives, especially in English, mathematics and science.

Key Issue 5

The headteacher, staff and governors should ensure there is closer monitoring of the quality of teaching and learning.

- The school has a well planned series of visits by co-ordinators and governors to monitor teaching and learning. This has had a positive impact on the work of the school. Governors and co-ordinators have been particularly effective in monitoring the provision for literacy and numeracy. As yet, there has been little impact on the quality of teachers' marking.

Key Issue 6

The headteacher, staff and governors should complete the work to provide policies and schemes of work for each subject.

- The school now has policies and schemes for all subjects in place, and these are consistently implemented by all staff.

70. The co-ordinator for special educational needs provides effective management and leadership. The school fully complies with the Code of Practice. Procedures for involving parents and outside agencies at relevant times, in pupils' progress and the assessment of their needs are managed well. Individual educational plans are nearly always specific and measurable.

71. The school's ethos is good and purposeful. This is reflected in pupils' positive attitudes to work and the good behaviour. There is a sense of respect and care for others everywhere. Relationships between staff and pupils are nearly always positive. The school's aims and policies are appropriate. They cover a wide range of issues and are constantly being renewed and updated. Learning and resources in the school are good and are largely well used by staff. Parents are very largely supportive of the values the school teaches.

72. The school development plan is sound and the priorities are largely appropriate for the short and long-term needs of the school. Success criteria are not always specific enough for the school to measure its own performance. For example the school has made good progress in funding for information technology, but has no criteria by which it can judge the value for money of its expenditure.

• 73. The governing body is very supportive and has a good understanding of its role. Many governors visit the school on a regular basis. The headteacher arranges to see an individual governor on a rota basis each week. There is an effective committee structure. All of this gives governors a good platform to ask pertinent questions and hold the school to account for the standards it achieves. The governors largely meet their statutory obligations, except that there are no formal procedures for the appraisal of staff. However, there is regular monitoring of teaching, and results from this are used to plan future training and inform the school development plan.

• **Staffing, accommodation and learning resources**

74. The number, qualifications and experience of both teaching and non-teaching staff meets the needs of the curriculum. The school has an appropriate number of teachers for the size of the school and teachers are suitably qualified for the phase of education in which they are teaching. They have a good range of experience and have had appropriate training or experience to carry out their various roles in school. The provision of support staff is satisfactory and they contribute effectively to classroom teaching. Their experience enables them to provide effective teaching to groups of pupils under the overall supervision of the class teacher.

75. Arrangements for the professional development of staff are good, but there is no formal system of appraisal. However, both the headteacher and the literacy and numeracy co-ordinators observe staff teach and this contributes to their professional development. Each member of staff has a review interview with the headteacher each year. Arrangements for induction of new staff are good. However, there are, as yet, no opportunities to develop teachers' classroom practice through observation of their teaching in other subjects. Although funds are tight, all staff attend courses which are linked to

school or personal priorities.

76. The school accommodation meets the needs of the curriculum satisfactorily; classrooms provide an appropriate environment for pupils' learning. Displays are good and they celebrate pupils' achievements well. The inconvenience of having no water in the mobile classrooms is handled well and does not inhibit pupils' education. There is a good environmental area, developed with a good deal of help from parents. However, the library is cramped and, although the computer room is a satisfactory facility at present, it is still being developed. There are good facilities for outdoor games, using village facilities, and the school benefits from its own swimming pool. However, the hall is small and requires special care for indoor physical education. There is no dedicated area for outdoor play for the under-fives, as at the time of the previous inspection.

77. Provision of learning resources is sufficient overall to enable the planned curriculum to be taught effectively only because teachers supplement it with their own materials. In physical education, resources are good. There are a good number of computers of appropriate quality in classrooms and in the computer suite. The library, although well located in the hall, has an insufficient number of fiction and poetry books and all non-fiction books are held in classrooms. This limits the use of the library as a learning resource for accessing information and acquiring library skills.

78. There are insufficient large pictures and posters for art appreciation or for historical enquiry. Most artifacts are on loan from a central resource or belong to teachers and parents. The school recognises the need to build up sufficient resources and a mechanism for monitoring the use of resources and their impact on standards. Resources are accessibly stored centrally for science, information technology, music and for consumable art materials and all other resource items kept in classrooms. There are no inventories of available resources and their location added to the policy or scheme of work. Classroom book collections are appropriate for the age range of the school. The school grounds, the local village community along with visitors to the school, visits to places of interest and extended visits enrich and enhance the curriculum.

• **The efficiency of the school**

79. The efficiency of the school is sound. This maintains the standards from the previous report.

80. Financial planning is good. The governors' finance committee meets regularly and makes appropriate reports and recommendations to the full governing body. Spending decisions are clearly linked to financial priorities within the school development plan. The school plans ahead as far as it can. The budget for this year is very tight and there may well be a very small carry-over figure to the next financial year. The finance committee is currently considering ways of raising additional finance to boost its budget for the future. The headteacher has successfully put in place procedures to ensure that governors are involved in setting the budget. Success criteria are largely precise enough for the school to judge its own performance.

81. Teaching, learning support and all staff are deployed effectively and well. The caretaker works hard to provide a clean and pleasant learning environment for pupils and the school meals staff provide high quality support to pupils at lunch and play times. The

accommodation is well used and will shortly be improved by the building of a brand new classroom. Learning resources are well used throughout the school and there is no waste.

82. Daily financial control and administration is shared between the headteacher and the administrative officer who are both relatively new in post. Financial and administrative procedures are satisfactory. Over the past year the school has been monitored and reviewed by the audit department of the local education authority following an initial visit in September, when the headteacher had been in post a matter of days. The purpose of these visits has been to support the school as it builds on, and improves, the financial procedures established by predecessors in post. During the course of these monitoring visits some inconsistencies in practice were identified, culminating in a series of recommendations to governors from the audit department. The headteacher and governors responded immediately to these recommendations and have produced a detailed action plan. This now forms an integral part of the school's daily financial procedures. A further visit from the audit department is expected very shortly when it is expected that the school's action plan will have fully met the audit department's requirements. The headteacher and governors recognise the need to consider ways in which the administrative officer can undertake more delegated duties from the headteacher in order to free him further to carry out his considerable weekly teaching commitment.

83. Funds for staff development are appropriately spent for their intended purpose. Additional funding that the school receives for pupils with special educational needs is spent accordingly, to the benefit of those pupils for whom it is intended. This includes relevant resources and staffing.

84. Taking into account the above average levels of income that the school receives, the overall sound progress of pupils, their good attitudes and behaviour, the quality of teaching and the progress made since the previous report, the school provides sound value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

85. The previous report highlighted the adequate opportunities for activities in the reception class, with limited scope for physical development. Provision is now largely good, except that for physical development, it is still unsatisfactory

86. Children are given a good start to their education in the reception class at Great Doddington Primary School. Children are admitted into Reception in the academic year in which they are five, where they attend part-time for the first half-term. At present there are 17 children under five in the reception class. Children are well prepared for work at Key Stage 1, and many have begun Key Stage 1 work. Most children enter the reception class with attainment levels in line with those of a similar age in all areas of learning, and a few are above those normally expected. Most children make good progress, including those with special educational needs, in the areas of language and literacy, mathematics and personal development; in knowledge and understanding of the world, creative and physical development they make sound progress. Nearly all reach the nationally agreed desirable outcomes for children under five year old, and some achieve beyond the expected levels.

87. Children make good progress in their personal and social skills. They quickly settle into class routines. They are confident with all adults, including visitors. Relationships with staff and classmates are good. There is usually a clear understanding of what is right and wrong. Children respond well to the generally calm but stimulating atmosphere found in the class. Children develop respect for their own culture as they work and play happily together. Nearly all children help clear away resources. Many show increasing independence in dressing and personal hygiene. As they move through Reception children become increasingly confident and ask questions when they need help. Behaviour around the school is nearly always good.

88. Teaching of personal and social development is nearly always good. The teacher in Reception is establishing routines and gives clear, but sensitive, guidance to children. Support staff follow the same consistent patterns as the teacher. All adults work as a team to encourage children to work and play together.

89. When they enter the reception class most children do not find it difficult to speak to adults. Staff develop their confidence further, along with the vocabulary to express their ideas and feelings. They willingly take part for variable periods of time in imaginative role-play activities; sometimes they move quickly between activities. They often talk together as they become engrossed in their roles. They like books and quickly bring their favourites to adults to read to them. Children begin to develop clear word attack skills. A few know the alphabet and the associated sounds of letters. Older children begin to use initial letter sounds and picture cues to help them read. Most children enjoy talking about their reading and answering questions. They develop early mark-making skills as they draw, paint, trace and copy pictures and writing. Children explore letter shapes through multi-sensory approaches and some begin to copy their names with support. The children develop their writing skills well in the reception class. By the time they start the National Curriculum some children are writing recognisable sentences.

90. The teaching of language and literacy is nearly always good. The teacher has a secure understanding of the desirable learning outcomes and her planning reflects this. Learning objectives are specific and measurable. Support staff are used well in the reception class to support children's language and literacy development.

91. Children develop mathematical skills well through a good range of activities, and nearly all are at the expected levels by the time they start the National Curriculum. They know many counting songs and rhymes. Most children accurately count, sort and match objects. They repeat sequences of known colours when playing. As they move through Reception children begin to measure, count, order and make sets. They know the names of simple shapes, using words such as 'in front' and 'behind' correctly, forming numbers with care and accuracy. Many are showing awareness of number operations when they add numbers together orally. Children have a good vocabulary to talk about their work in mathematics.

92. The teaching of mathematics is mostly good. The teaching of the subject ensures a good level of response from the vast majority of children. The teacher has a good understanding of this area of learning. Lessons have a good pace and an interesting range of activities to stimulate children. In group activities the teacher focuses on the continued development of children's mathematical skills, to reinforce their understanding.

93. In knowledge and understanding of the world children make sound progress and most are in line to achieve the expected level by the time they reach the age of five. They talk about their homes and the local village, based on the large-scale maps in the classroom. Children talk enthusiastically about different parts of their body as they compare the sizes of their hands. They are eager to talk about special times, such as Christmas, after listening to the story of the Nativity. Children use the mouse on the computers to move images around the screen successfully, and are beginning to build up basic keyboard skills.

94. The teaching of knowledge and understanding of the world is sound. Lessons have interesting introductions. They are well structured and have stimulating activities that engage children's interest and imagination. The teacher makes good use of the local area to give children first-hand experiences.

95. Children make sound progress in their creative development. They paint pictures in a variety of media, with a good level of detail; for example, faces have eyes, some include pupils, hair and mouth. In Reception children create a variety of lively pictures in paint and make a wide range of models using construction kits. This is a good introduction to their work in design and technology.

96. The teaching of creative development is sound. The teacher gives children frequent opportunities to respond to and represent their ideas in a variety of ways. The learning support assistant gives children sensitive but well-structured support to ensure children progress and behave well.

97. Children's progress in their physical development is mostly satisfactory. Children have regular opportunities to climb, balance, run and jump with confidence. They have very limited opportunities to use ride-on toys and experience daily outdoor physical activity. In Reception children use scissors with satisfactory levels of control to cut out shapes from

card. All children play safely on equipment. They put away apparatus with adult help. As they move through Reception they gradually become more independent.

98. The teaching of physical development is satisfactory. The teacher encourages a wide variety of activities. Sometimes opportunities are missed to encourage co-ordination. There is a sound balance between formal teaching of skills and allowing children to experiment and try out their own ideas.

99. Leadership and management of the provision for children under five are good. The individual education plans of children with special educational needs are checked regularly to ensure they make good progress towards their targets. The staff have good relationships with parents. Parents approach staff confidently and consequently their children are happy to come to school.

100. Assessment procedures are sound. In the reception class an accredited base-line assessment is used. Results from this are used consistently to plan future work. Assessments are well used to inform future planning. Resources are good overall, except that children have little access to outdoor play. However, the school makes the best use it can of the indoor facilities.

- **ENGLISH, MATHEMATICS AND SCIENCE**

- **English**

101. Attainment has been improved at both key stages since the previous report. The results of the 1999 national tests at the end of Key Stage 1 were very high when compared to the national average in reading and writing. This was an improvement on the good results in 1998. At the end of Key Stage 2, attainment in the 1999 national tests dropped to below the national average compared to the 1998 results which were in line. However, the proportion of pupils achieving expected levels is better than in 1995 when this cohort of pupils took the tests in Key Stage 1. Pupils with special educational needs progress well towards the targets contained in their individual educational plans in both key stages.

102. In work seen during the inspection, Year 2 attainment is above the expected level. Pupils are on course to exceed the national averages by the end of the year in both reading and writing, which is below the very good 1999 results. This is not necessarily significant because of the small numbers of pupils taking the tests. When comparing the school to similar schools, attainment is very high at the end of Key Stage 1.

103. In work seen in Year 6, attainment is in line with national expectations. The discrepancy between inspection evidence and the attainment in the 1999 national tests is accounted for by the more settled class organisation for Year 6, the impact of the National Literacy Strategy in the school with its emphasis on teaching skills of spelling, punctuation and grammatical awareness and the school's adaptation of the strategy to include regular extended writing opportunities in English.

104. The performance of boys and girls over the period 1996 to 1998 shows that girls achieve higher levels than boys in both key stages. Only in Key Stage 2, however, are boys below the national expectations for their age. Although the number of pupils in each

year is small and there is some gender imbalance in some years, the cumulative performance between 1996 to 1998 shows that girls consistently attain higher levels than boys, but this is no more than the national difference. Results are now being analysed by gender by the Local Educational Authority, which is highlighting the trends for the school to monitor. There was no significant difference between the performance of boys and girls during the inspection.

105. Attainment in speaking and listening is above that expected for pupils of a similar age at the end of both key stages. At the end of Key Stage 1, pupils are confident when speaking to adults and with each other. They are introduced to a wide range of vocabulary which enables them to use appropriate words when speaking. For example, when finding alternative words for 'said', a Year 2 pupil used 'gasped' to fit in with the context of the story. Because of the high teacher expectation of success and the good classroom management which exists in the key stage, pupils listen carefully to instructions and are able to carry out tasks effectively without constant repetition. This enables good use to be made of the available time for literacy. In Key Stage 2, pupils' speaking and listening skills are good. They are confident when talking to a visitor and know when to use standard English. They show sensitivity to others' feelings during a play rehearsal, offering constructive criticism rather than criticizing the performance of others. They listen with concentration and ask questions to seek further information.

106. Progress in speaking and listening is good in both key stages. Pupils are given every opportunity to develop confidence in their use of language. Work in drama enhances the development of good voice projection and expressive intonation. Pupils of all abilities take part in dramatic productions, building confidence and self-esteem.

107. In Key Stage 1, attainment in reading is very good. By the end of the key stage, they read fluently and with expression during class reading of the 'Big Book' activity. They know the strategy of 'reading on' to find a missing word and can use picture cues and their increasing phonic skills to decode unknown words. They enjoy reading and select books of their own choice to read at home whenever possible. They retell the stories they have read and speak confidently about the characters in them. They know that you have scenes in plays and chapters in books. Higher attaining pupils read fluently and with confidence and know the names of their favourite authors. By the end of Key Stage 2, attainment is satisfactory. Pupils read with increasing confidence, fluency and accuracy. They are developing research skills, especially using information technology, and have preferences for authors and types of stories. They understand the format of a play, with its cast list and stage directions and infer where the setting is from titles, such as 'Turbulent Term'. In the middle of the key stage, they look at story structure and identify characters in the plot and sub-plot. More able pupils skim and scan text to obtain details from the story. Independent learning skills are below those normally expected, however, because the library has recently been re-organised and book stocks reviewed for suitability. Many were found to be out of date which has resulted in depleted stocks available for research, although topic loans can be obtained from the county library as needed.

108. Progress in reading is good in Key Stage 1 and satisfactory in Key Stage 2. Younger pupils in Key Stage 1 quickly learn the sounds and symbols of the alphabet and recognise words in their reading scheme books, matching print to pictures. The Literacy Strategy, introduced in 1998, has impacted on standards and progress in Key Stage 1 to a greater extent because pupils have benefited from two years of the strategy throughout the key stage. In Key Stage 2, where the time spent is four years, the benefits are beginning to show but much revision has to be completed to cover all aspects of the strategy before

moving on. A recent rationale for teaching literacy in Years 3,4 and 5 has enabled teachers to plan and teach the strategy to single age groups more effectively than in the past.

109. Pupils' attainment in writing is good in Key Stage 1 and sound at Key Stage 2. The benefits of the Literacy Strategy are having an impact but again, in Key Stage 2, it is necessary to re-visit skills not taught sufficiently well before. For example, Year 6 rehearse the rules and exceptions for plurals to consolidate the previous year's work. Spelling is now taught systematically and tested regularly during the Literacy Hour, which is helping to improve standards of written work. Pupils make good use of word banks and dictionaries and are taught suitable strategies for checking their spelling. However, during the inspection there was no evidence of pupils using a thesaurus for extending vocabulary. There is more focus on the structure of language during the literacy hour. Older pupils confidently talk of similes and idioms, prefixes and suffixes, while younger pupils know verbs and adjectives and pick them out in sentences. By the end of Key Stage 2, pupils write for a variety of audiences in a range of genres, including reports, letters, poems and eye-witness accounts. From an early age, pupils are taught to form their letters and by the end of Key Stage 1, many develop clear, legible handwriting. This is effectively supported by a published scheme that promotes regular practice in handwriting. Pupils in Key Stage 2 further develop good handwriting techniques and emphasis is placed on neatness and accuracy in all recorded work. Handwriting throughout the school is of a good standard.

110. Pupils make good progress in writing in Key Stage 1 and sound progress in Key Stage 2 in writing. Lessons are matched to pupils' attainment targets and are supportive of those with special educational needs. Pupils practise skills in speaking and listening, particularly through the National Literacy Strategy, and there is an effective emphasis on improving spelling and handwriting in the school. A limited range of writing is displayed around the school and in pupils' books. Progress in literacy at times is shown in other subject areas, including history, science and religious education. There is little difference between the progress of boys and girls.

111. The quality of teaching is good throughout the key stages. Planning for the literacy hour clearly identifies what pupils will learn. Teachers have good subject knowledge, using questions well to extend and assess pupils' understanding. Pupils with special educational needs receive helpful support that enables them to make good progress, particularly towards their targets. Classroom assistants provide effective support to individuals and groups. Whole-class sessions are well led and teachers ensure that all pupils take part in discussions. Good use is made of 'Big Books' and class readers. Teachers' expectations are generally high, although more able pupils in the middle of the key stages are not always sufficiently challenged. Teachers manage pupils very well and good use is made of the available resources.

112. Space is used effectively. Day-to-day use of assessment is good in the early part of Key Stage 2, and informs future planning. There is a sound system for assessment in English which is not always consistently followed throughout the school. Pupils are beginning to become involved in evaluating their own work, setting targets for improvement and using self commentary. Teachers do not plan for the development of pupils' information and technology skills in English.

113. The curriculum is broad and balanced and meets the requirements of the National Curriculum. A strong emphasis on developing literacy has resulted from the effective introduction of the National Literacy Strategy. This has been successfully managed by the

English co-ordinator. Systems are in place to ensure continuity and progression with lessons having a common format. Arrangements for assessing and recording pupils' progress using national tests is good at the end of Key Stage 1 and across Key Stage 2. There has been no analysis of results to plan future work and adjust the curriculum if necessary. Some sampling of work occurs but there is no portfolio of pupils' work to which teachers may refer to agree levels of achievement. Monitoring of standards of teaching and learning is beginning and is already having a positive effect on pupils' responses. Work is marked conscientiously but is not sufficiently targeted towards showing pupils where they need to improve. Staff have benefited from additional training for the Literacy Strategy. Resources are satisfactory following recent investment in additional books for the National Literacy Strategy but the library lacks sufficient books to support work adequately across all subjects of the curriculum.

Mathematics

114. A key issue at the time of the previous report was to raise standards in numeracy at both key stages. The proportion of pupils achieving the national average has been increased at both key stages. Attainment at the end of Key Stage 1 is well above the national average. Inspection findings largely reflect the results of the National Curriculum tests for 1999 for Year 2 pupils. Over recent years, results have been consistently above the national average and slowly rising. Attainment at the end of Key Stage 2 is in line with the national average. The results in the National Curriculum Tests for Year 6 pupils in 1999 indicated attainment to be below the national average. This is not regarded as significant because over recent years results have risen and fallen dramatically. There has also been a small number of pupils in each cohort, and at times a significant percentage of pupils with special educational needs. Compared to similar schools results at Key Stage 1 are well above average. At Key Stage 2 pupils' performance was very low in comparison with similar schools, because classes across the key stage were not organised effectively to take account of different abilities and ages.

115. Taking into account pupils' broadly in-line levels of attainment in mathematics on entry into the reception year, progress across Key Stage 1 is good. Progress across Key Stage 2 is satisfactory. The proportion of pupils who are on course to achieve the expected Level 4 at the end of Year 6 is similar to that achieving the national average, Level 2, when this cohort took the National Curriculum Tests at Year 2 in 1995. In lessons pupils are now making good progress in their numeracy skills. The introduction of the National Numeracy Strategy has had a positive impact.

116. By the end of Key Stage 1, pupils' attainment is well above national expectations. Nearly all pupils have a good grasp and mental recall of number facts to 20; they read, write and order numbers correctly at least to 20, and many beyond 100. Most pupils have a good understanding of place value and use this knowledge to solve addition and subtraction questions. They successfully investigate simple fractions and number patterns. Nearly all pupils recognise correctly, name and know the properties of two and three-dimensional shapes. They have a very good understanding of non-standard measures when weighing materials. They are able to construct simple block graphs and explain what information they can find out from them.

117. By the end of Key Stage 2 attainment is in line with national expectations. The introduction of daily mental activities is enabling pupils to manipulate numbers with increasing confidence. Their ability to solve problems is less well developed. Most pupils have a sound understanding of place value, which they use well to add, subtract, multiply and divide numbers. Most pupils multiply numbers with three digits by those with two successfully. They are beginning to understand the proportions of a whole, using fractions and decimals to describe them. Many pupils know how to calculate the areas and perimeters of rectangles and squares.

118. Progress across Key Stage 1 is good. Pupils build successfully on their prior attainment in all aspects of mathematics, particularly in their numeracy skills. Their progress relates closely to the quality of teaching. Pupils at Key Stage 1 thrive on their teachers' lively explanations and probing questions which hold their interest. Their methods challenge pupils at an appropriate level for their present knowledge. Tasks are also well chosen to match the needs of different ability groups within the classes. Progress across

Key Stage 2 over time is satisfactory. They make overall good progress in lessons. This is based on similar features to Key Stage 1 in the quality of teaching. However, occasionally tasks are not as consistently well matched to pupils' different needs. For example, there is insufficient challenge for higher attaining pupils in a few lessons. For some pupils there is too much repetition of calculations rather than using their knowledge to solve number problems.

119. The school has made a sound start to the National Numeracy Strategy. Teachers are enthusiastic about the positive effect it is having on pupils' learning. However, numeracy is not developed effectively across other subjects of the curriculum in a consistent way, except occasionally in history.

120. Pupils' attitudes to their learning of mathematics are nearly always very good. They are quietly attentive to their teachers and listen to their classmates' explanations of the strategies they use. They settle to group work quickly and support each other in completing tasks. The vast majority of pupils take a pride in the presentation of their work. Behaviour in lessons is nearly always very good.

121. The quality of teaching in mathematics is good. It is consistently good at Key Stage 1 and occasionally very good. At Key Stage 2 it is occasionally satisfactory when pupils spend too much time repeating number operations they already understand. All lessons have clear learning objectives and in the best lessons these are shared with pupils. Teaching is very largely based on good methods of presenting the subject in a clear and logical sequence of explanations, questions and tasks. Subject knowledge is secure amongst staff. These features together result in developing pupils' understanding in small, logical steps. This means good progress. In the very good lessons, teachers explain key vocabulary very carefully and use assessment from previous work to match tasks to pupils' needs. However, marking is regularly carried out but does not consistently set directions for improvement. Satisfactory use is made of homework. A good feature in some classrooms is the targets set for year group improvement and these are used well in lessons. Teachers use learning support assistants well, in particular for pupils with special educational needs. They are well briefed by teachers, and they use pupils' individual educational plans carefully to enable these pupils to achieve their targets and thus make good progress.

122. The subject leader is knowledgeable and has the enthusiastic support of a governor linked to the development of numeracy. Together they have monitored teaching and learning and this has led to a significant improvement in the teaching of numeracy. There is a good range of assessment systems in place. However, these are not used to set individual targets for pupils to raise standards further, especially at Key Stage 2. There are no portfolios of pupils' assessed work in mathematics to support teachers in agreeing levels that pupils have achieved. The school has no systematic systems of developing pupils' information and technology skills in mathematics.

· **Science**
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123. Since the previous inspection, results in science have improved considerably, and the school has made good progress. A new and more effective assessment scheme has been introduced, but results are not used systematically to inform long-term planning.

124. The proportion of pupils achieving the expected level in the National Curriculum tests at the end of Key Stage 1 in 1999 was very high compared with the national average;

it was also very high compared with schools with a similar proportion of pupils receiving free school meals. The proportion of pupils achieving a level higher than expected was well above the national average; it was above average compared with similar schools. There are no significant differences between the different attainment targets or between the results of girls and boys.

125. Pupils' level of attainment overall is above average for pupils at this stage of Year 2. Early in Year 2 pupils know that hygiene is important for health as well as for social reasons. Their understanding of how to investigate the effectiveness of soap using a fair test is typical already of pupils at the end of the year. They understand the behaviour of light bulbs in parallel as well as in series of circuits.

126. Pupils of all abilities, including those with special educational needs, make good progress over time; progress was also good in both of the lessons observed during the inspection. Pupils make good progress in individual lessons because they are well paced and teachers have high expectations. In Year 1, pupils use their good knowledge of electricity to light up the eyes of robots in a technology project, and they do this more ambitiously in Year 2.

127. The proportion of pupils achieving the expected level in the National Curriculum tests at the end of Key Stage 2 in 1999 was well above the national average; it was above average compared with schools with a similar proportion of pupils receiving free school meals. The proportion of pupils achieving a higher level was well below the national average; it was also well below average compared with similar schools. These results are improved since the last inspection. There are no significant differences between the different attainment targets or between the results of girls and boys.

128. Pupils' level of attainment at the end of Key Stage 2 is above average overall; they have reached the standard expected at the end of the year during the first term. Early in Year 6 pupils have a good knowledge of teeth, knowing that there are different sorts of teeth and what their evolutionary purpose is. They research information in dictionaries and compile their own notes very effectively. They understand how capillary action in a carnation enables it to drink up ink.

129. Pupils make good progress during Key Stage 2; progress was good in all of the lessons observed during the inspection. Last year's test results related to pupils who took Key Stage 1 tests in 1995, when results were below the national average; pupils now in Year 6 have made good progress since then. Pupils make good progress in a sequence of lessons in Year 3, when ideas of heat insulation are built up carefully so that pupils can think out for themselves that the same materials will keep things hot as well as keeping them cold. However, the scrutiny of pupils' work shows that pupils occasionally carry out work of very similar standard in Years 3, 4 and 5; when that occurs, progress is unsatisfactory. However, when pupils study the phases of matter, pupils in Year 5 include gases whilst pupils in Years 3 and 4 do not.

130. Pupils' response to science is good. Pupils are attentive and interested in lessons, and participate willingly in question and answer sessions. They are curious when carrying out practical work, looking carefully at dissolved solids to see what they can learn. They work sensibly together in class and listen well to each other in discussion. Older pupils use reference material to research information and use it in their own notes.

131. Teaching is nearly always good and contributes effectively to pupils' learning. Teachers have good subject knowledge and understand how to develop ideas through question and answer techniques, to clarify pupils' thinking and to encourage closer observation. Planning is satisfactory, with clear objectives for most lessons. Occasionally there are too many worksheets and work is occasionally the same for pupils of very different ages and abilities; this is unsatisfactory. Teachers manage classes well and use both time and resources efficiently. They monitor pupils' understanding in class by effective questioning, but comments on work only occasionally show pupils how to improve their scientific understanding. In mixed age classes work is sometimes prepared by the class teacher but taught to one group by a classroom assistant; assistants do this well and pupils continue to make good progress. Teachers do not consistently plan for the development of pupils' information and technology skills in science.

132. Teaching in science is supported by a new and effective scheme of work based on one published nationally. Teachers keep detailed records and there are appropriate arrangements to assess pupils' attainment at the end of each unit of work; however, information from these tests is not used systematically to monitor their progress and adjust future work if necessary. There are no portfolios of pupils' levelled work to support teachers in agreeing levels that pupils have reached. Resources for teaching are good, as is the selection of books in the library. The school has developed a good environmental area. There is a good ethos towards science and a real spirit of enquiry in many lessons. However, arrangements for monitoring teaching are under-developed, but the school has plans for implementation in the near future.

- **OTHER SUBJECTS OR COURSES**

- **Information technology**

133. Pupils are currently making good progress in lessons throughout the school but, since pupils' experience of information technology has been very limited until recently, levels of attainment are still below those expected at the end of both key stages and progress over time is unsatisfactory. The school has made considerable improvements since the last inspection in resources, in teaching and in attainment. Pupils are now working well towards expected standards; standards are improving rapidly.

134. Pupils in Key Stage 1 are currently making good progress at word-processing and graphics work and have already reached the standard expected by the end of the key stage. In Year 1, they import clip-art and use painting software to produce pictures of houses. However, at present pupils in Key Stage 1 have little experience of other aspects of information technology, such as handling numerical information or control and, overall, standards are therefore below expectations.

135. In Year 6 pupils are using word-processing to write up work in science and use CD-ROMs to find out information. They are making good progress in both these areas. However, although their techniques are adequate to this task, they have very limited skills to enable them to produce more complex documents or to combine different media effectively. They have no experience of sensing or control, or of the use of spreadsheets to analyse data. They are currently making good progress, from a very low base, but standards are still short of those expected at the end of Key Stage 2.

136. In the small number of lessons observed pupils' attitudes were good. They are attentive when being taught directly and concentrate on what they are doing. They work well together, even when working three to a computer, and take both pride and interest in their work. Pupils' behaviour in lessons is good.

137. The teaching of information technology is good. Teachers have good subject knowledge and match tasks well to pupils' current levels of skill. They have clear learning objectives and appropriate expectations, and manage lessons well. They make good use of the time available in the computer room. Teachers do not plan for the development of information technology skills across the subjects of the curriculum, except in art. They use questions effectively to evaluate pupils' understanding.

138. The school has now introduced a national scheme of work to cover all aspects of information technology and teaching is supported by detailed planning. However, there is no system to monitor pupils' attainment. The recent improvements in the resources available to pupils are linked to a weekly computer club and to use of school facilities by the local community. There is no formal plan to set out the future development of the subject. Although resources are satisfactory for the current level of work, they are not yet sufficient to enable pupils to make full use of their developing skills whenever appropriate in other subjects of the curriculum.

Religious education

139. At the time of the previous report standards were sound at Key Stage 1 and good at Key Stage 2. Standards have been maintained. It was only possible to observe one lesson at Key Stage 1 and two at Key Stage 2. Judgements are also based on discussions with pupils and staff, a scrutiny of school planning, displays and pupils' past work.

140. Most pupils, including those with special educational needs, make sound progress across Key Stage 1 and good progress across Key Stage 2. For example, a scrutiny of the work in Year 2 and discussions with pupils show that they know the Bible is special to Christians, that they know many facts about Jesus and understand this importance. They eagerly retell stories about Him and his Disciples. By the time pupils leave the school, nearly all pupils exceed the targets for their age in the Agreed Syllabus. They know that places of worship are special to believers of different faiths. For example, during their visit to a Sikh temple, pupils in Year 6 listened attentively to the views of their Sikh hosts on their faith. After their time in the prayer hall they talked about their wonder and were able to describe the key features and symbols they had seen.

141. Progress across Key Stage 1 is satisfactory. At first pupils learn how special people care for us, and therefore they have a good example to follow in caring for each other. Careful questioning establishes what pupils already know about religious stories and ideas. This is used as a starting point to broaden and deepen their knowledge. For example, pupils in Year 1 became aware of the importance of the Nativity story to Christians and were able to talk about some of the key events and characters in the story. As pupils move through Key Stage 2, a wider curriculum is correctly introduced. Ideas about symbolism and a broader range of knowledge from other religions and their festivals are taught successfully. For example, pupils learn about Diwali, Id-Ni-Fitr and Harvest festival, and how these festivals contain ideas that are similar in other religions. In Years 4 and 5 pupils

had a good understanding of the symbols associated with the Christingle ceremony. In this way good progress is successfully promoted at Key Stage 2.

142. Pupils have very good attitudes to their learning of religious education. Many are very willing to share their experiences and their classmates listen quietly. They enjoy the times of spirituality in lessons, such as when the Christingle candles are lit and silence spreads across the class. The vast majority of pupils show respect for the beliefs of others. Behaviour in lessons and in visits is nearly always very good. This aspect contributes strongly to progress as it ensures little time is wasted unnecessarily.

143. The quality of teaching in the one lesson seen at Key Stage 1 was sound. At Key Stage 2 it is good, particularly at the end of the key stage. Learning objectives are not always precise in Key Stage 1. In the better lessons in Key Stage 2 clear objectives are shared with pupils. All teachers give lively explanations, based on secure subject knowledge. They have very good relationships with pupils to ensure they want to do their best. Lessons usually have a good pace because there is an appropriate balance between teacher direction and pupil-initiated activities. Marking of pupils' work is regular, but does not consistently indicate what pupils need to do to improve. There are good examples at the end of Key Stage 2.

144. The curriculum co-ordinator is knowledgeable and overall there is a sound curriculum. However, in Years 3, 4 and 5 the curriculum is taught on a three year rolling programme. A scrutiny of pupils' work shows that it is sometimes very similar across all abilities and ages with little development of pupils' skills in religious education. The use of assessment is inconsistent to plan future work and there is no portfolio of pupils' assessed work in religious education to support teachers in agreeing levels that they have reached. Visits, and visitors to the school, are used well to enrich pupils' understanding of their own world and the richness and diversity of our multi-cultural and multi-faith world.

Design and technology

145. All pupils, including those with special educational needs, make satisfactory progress in design and technology through both key stages; there are no differences between different groups of pupils. The standard of their design and evaluation work is in line with that expected in Year 2 and Year 6. However, pupils' manipulative skills are less well developed during Key Stage 2.

146. During Year 2 pupils examine manufactured cereal boxes as a basis for designing their own. They have appropriate skills for assembling the boxes and a good understanding of the relationship between the net and the resulting box. During Years 3 and 4, pupils use a visit to York Minster as an effective basis for making a model based on a wooden structure. Before making it in wood, they make a model with straws and modify their plans in the light of their experience; this is good practice. In Year 6 they study shelters, working together to make their own in a variety of materials; however, although their design work is good, their practical skills are less well developed. Throughout Key Stage 2, pupils develop appropriate skills in food technology.

147. In the only lesson observed, pupils worked in a sensible and purposeful way and other pupils talked about their work with pride and interest. They work together well in project groups, for example when designing shelters in Year 6. They willingly bring a wide variety

of their own ideas to the situation. Pupils' behaviour in the lesson was good.

148. It was only possible to observe one lesson in design and technology. However, that lesson and other discussions with pupils showed that teachers have a good grasp of the key features of the subject. They make good use of the examination of real objects as a basis for pupils' own designs, get pupils to design and then to modify their designs in the light of experience, and involve them in evaluation of what they have done afterwards. Tasks are well chosen but there is insufficient teaching of specific skills to enable pupils to carry them out to a high standard. Although the school is now making some use of the scheme of work produced nationally, there is no overall plan to indicate the expected levels of skill which pupils will develop throughout the school, nor a system to assess those skills.

149. Overall, there is a better grasp of the nature of the design process than at the last inspection, but the teaching of specific skills is still not consistently carried through.

History

150. In addition to the two full lessons observed during the inspection, evidence was gathered from pupils' work, displays, photographs in the school, current planning and conversations with pupils and teachers. This indicates that progress in history is in line with expectations at the end of each key stage and National Curriculum requirements are satisfactorily met.

151. Pupils are developing the skills of historical enquiry appropriately. In Key Stage 1, they are keen to find out about the past and good use is made of first-hand evidence through families to explain the meaning of generations. Pupils are encouraged to find out about how their mothers cope with washing today and this is compared to washdays in the past. Local inhabitants of Great Doddington visit, to answer carefully prepared questions by children. This shows a good link with language development. Pupils learn, for example, that water had to be carried from the pump for every occasion; that there was no washing powder, only carbolic soap and that in wet weather, clothes were hung in front of the fireplace at night. They were fascinated by the bathing arrangements - sharing the bath water - and by the implements used on washday, such as the dolly tub, tongs and posher. In Key Stage 2, pupils see exactly how much rations were for people after World War Two and know why rationing was necessary for the particular items. They are able to discuss and write reasons why they thought it was "horrible," comparing the experience with today's. They learn about goods sold on the black market and attempt to explain why heavy fines were given to those caught using this avenue of supply. At the end of Key Stage 2, they write letters home in the character of a Roman son, explaining conditions in England. They use words, such as refugee and conquest, correctly.

152. Pupils show a lively interest in history lessons and are keen to follow-up work or to do research at home. Effective use is, therefore, made of homework to compare and contrast life today with the past. Parents are in this way made aware of their children's learning in history. In lessons pupils work well in groups and on individual tasks, discussing their ideas confidently. Behaviour in lessons is very good.

153. Progress is sound overall with good progression in knowledge and understanding in lessons in both key stages. There is insufficient evidence to form a secure judgement about the quality of teaching, but, in the lessons seen, it was good. The rigour and

challenge of teaching enables pupils to extend their thinking and to raise questions themselves. Good use is made of time lines to develop pupils' sense of chronology, supplemented by pictures which depict the people living then. Links are made with mathematics when working out family ages from the time lines.

154. Resources are sufficient to support history, although they are often supplemented by loans from teachers and parents. Artifacts are available from the Local Education Authority's Museum Loan Service and the school has a supply of small pictures for historical enquiry. Regular topic loans are obtained from the county library service to extend the school's supply of history books. Good use is made of visits to places of historical interest and links to other curriculum areas, notably art.

155. There is a policy and outline plan for history which makes clear what is to be taught. Due to the recent restructuring in classes through the school, much of the planned two-year rolling programme of studies for Key Stage 2 pupils was unusable. Recent adoption of a nationally recommended scheme is providing a framework this year. Planning in the middle of Key Stage 2 for the mixed age classes is thorough but there is no obvious progression in skills, knowledge and understanding, for example when pupils study World War Two across Years 3, 4, and 5 at the same time. Resources and tasks are similar for all years. At present there is a lack of whole-school assessment procedures to inform planning and there are no systems in place for the monitoring of teaching and learning in history. For these reasons, progress remains satisfactory, as it was at the time of the last inspection.

Art

156. Only two lessons were seen during the inspection. However, in scrutinising pupils' past work, looking at teachers' planning and discussion with pupils, it is evident that most make satisfactory progress (including those with special educational needs) in art over time, in a range of skills. Standards are as expected, which is a similar picture to that reported in Key Stage 1 during the previous inspection.

157. The youngest pupils mix colours, experiment with charcoal and blown paint, and make tree pictures out of their shapes. They draw self-portraits, make observational drawings of leaves and make clay faces. By Year 2, most pupils use art successfully to support their learning in other subjects. They use information and communication technology to create their own drawings. The cross-curricular emphasis continues through Key Stage 2 in posters for World War Two and appropriate line drawings and a large-scale model of the 'Tahkt' in religious education. There are examples of Muslim prayer mats and stained glass windows in the art work seen in the school. Pupils recognise works by Monet and in Year 6 they successfully paint in his style. They express their impressions of the sea through paintings linked to poetry. However, standards are not as high as in the last inspection when they were judged to be good at Key Stage 2. This is because there is now limited work using three-dimensional media and on a large scale.

158. Pupils are keen to explore ideas in practical work and they concentrate for long periods. They work well individually and in groups. Their observational skills are well developed and they are willing to discuss their work with the teacher and to make decisions and choices about materials and colours. Their behaviour in lessons is very good.

159. There is insufficient evidence to make a firm judgement about the quality of teaching but, in the lessons observed, teaching was good. Questions and the use of their answers extended pupils' vocabulary and built on what teachers wanted pupils to learn. Good display work around the school and in classrooms celebrates pupils' achievement in art.

160. The co-ordinator for art monitors coverage and progression through the long and medium-term planning but procedures for assessment of pupils' work are not yet established. No regular work sampling exists and, as yet, there is no strategic plan which includes a full review of the subject in the near future. Resources are satisfactory in range and quantity to support the curriculum.

• Geography

161. At the time of the previous report standards were in line with national expectations. There was insufficient evidence to make judgements about standards and progress in Key Stage 2 during the inspection. In Key Stage 1 progress is satisfactory. There was no teaching of geography, and no written evidence of work at Key Stage 2. Judgements are based on a scrutiny of pupils' work at Key Stage 1, as well as discussions with pupils and staff.

162. Pupils in Year 6 have a satisfactory knowledge of places and conditions in other countries and use a good range of geographical vocabulary to talk about them. Pupils in

Year 2 have plotted their route around the village and know where their home is on the local map. Pupils are developing a good understanding of distant places through residential visits to a local field study centre and a 'travelling' bear that visits many places around the world.

163. The school has developed clear plans for geographical knowledge to be developed as pupils move through the key stages. There are no plans for the specific, geographical skills that are to be developed for pupils of different ages in the same classes. Good use is made of field work to give pupils first-hand experience in geography, both locally and on residential visits. This not only enriches their geographical understanding, but also plays an important part in their social development. There are no systems in place for the development of pupils' information and technology skills in geography.

Music

164. Standards in music are in line with those normally expected at the end of both key stages. Most pupils, including those with special educational needs, make sound progress across both key stages. Only one full lesson was observed during the inspection plus whole-school singing and specialist instrumental teaching. During the previous inspection standards were as expected in Key Stage 1, but good at Key Stage 2.

165. In Key Stage 1, pupils clap out rhythms, count beats and respond with appropriate actions to music representing different animals when listening to 'The Royal March of Lions' from 'The Carnival Animals'. They recognise the quality of sounds in different instruments and know when a tambourine, chime bar or wood block is being used. In assemblies, they listen carefully to older pupils playing violin, clarinet or recorder. In Key Stage 2, they develop an awareness of mood within music and are able to represent it in abstract form through journey lines. They know that interpretation is unique to each individual. When describing their journey lines, having listened to 'Jupiter', from the Planet Suite by Holst, they use words like sharp, circular, angry, peaceful and burning to describe the mood created. They associate colours and patterns with words. For example, they use angry/red/spiky, and green/blue/wavy lines. Musical appreciation and interpretation are good within the school and this is continued in assemblies.

166. Pupils show good attitudes towards their learning of music and show great enthusiasm in performance, especially at Key Stage 2. Pupils have the opportunity to use tuned and untuned percussion instruments and do so with enthusiasm, taking care to hold instruments carefully. Their behaviour in music sessions is very good.

167. Specialist teachers visit the school to give tuition in wind instruments with pupils paying fees for lessons. The local education authority continues to provide free tuition for stringed instruments. Extra-curricular clubs exist for recorders, ocarinas and the choir which all contribute to the musical life in the school. Pupils take part in concerts, using their talents to the full.

168. The teaching throughout the school is at least sound and there are examples of very good practice seen during the inspection. In these lessons, planning and teacher subject knowledge is good; the content is interesting and challenging and high teacher expectations result in positive responses and very high quality work from pupils.

Physical education

169. Pupils of all levels of ability, including those with special educational needs, make good progress throughout the school and the school has effectively managed the small number of criticisms made at the time of the previous inspection, thus the high standards have been maintained.

170. In Key Stage 1, pupils make progress developing increased skill within each lesson, whether performing movements with increasing self-control or putting together dance elements into more complex sequences. In Key Stage 2, pupils make good progress within lessons when they practise ball control skills in a wide range of sports, passing with much greater accuracy at the end of the lesson than at the beginning. By Year 6 pupils bring a football under rapid control after a throw in and all pupils swim 25 metres.

171. Pupils join in with considerable but controlled enthusiasm, showing a good sense of focus and creativity. They are always seeking to improve their standards and are quiet and attentive during direct teaching and demonstration. They play well together and are willing to demonstrate to others with only occasional awkwardness amongst younger pupils.

172. Teaching is good through the school; half the lessons were very good. Teachers have a good knowledge of how to teach physical education, providing good direct teaching within well-structured lessons with plenty of well-focussed practice and good use of demonstration by pupils. Lessons are challenging for all pupils, with constant emphasis on the evaluation of their performance and improvement of it. In Key Stage 2 the school makes particular use of teachers' specialist skills at different games to improve the quality of coaching further. Lessons are well organised and well managed, enabling pupils to engage in lively and ambitious activities without losing self-control. Lessons are well paced and teachers use both time and resources well.

173. The curriculum covers all aspects of physical education and teaching is supported by good quality, detailed planning. There is a good programme of extra-curricular activities, which are open equally to both boys and girls. At present, assessment is under-developed. There is a good sense of direction and ethos within the teaching of physical education, with a simple but effective plan for its further development. Staff have good skills, which contribute considerably to the quality of teaching, and resources are very good. The school enjoys good access to the village field, which considerably extends opportunities for pupils, but the hall is rather small for indoor activities, requiring careful management of lively activities.

· **PART C: INSPECTION DATA**

· **SUMMARY OF INSPECTION EVIDENCE**

174. A team of four inspectors, which included a lay inspector, carried out the inspection. During the three days of the inspection, which involved ten inspector days, 39 lessons or parts of lessons were inspected. This amounted to 27 hours. A further 12 hours were spent scrutinising pupils' work in all subjects, and talking to pupils about what they do. In addition a selection of school assemblies and class registrations was attended.

175. Inspectors gathered evidence from a wide range of sources. These included classroom observations, discussion with pupils in each class and also in small groups to discuss particular subjects. A representative sample of readers was also heard from each class.

176. Discussions were held with the headteacher, deputy headteacher, chair of governors, and other members of the governing body, including parent governors, parents and members of the teaching and support staff.

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177. Inspectors considered a range of documents, which included the school development plans, school policies, teachers' planning notes, schemes of work, financial information and pupils' records. Information from a questionnaire sent to parents, which was returned by 52 parents, was analysed. A meeting was held for parents, of whom 26 attended.

· **DATA AND INDICATORS**

· **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with Statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	137	2	66	0

Teachers and classes

· **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	5.4
Number of pupils per qualified teacher:	25.4

· **Education support staff (YR – Y6)**

Total number of education support staff:	2
Total aggregate hours worked each week:	30

· **Financial data**

Financial year:	1998-1999
	£
Total Income	212062
Total Expenditure	205676
Expenditure per pupil	1645
Balance brought forward from previous year	0
Balance carried forward to next year	6386

PARENTAL SURVEY

Number of questionnaires sent out: 139
 Number of questionnaires returned: 52

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	25.5	58.8	5.9	5.9	3.9
I would find it easy to approach the school with questions or problems to do with my child(ren)	43.1	49.0	5.9	2.0	0
The school handles complaints from parents well	21.6	47.1	25.5	5.9	0
The school gives me a clear understanding of what is taught	17.6	64.7	7.8	5.9	3.9
The school keeps me well informed about my child(ren)'s progress	17.6	62.7	13.7	2.0	3.9
The school enables my child(ren) to achieve a good standard of work	27.5	54.9	9.8	3.9	3.9
The school encourages children to get involved in more than just their daily lessons	42.0	48.0	4.0	2.0	4.0
I am satisfied with the work that my child(ren) is/are expected to do at home	28.6	55.1	8.2	8.2	0
The school's values and attitudes have a positive effect on my child(ren)	39.2	41.2	13.7	2.0	3.9
The school achieves high standards of good behaviour	31.4	51.0	11.8	5.9	0
My child(ren) like(s) school	65.4	34.6	0	0	0