

## INSPECTION REPORT

### **SOUTH STOKE COMMUNITY SCHOOL**

South Stoke, Goring-on-Thames

LEA area: Oxfordshire

Unique reference number: 123039

Headteacher: Mrs Jackie Friend

Reporting inspector: Michael Best  
10413

Dates of inspection: 29<sup>th</sup> – 31<sup>st</sup> January 2001

Inspection number: 187666

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Community
School category:	Primary
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	The Street South Stoke Goring-on-Thames Reading Berkshire
Postcode:	RG8 0JS
Telephone number:	01491 872948
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Paul Callaway
Date of previous inspection:	11 <sup>th</sup> -15 <sup>th</sup> March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dr Michael Best 10413	Registered inspector	English Geography History Music Physical education Religious education Foundation Stage Special educational needs Equality of opportunity	The school's results and pupils' achievements How well pupils are taught How well the school is led and managed What the school should do to improve further
Mrs Pat Edwards 10965	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils How well the schools work in partnership with parents
Dr Rosemary Saul 22526	Team inspector	Mathematics Science Information and communication technology Art and design Design and technology	The curricular and other opportunities offered to pupils

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>19</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>21</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>25</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>26</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>29</b>

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

### **INFORMATION ABOUT THE SCHOOL**

South Stoke Community School is situated in the quiet village of South Stoke between Goring-on-Thames and Wallingford. The number of pupils in the immediate area has declined since the last inspection. The school now draws its pupils from a wide area, from homes in both the private and rented accommodation sectors. Over half the pupils attend this school in preference to their nearest provided school. There are currently 37 pupils on roll, 20 girls and 17 boys, aged between 4 and 11 years of age, all of whom attend on a full-time basis. The school is very much smaller than other primary schools. At present, it is near to its capacity. Children starting their school careers at the school do so in the term before their fifth birthday. At the time of the inspection, there was one pupil in the reception year. The school's own assessments show that, over time, there is a wide range of attainment on entry to this year group. The school has acquired a reputation among parents for supporting children who have special educational needs. A number of the present pupils joined the school after the age of five years. Less than 6 per cent of pupils have free school meals, which is below the national average, but the school estimates that there are a number of parents who may not claim their entitlement. No pupils come from minority ethnic backgrounds and all speak English as their first language. Twelve pupils (33 per cent) are on the school's register of special educational need, which is above the national average. Three pupils (9 per cent) on the register are on Stages 3 to 5 of the Code of Practice; they have differing needs. No pupils have statements<sup>1</sup>, which is below the national average.

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

This is an effective school. It is a strong, caring school community in which individuals are valued and high standards of social and moral development are actively promoted. Over the last four years, the vast majority of pupils have reached standards at the age of 11 years that are above those found in the majority of primary schools. The school is soundly led and managed. The proportion of good teaching in lessons exceeds that found in all primary schools. The school's capacity for further improvement is good due to the support and guidance of an active and astute governing body. Although costs in this very small school are much higher than that found in most schools, the amount of public funding expended in the last financial year is significantly below that at the time of the last inspection. Taking this and other factors into account the school provides good value for money.

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

- High standards of oral work.
- Very good arrangements for pupils' social and moral development.
- The strength of its partnership with parents.
- The commitment and work of the governing body.
- High standards of attendance.
- The way in which pupils with special educational needs are enabled to take a full part in the life and work of the school.

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

- Information and communication technology in the junior class.
- The quantity and quality of pupils' written work in all subjects.
- Teacher's planning and the use of assessment information.
- Opportunities for pupils to systematically develop independent working habits.
- Some aspects of the headteacher's management of the school.

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

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

The school was last inspected in March 1996. Three key issues were identified for action in order to build on the strengths of the school. A clear, written statement of aims is now provided in the school brochure. Staff and governors have identified and consolidated good practice. Parents and voluntary helpers are

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<sup>1</sup> Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act. Stages of special educational needs range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5, which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 3, 4 and 5 involve external specialists as well as staff within the school.

now provided with guidance when helping in classrooms. National Curriculum test and assessment results for the last four years have, overall, continued to exceed those found in the majority of primary schools in England.

Since the last inspection, the school has faced considerable challenges as, proportionally, a very large group of pupils with special educational needs move through the school. At the school's request there has been intervention and guidance from the local education authority, together with significant support from parents, volunteers and governors. As a result, the school is now successfully managing these pupils' behavioural problems and learning difficulties.

## STANDARDS

In accordance with reporting guidelines, the school's detailed results are not published as the number of pupils in each year group is small. In the last four years, results in the National Curriculum statutory tests in reading, writing and mathematics taken by pupils at the age of seven years have, with the exception of writing in one year, ranged from average to very high (that is, in the top 5 per cent in the country) in comparison with all schools. The best results have, when compared with schools in similar contexts, been very high. Pupils obtained similar results in each subject. Evidence from this inspection indicates that children under five in the foundation stage meet or exceed the early learning goals by the time they start Year 1. At the age of seven, pupils in the infant class are reaching standards in line with the national average in writing and mathematics and above average standards in speaking and listening, reading and science. Literacy and numeracy skills are well applied across the curriculum.

National Curriculum statutory test results taken by pupils at the age of 11 years show that results in mathematics and science have, in three out of four years from 1997 to 2000, been well above average or very high compared with those found in all primary schools. Compared with similar schools they have often been above or well above average. In English, although pupils' results have ranged from average to well above average compared with all primary schools, they lag behind those obtained in mathematics and science. These results indicate that pupils have not made as much progress in English as they have in mathematics and science between the ages of 7 and 11 years. Results in English have sometimes fallen below those found in similar schools.

Evidence from this inspection shows that the standards achieved by pupils currently in Year 6 are below those expected at the age of 11 years in English, mathematics and science. Although oral work is of a high standard, the quality and quantity of pupils' written work is below that expected of pupils at this age. Pupils do not readily apply literacy and numeracy skills across the curriculum. There is, proportionally, a very large number of older pupils with special educational needs. Scrutiny of the school's records shows that the majority of pupils have made satisfactory progress in comparison with the results of the non-statutory national tests they took at the age of nine years. A significant contribution to the progress made by these pupils is the support they receive from staff and volunteers.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to come to school. They listen carefully to adults and each other. Junior pupils have discussed and agreed rights and responsibilities to guide them in all that they do in the school.
Behaviour, in and out of classrooms	Good. Pupils' behaviour in lessons is very good. This a strength of the school. In the playground behaviour is good, although sometimes boisterous.
Personal development and relationships	Good. Pupils of all ages and genders mix well together and take care of each other. They are very keen to accept responsibility for jobs around the school. Pupils demonstrate a high level of confidence when meeting and talking to adults.
Attendance	Very good. It is well above the national average. Most pupils are punctual, allowing lessons to start on time.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 and 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Satisfactory

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

Taking all the available evidence into account, the quality of teaching is satisfactory. There are weaknesses in the planning of the curriculum and in teachers' use of assessment information to inform the next steps in pupils' learning. Of the lessons seen, 94 per cent were of satisfactory or better quality, 69 per cent good or better and 25 per cent very good. In the infant class, teaching is good with some very good lessons seen. In the junior class the quality of teaching is more variable. Some very good and good lessons were observed and half were satisfactory. One unsatisfactory lesson (6 per cent) was observed.

There are considerable strengths throughout the school in teachers' knowledge and understanding of what they teach. Pupils successfully develop their ideas and understanding and apply themselves productively to their tasks. Pupils are well managed with high standards of behaviour expected and achieved. Those who have difficulty in sustaining their concentration are well supported by staff and volunteers.

There is a very strong emphasis placed on oral work in the school and this is well taught, enabling pupils to make good progress in discussions. However, in a significant majority of lessons, particularly in the junior class, insufficient opportunities are given for pupils to consolidate what they have learnt by recording their findings independently and in appropriate ways. Teachers pay inconsistent attention to developing the quality of pupils' presentation of their work.

There is a close correlation between the quality of teaching and that of learning. In the infant class, pupils apply themselves well to working in groups and the majority are successfully developing as independent learners. This is particularly evident in numeracy and literacy lessons. In the junior class there is a greater emphasis on teaching all the pupils together. While this helps to maintain pupils' concentration, it provides fewer opportunities for those who learn at different rates to apply their intellectual and creative efforts in their work. The inappropriate match of activities to the differing needs of pupils of different ages and capabilities was a major factor in the unsatisfactory lesson observed.

In the infant class, teachers' planning outlines what pupils are to learn over a period of time and takes appropriate account of differing needs. In the junior class much of the teaching is intuitive and little planning is recorded. It is not clear as to how information about what pupils know and can do is used to plan the next steps in learning and whether appropriate learning objectives for all pupils have been set and successfully achieved.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Children aged five and under work towards the early learning goals. The locally agreed syllabus is followed in religious education. All subjects of the National Curriculum are taught, but there are insufficient opportunities for pupils to use information and communication technology in the junior class.
Provision for pupils with special educational needs	Satisfactory. Pupils successfully follow the same curriculum as others through the help and support they are given in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils' moral and social development is very good. Spiritual development is satisfactory. Cultural development is satisfactory. Insufficient attention is given to further raising pupils' awareness and appreciation of the ethnic and cultural diversity of contemporary British society.
How well the school cares for its pupils	Good. The school provides a strong, caring and supportive family environment. However, information gathered about pupils' academic work and progress is not systematically recorded in the junior class.

The school has very good links with parents. Parents make a much valued and significant contribution to the life and work of the school.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has a strong and sincere commitment to the individual development of all pupils. She is a good teacher, but there are shortcomings in her approach to some aspects of the management of the school. Teaching, administrative, support staff and volunteers work well together as a team. This is an important factor in the school's smooth day-to-day operation.
How well the governors fulfil their responsibilities	Good. Governors have a clear understanding of the strengths and weaknesses of the school. Their role in shaping the direction of the school is developing well. A weakness is that a number of statutory requirements are not met in full.
The school's evaluation of its performance	Satisfactory. Much of this is informal and, as yet, there is no structure for reporting on the monitoring and development of teaching and learning. The governors are developing their role as the school's critical friend.
The strategic use of resources	Good. The governors make good use of the resources that are available to the school. They make very good use of specific grants.

The school is adequately staffed. The accommodation has some limitations, but has been substantially improved by recent building works. Learning resources are satisfactory overall; new information and communication technology equipment is in the process of being installed.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Sixteen parents attended a meeting with the lead inspector prior to the inspection. Sixteen parents (47 per cent) responded to parents' questionnaire.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Teachers have high expectations.</li> <li>• Their children have the right amount of homework.</li> <li>• The school works closely with parents.</li> <li>• The school helps children mature and become responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of extra curricular activities.</li> <li>• The information they receive about their children's progress.</li> <li>• Some children's behaviour.</li> </ul>

Inspectors agree with the points that please parents most about the school. Inspectors feel that, given the size of the school, there is an appropriate range of extra-curricular activities for pupils in the junior class. Written reports to parents have some unsatisfactory features, but staff are available to talk to parents every day. Although concerns were openly expressed about some children's behaviour by parents, staff and governors before the inspection, the standard of behaviour was good during the inspection.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and pupils' achievements

1. This is a very small school. The school's detailed results are not published in this report as individual pupils could easily be identified. Results can vary widely from year to year when there are such small numbers in each year group.
2. In the last four years results in the National Curriculum statutory tests in reading, writing and mathematics taken by pupils at the age of 7 have, with the exception of writing in one year, ranged from average to very high (that is, in the top 5 per cent in the country) in comparison with all other primary schools. The best results have, when compared with schools in similar contexts, been very high. Teacher assessments in science have also been well above average or very high compared with all schools. Pupils obtained similar results in each subject. The high standards reported at the time of the last inspection have been maintained over this period.
3. Pupils have also maintained the standards reported at the time of the last inspection at the age of 11 during this period. National Curriculum statutory test results show that results in mathematics and science have, in three out of four years from 1997 to 2000, been well above average or very high compared with those found in all other primary schools. Compared with similar schools they have often been above or well above average. In English, although pupils' results have ranged from average to well above average compared with all schools, they lag behind those obtained in mathematics and science. Comparisons of these test results indicate that in the junior class pupils do not make as much progress in English as they do in mathematics and science between the ages of 7 and 11 years. Results in English have sometimes fallen below those found in similar schools.
4. The findings of this inspection indicate that children under five in the Foundation Stage make good progress. They reach, and some exceed, the early learning goals<sup>2</sup> by the start of Year 1 in their communication, language and literacy development, mathematical development and their knowledge and understanding of the world. In their personal, social and emotional development children exceed the early learning goals. In these areas of learning the stimulus of working alongside older pupils coupled with the individual attention children receive make a significant contribution to what they achieve. By the start of Year 1 children meet the early learning goals in their creative and physical development. The good progress they make from when they start school continues during their time in the infant class.
5. At the age of 7, standards in speaking and listening, reading and science are above average. Standards in writing and mathematics are similar to those expected. The standard of oral work is high, particularly in literacy and in numeracy. Pupils speak clearly and with good intonation. They listen attentively to what others have to say. They read accurately and with expression. In their writing in English lessons they pay due attention to accurate spelling, grammar and punctuation, but do not have sufficient opportunities for writing in other subjects. In mathematics, good standards are achieved in oral work, but pupils have limited opportunities to record their work independently. In science, pupils have good observational skills and use a range of language to describe what they see and feel. They approach investigative work confidently, making decisions

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<sup>2</sup> Early learning goals - these are expectations for most children to reach by the end of the Foundation Stage. They mainly refer to achievements children make in connection with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development.

about what they will do with little prompting and they make very good attempts to explain and interpret what they see.

6. Evidence from this inspection indicates that at the age of 11 standards are below the national average in English, mathematics and science. There is, proportionally, a very large number of older pupils with special educational needs. Standards of speaking and listening are good, particularly pupils' confidence in addressing the class and in their use of expressive language. Standards in reading vary considerably, but are broadly similar to those expected of pupils at the age of 11. Pupils read with accuracy and expression, but many have difficulty in comprehending what they have read and applying it in different contexts. Standards in writing are below those expected for this age. Many pupils have genuine difficulty with their handwriting and in sustaining their concentration on extended written work. Pupils' skills in using word-processing for drafting, editing and revising their work are underdeveloped because they have not been given sufficient opportunities to use computers. In both literacy and numeracy pupils demonstrate a secure oral understanding of what is required of them. However, there is limited evidence of them undertaking sustained written work and developing their recording skills.
7. Although pupils in the junior class are familiar with mathematical principles and can work well orally, without support and guidance many cannot use and apply what they have learnt to solve written problems successfully. Their written work is often poorly presented, leading to errors in basic computation. In science, although pupils raise questions for themselves and sometimes make predictions and test them independently, their general approach to scientific working is immature for their ages. They do not think about working systematically to test their ideas, look for patterns in their observations, formulate hypotheses and explain what they observe.
8. Standards in literacy and numeracy are good in the infant class and pupils successfully apply these across the curriculum. In the junior class, skills in both areas are satisfactory, but many older pupils, particularly those with special educational needs, have considerable difficulty in applying them. The majority of the younger pupils in this class apply such skills readily.
9. Scrutiny of the school's records shows that the majority of pupils in the current Year 6, including those with special educational needs, have made satisfactory progress in comparison with the results of the non-statutory national tests they took at the age of nine years. Insufficient reliable evidence was available for inspectors to make judgements about the progress made by these pupils between the ages of seven and nine years.
10. A significant contribution to the progress made by those pupils with special educational needs is the support they receive from staff and volunteers. Many pupils in this junior class have considerable difficulty in applying their skills and understanding to new tasks and in recording their work on paper. Orally, they express themselves confidently and many can accurately recall the knowledge they acquired in previous lessons. In one-to-one and small group situations pupils make good progress; however, when working independently, many pupils have difficulties and lose both interest and concentration. Scrutiny of their individual education plans indicates that pupils are making sound progress against the behavioural and learning targets set for them.
11. Although there is a high proportion of older pupils with special educational needs, there is a wider range of capability elsewhere in the school. The majority of pupils in the infant class and the younger pupils in the junior class are achieving standards that are in line with or above those expected at this age. In the infant class pupils make good progress. In the junior class, progress ranges from satisfactory to good when the whole class is taught together. When it is possible for the class to be divided, as seen in mathematics

during the inspection, the progress made by the younger pupils is very good as their needs can be specifically addressed. This provides them with opportunities to rise successfully to the challenges they are set.

12. Attainment in information and communication technology (ICT) is similar to that expected at the age of 7 years. Pupils in the infant class have appropriate opportunities to practise and systematically develop their skills through work in many curriculum areas. Pupils in the junior class generally make insufficient use of computers to enrich and enhance their work across the curriculum. Their skills are not developed to the standard expected by the age of 11 years. They do not use computers routinely to help them in their work and do not apply their computer skills such as word processing and data processing on a regular basis.
13. Pupils throughout the school are, however, confident in using information and communication technology equipment, other than computers, in lessons and at other times during the school day. Pupils in both classes use tape recorders and players, operate radios and televisions confidently and use the telephone independently. All pupils also learn to operate a programmable vehicle successfully.
14. Standards in religious education meet the requirements of the Oxfordshire Agreed Syllabus at the ages of 7 and 11 years.
15. The absence of planning documentation, particularly in the junior class, means that informed judgements about the progress made by pupils cannot be made in a number of areas. In many instances it is not possible to judge securely how effectively pupils' skills, knowledge and understanding have been developed. In design and technology, geography, history, music and physical education, standards are in line with those expected for pupils at the ages of 7 and 11 years. In art, standards are in line with those expected for pupils at the age of 7. No judgement was possible on standards in art at the age of 11 due to a lack of evidence. These judgements have been based on the evidence made available to inspectors and are, in many cases, based on discussions with pupils.
16. Pupil numbers are too small to make accurate comparisons of the attainment and progress between boys and girls. Inspection evidence indicates that boys and girls are progressing at similar rates and their attainments are broadly similar. There are no pupils in the school for whom English is an additional language.
17. In conjunction with the local education authority the school sets targets for pupils to achieve by the age of 11 in English and mathematics. Due to the small number of pupils involved, these targets vary from year to year. Inspection evidence indicates that these targets are realistic and the school is on course to meet them.

### **Pupils' attitudes, values and personal development**

18. The attitudes of most pupils to the school and their work are very good. They enjoy coming to school and taking part in the interesting activities provided by the teachers. This pleases parents.
19. As found during the previous inspection, most pupils work conscientiously and with commitment in lessons. This was observed during this inspection in an infant class lesson where a group of pupils were making a pizza base. They kneaded the dough with enthusiasm and discussed in detail their preferences for different toppings. Most pupils listen very well to their teachers and to each other. They are keen to respond to questions and to share their own views and ideas. In a junior class history lesson on the

Tudors, pupils responded very well orally with detailed and mature answers to the teacher's questions.

20. The standard of behaviour in classrooms is very good overall. The school has high expectations of pupils' behaviour, although this does not always prevent some occasional incidents of inappropriate behaviour. In the playground, behaviour is generally good; some older pupils are particularly boisterous. Most pupils move around the school quietly, calmly and politely. School rules, which are discussed and agreed by each class, are well known to pupils. They show respect for the environment, for the school and for each other's property. There were no exclusions during the last reporting year or in recent years. Parents and pupils have few concerns regarding bullying. Pupils know whom to approach when any incidents occur. The vast majority of parents and pupils are happy with the behaviour in the school.
21. Relationships are good throughout the school. Boys and girls of all ages mix freely. They work and play well together and care for each other. This is a strength of the school. Pupils are courteous to each other and adults alike. They consider each other's feelings and beliefs and the majority of pupils are aware of the impact of their actions on others.
22. Pupils' personal development is good. They are very keen to accept responsibility for duties in the classroom and around the school, for example moving tables and chairs to set up for lunch. They discharge these responsibilities conscientiously and collaborate well in the routines of school life. Most younger pupils are able to plan and organise their work successfully. Many older pupils, particularly those with special educational needs, find difficulty in sustaining their interest and concentration. When they have the opportunity to do so and have clear instructions as to what they are required to do, they try hard.
23. Attendance is very high and well above the national average, as found at the time of the previous inspection. There are very few absences other than for illness. Most pupils are punctual for school allowing lessons to start on time.

#### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

24. Taking all the available evidence into account, the quality of teaching is satisfactory. Although the quality of teaching in lessons is good, there are particular weaknesses in the planning of the curriculum and in teachers' use of assessment information to identify the next steps in pupils' learning.
25. Of all lessons seen, 94 per cent were of satisfactory or better quality, 69 per cent good or better and 25 per cent very good. One unsatisfactory lesson (6 per cent) was observed. In the previous inspection, teaching was reported to be 'rarely less than satisfactory and mostly good or very good'. Particular strengths in lessons are teachers' very good subject knowledge and understanding and their management of pupils. The relationships between adults and pupils, the way in which pupils are supported and the quality of oral work are notable strengths.
26. In the infant class the quality of teaching in all the lessons seen was good with over a third very good, notably in English, mathematics and science. Pupils are successfully challenged by the activities provided for them and they are given every encouragement to develop their confidence and self-worth.
27. In the junior class the quality of teaching is more variable. The quality of teaching was good or better in over a third of lessons seen, including English, mathematics and history. All but one of the other lessons in this class were satisfactory. There are significant

strengths in the teaching of this age group, particularly in the way in which questioning is used to inspire and extend pupils' knowledge in oral work. However, there are also some important shortcomings, particularly in respect of planning for the development of pupils' skills and understanding and in the use of assessment information to plan the next steps in learning. The root of these shortcomings does not lie in the quality of what is provided, but in the consistency and systematic development of the provision.

28. There are considerable strengths throughout the school in teachers' knowledge and understanding of what they teach. This is particularly evident in the teaching of pupils in the infant class where, for example, specific activities are designed for younger children working toward the early learning goals; and in the junior class where, for example, pupils are inspired to get really involved in learning about the Tudors. In the best lessons, pupils successfully acquire new skills and systematically develop their knowledge and understanding. They apply themselves productively to their task, work at a good pace and make good progress.
29. Pupils are well managed. High standards of behaviour are expected and achieved. In the infant class pupils apply themselves well to working in small groups and the majority are successfully developing as independent learners. This is particularly evident in numeracy, literacy and science lessons. In the junior class there is a greater emphasis on teaching all the pupils together. While this helps to maintain pupils' interest and concentration, it provides fewer opportunities for those pupils who learn at different rates – especially the younger pupils in this class – to fully apply their intellectual and creative efforts in their work. The inappropriate match of activities to the differing needs of pupils of different ages and capabilities was a major factor in the one unsatisfactory lesson observed.
30. In the junior class the strategy for teaching numeracy is better established than that for literacy. In the infant class both strategies are successfully established. Good attention is paid in both classes to the teaching of basic skills. Phonic work is successfully established in the infant class and pupils are well-versed in the routines of blending sounds for reading and in splitting words into sounds for spelling. These skills are evident as pupils move through the junior class where good attention is devoted to developing pupils' literacy skills in order to develop further their accuracy and comprehension in reading. Whereas in the infant class literacy lessons follow the structure of the National Strategy, in the junior class there is a greater emphasis on whole class teaching and less opportunity for pupils to work independently on their own or in groups. The structure of the strategy is not used to the full in this class in order to develop pupils' independent working habits. In numeracy lessons, teachers in both classes successfully encourage the correct use of mathematical vocabulary and help pupils to select the appropriate language to explain their thinking. Mental maths is conducted at a brisk pace and pupils are encouraged to look for relationships, strategies and solutions to problems.
31. A strong emphasis is placed on oral work across the curriculum. This is well managed, enabling pupils to make good progress in discussions and to succeed when, if judged only by their written work, they would not do so. Teachers' high expectations of pupils are rewarded by the enthusiasm with which pupils respond. However, in a number of lessons observed, particularly in the junior class, oral work took up most of the teaching time available and lessons overran their allotted time. As a result, there were insufficient opportunities for pupils to consolidate and extend their learning by recording their findings in appropriate ways.
32. Opportunities are not consistently taken to revisit key points at the end of the lesson in order to consolidate learning. When they are, pupils' learning benefits. For example, pupils in the junior class gave an account of their group's work at the end of a history

lesson and the teacher was able to draw upon important points. Her positive appreciation of pupils' efforts was shared by the supporting adults and the rest of the class.

33. Pupils' progress is assessed in lessons through questioning and discussion and written work is marked. Whilst many of the written comments appear cursory, there are many opportunities for pupils to discuss their work with teachers. Inconsistent attention is paid to developing the presentation of pupils' work.
34. Teachers in both classes know their pupils well and can readily assess how well their pupils are achieving taking age and ability into account. The vast majority of lessons proceed at a good pace and with the appropriate use of learning resources. In the infant class, lesson plans detail what is to be covered and by whom, taking appropriate account of pupils' differing needs. In the junior class little planning is done on paper; the class teacher works intuitively and holds the plans for her lessons in her head.
35. Because there are pupils of different ages in each class, the school has a rolling programme of topics in place. However, the school does not have schemes of work available for all subject areas. Limited information was available to inspectors as to how skills are progressively developed and how the development of pupils' knowledge and understanding builds upon earlier learning. There is limited recorded evidence to demonstrate how teachers' assessments of what pupils know and can do influences the planning of the next steps in learning; or whether appropriate objectives and activities for pupils who learn at different rates have been set and successfully achieved. This is particularly significant in the case of the junior class where pupils have such diverse needs and capabilities and where support staff need to be kept fully informed of what is required of the pupils they are working with. At present, there is a high proportion of class teaching in the junior class and all pupils undertake the same task.
36. One of the drawbacks of these whole class lessons is that the needs of pupils who learn at different rates are not addressed in a systematic way. In many of the lessons observed during the inspection the differing needs of pupils were met by the support they received rather than by work specifically tailored to their needs. As a result, the quality of learning for pupils with special educational needs is satisfactory. It is difficult to track how the targets set for pupils in their individual education plans are systematically and consistently developed. Although supporting staff and volunteers know pupils well, specific targets are not always highlighted.
37. Where the individual needs of pupils of all abilities are clearly identified and addressed, they quickly acquire new skills, knowledge and understanding. They also utilise their intellectual and creative efforts to the full and make very good progress. This was evident in the mathematics lesson where pupils in Years 3 and 4 were taught separately from the older pupils. The key to the success of this lesson was that the needs of these pupils were clearly identified and addressed from the outset.
38. Although learning objectives are identified in some lesson planning, they are not habitually shared with pupils or systematically reviewed at the end of the lesson. There are instances where good learning objectives are identified and shared with pupils, for example in literacy in the infant class. Where learning objectives are not shared with pupils, they do not always have a clear knowledge of what they are working to achieve.
39. A range of teaching methods is used in the infant class to good effect. In a literacy lesson observed, the move from class teaching to group work was seamless and no time was wasted. The way in which pupils concentrate on their different tasks, often without the need for adult help, is very good. When pupils in the junior class are required to work in

groups, they can do so effectively providing the task is appropriate and they have clear guidelines.

40. The use of ICT is inconsistent between the two classes. It is used effectively in the infant class to support writing as well as other subjects. Pupils are able to work quite independently and they have a good understanding of what they are doing. Less use is made of information technology in the junior class. To some extent, this reflects the limited nature of the existing equipment. However, ICT has not, in the past, been systematically planned for across the curriculum and pupils' progress in acquiring skills is unsatisfactory.
41. Successful use is made of opportunities for pupils to do homework and this is supported by an overwhelming majority of parents. A particular strength of the school's homework policy is the simple, but wholly effective use, of incentives to encourage pupils to read at home.

### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

42. The quality of the curriculum is satisfactory and this reflects the judgement made at the time of the last inspection. At the current time, with the exception of information and communication technology in the junior class, statutory requirements are met.
43. The curriculum for children aged five years and under - the Foundation Stage - is good. They are provided with a range of activities that support good progress in their personal, social and emotional development, communication, language and literacy, mathematical development and their knowledge and understanding of the world. Children make satisfactory progress in their physical development and creative development. The school does not have a designated outdoor area where large equipment can be used and facilities for organised play within the classroom are limited.
44. Children aged five and under are in the infant class and they are provided with a range of appropriate activities that are related to those undertaken by the older infant pupils. This ensures that they are included in all aspects of the work of the class. This is a strength in the curriculum provided for this age group in that it ensures a smooth transition from the curriculum for pupils aged five and under to the National Curriculum.
45. There are broad outline plans for all the subjects of the National Curriculum and for religious education. These indicate briefly how the National Curriculum will be covered through topic studies for science, art and design, design and technology, information technology, geography, history, music, physical education and religious education. Planning for English and for mathematics is based around the National Strategies for Literacy and Numeracy documents. The broad outline plans are intended to ensure that repetition from year to year is avoided in the mixed age group classes. However, these outlines are not foolproof and there is evidence of some repetition without development in science in the junior class. There is no clear indication of how the school plans to develop pupils' thinking and practical skills.
46. On the basis of the limited evidence available, the curriculum for pupils in Years 1 and 2 in the infant class and for those in Years 3, 4, 5 and 6 in the junior class is satisfactory. A weakness is in the provision for information and communication technology in the junior class; this was identified as an area for development in the last inspection. The school is awaiting the delivery of new computers that will enable the National Curriculum to be delivered and staff are shortly to be trained.

47. There is only rudimentary recorded evidence of how subjects will be taught because teachers rely on informal discussion to decide the details of the curriculum. It is not clear how the school decides the time available for each subject during the school week or term so a judgement on the balance of the subjects within the curriculum is not possible. Teachers draw on published materials to help them to decide what they will teach. There are no detailed curriculum plans for the school that indicate the activities that pupils will undertake and show how each subject is to be developed as pupils move through the school. It is, therefore, difficult to assess the breadth of the curriculum offered. There are some clear deficiencies, for example ICT in the junior class. The wider non-statutory curriculum has narrowed slightly since the last inspection following the resignation of the visiting teacher of French. The school is hoping to secure a replacement in the near future and re-establish the subject as part of the curriculum.
48. The curriculum for personal, social and health education is satisfactory. Aspects of health education are addressed through the curriculum subjects. Pupils' awareness of the importance of regular exercise is reinforced through a period of stretching exercises and running at the start of each morning session. The school has policies for sex education and drugs awareness education, but there is no separate programme of work in these areas except for pupils in Year 6 who have a series of lessons on the 'facts of life'.
49. On the basis of lesson observations during the inspection, all pupils are generally provided with a range of appropriate, worthwhile opportunities for learning. However, opportunities to develop independent learning skills, for example through the use of books or information and communications technology, are limited for the junior class pupils. This is a weakness.
50. The curriculum is socially inclusive. All pupils have equal access to all activities provided. Pupils with special educational needs are enabled to follow the same curriculum as other pupils in their class through the help and support they are given in lessons by teachers and other adults.
51. The school's approaches to teaching literacy and numeracy are broadly satisfactory. The school has introduced the National Strategies for teaching literacy and numeracy; however, these are not always closely followed. In the infant class, the strategies have been systematically implemented and are having a positive impact on the quality of pupils' learning and progress. In the junior class, the strategies are not always adhered to and this sometimes means that pupils' progress is not as great as it might be, for example in writing.
52. The school makes satisfactory provision for the enrichment of the curriculum. Extra-curricular activities include Maths club, recorders, cricket, football and table tennis. Pupils make an annual field trip, which contributes to their social development and to work in areas of the curriculum, for example in geography and in art and design. They have regular opportunities to participate in concerts and other performances through collaboration with local schools.
53. The school has good links with local secondary schools and with other primary schools in the locality. Teachers from the secondary schools visit and pupils have opportunities to visit their future secondary school during their last term in primary school. Pupils have opportunities to join in activities with pupils from other primary schools during visits to a secondary school, for example, for a mathematics enrichment day for older pupils and a technology day for junior pupils. The school also has satisfactory links with a local teacher training institution.

54. The school makes good provision overall for pupils' spiritual, moral, social and cultural development. This broadly reflects the judgement at the time of the last inspection. The school has maintained a very strong, supportive family ethos and this is continuing to make a significant contribution to pupils' social and moral development. However, the quality of the provision for developing pupils' appreciation and understanding of the cultures that form part of modern British society has diminished since the last inspection.
55. The provision made for pupils' spiritual development is satisfactory. It is better in the infant class than in the junior class. Pupils have opportunities to think and reflect in a way that develops their self-awareness and self-knowledge during acts of collective worship and in their lessons. In both classes, opportunities to discuss and to share feelings and ideas feature in this process. Acts of collective worship are held each day. Discussion with staff indicates that they are broadly Christian in character. In religious education, pupils in both classes are developing an insight into the viewpoints and beliefs of others.
56. In the infant class, in 'show and tell' sessions, pupils are encouraged to listen to and to value and respect each other's ideas. Infant class pupils also have opportunities to marvel at natural phenomena, for example in science lessons, which develops their understanding of how humans are trying to interpret the universe and their place within it. Pupils in the junior class are encouraged to respect and value the ideas and beliefs of others through their class discussions. However, few quiet opportunities are provided for them to reflect on their feelings and to share these with others.
57. The provision made for pupils' moral development is very good. The consistent emphasis on honesty, respect for others and on taking responsibility for one's actions from the time they start school helps pupils to decide for themselves what is right and what is wrong. All adults in the school are providing very good role models for pupils in this aspect of learning. Junior pupils have discussed and recorded their ideas about rights and responsibilities with respect to their life and work to help to guide them in their day-to-day activities in their classroom. It is clear from observation and from conversations with pupils that all have a clear understanding of the concept of 'right and wrong'.
58. The provision made for pupils' social development is very good. The very good relationships between pupils and adults and the supportive, strong family ethos make a very significant contribution to this aspect of pupils' development. There is a very strong sense of community in the school and there is a distinct sense of 'belonging', which is shared by pupils with members of the governing body, parents, members of the teaching and non-teaching staff and volunteers. This gives a positive sense of purpose and direction which supports pupils' personal and social development, helping to foster feelings of self-worth and encouraging pupils to think of others and to help each other whenever possible. A programme of co-operative games designed to promote mutual trust and respect further enhances pupils' social development. During the school year there are opportunities for all in the school to work together, for example making Christmas puddings. This provides an opportunity for adults and pupils to work co-operatively and to learn to depend on each other and accept guidance from others.
59. Teachers' high expectations of responsible, helpful behaviour enable pupils to develop a sense of duty and of responsibility for their actions. This makes an important contribution to their social development. Pupils are encouraged to undertake small jobs in the school, for example ringing the bell, phoning through the dinner numbers and tidying the classrooms. In addition to carrying out these jobs, pupils' sense of responsibility for others is also developed through their involvement with charity work, for example raising money for children in India through the sale of toast at playtime.

60. The provision made for pupils' cultural development is satisfactory. Work in several curriculum subjects makes a significant contribution to pupils' development in this area. Pupils are introduced to a range of literature, including poetry. They have opportunities to learn about the work of artists and designers. The school has a rich musical life through its collaboration with local schools in the staging of concerts in which pupils have opportunities to perform. The school successfully promotes pupils' appreciation of local traditions, such as maypole dancing. However, the school does little to promote pupils' appreciation and understanding of the cultural diversity of contemporary British society and this area of its work is unsatisfactory.

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

61. As found at the time of the previous inspection, the school provides a caring, supportive family environment where every pupil is respected and valued.
62. The vast majority of parents are happy with the support and guidance offered to their children. They rightly feel that teachers know their pupils well and are helping them to become mature. Teachers closely, but informally, monitor pupils' personal development. Emphasis is placed on raising pupils' self-esteem and making them aware of their individual achievements.
63. The school behaviour policy is used consistently by staff. Some pupils are set individual targets for improved behaviour. Parents and pupils are happy that staff deal with any reported incident of bullying or inappropriate behaviour swiftly and effectively.
64. The monitoring of attendance is good. Reasons are always sought for pupils' absences. The education social worker visits the school termly and works closely with staff where there is perceived to be a problem with attendance. However, there is a laxity in taking the attendance registers, particularly in the afternoons.
65. The child protection policy effectively follows the procedures laid down by the area child protection committee. The headteacher is the named member of staff with responsibility for child protection issues. The necessary procedures are well known by all members of staff. However, no recent training has been undertaken.
66. The school has a comprehensive health and safety policy and regular risk assessment is undertaken. The school maintains appropriate links with outside agencies such as the school health service, which supports the school's health education programme. The arrangements for first aid, including the recording of accidents are satisfactory.
67. Teachers are able to talk with confidence about what their pupils know and can do. The headteacher reports that staff are continually discussing what their pupils have achieved and the progress they make. In the infant class there is appropriate assessment of children at the Foundation Stage in relation to the early learning goals. Suitable arrangements are made for children in this class to undertake work at an appropriate level of challenge. However, particularly in the junior class, the lack of planning documentation and limited records of what pupils have achieved makes it very difficult for the school to systematically monitor pupils' attainment and progress. Taking all factors into account, the school's arrangements are unsatisfactory.
68. The school follows the local education authority's systems for recording pupils' attainments in the statutory tests and assessments at the ages of 7 and 11 years. Results of school-administered tests in English and mathematics taken at the age of nine (the end of Year 4) are also recorded. In addition, a selection of past work is kept for each pupil, but these examples are not annotated or levelled against the targets set out in

the National Curriculum. There is little evidence of this information being analysed or interpreted in order to identify and address individual pupils' strengths and weaknesses. The school is unable to readily substantiate the targets it sets for its pupils to achieve.

69. The school makes good arrangements for parents to discuss their children's progress both at formal meetings and informally at the start or end of the school day. However, there are fundamental flaws in pupils' written annual reports. Although pupils' attainment and progress is individually reported, statements about the non-core subjects such as history, geography, music, physical education and religious education make reference only to the topics studied; furthermore, these comments are identical for each pupil in the class. There is very little information given in reports as to how pupils can improve their work. In some of the reports provided by the school for inspectors to scrutinise, too much negative criticism is directed at individual pupils.
70. The school has a high proportion of pupils with special educational needs, particularly in the junior class. A specialist teacher is employed by the school for a day each week to keep pupils' individual education plans up to date, to assess their progress and to advise teachers on appropriate teaching and learning strategies. This is a good use of her time; however, it is not clear as to how this information is used to plan to meet individual pupils' needs as there is little documentary evidence available.

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

71. The very good relationships with parents reported at the time of the previous inspection have been maintained. This is a significant strength of the school.
72. The majority of parents indicate that they are pleased with what the school provides and achieves. Parents feel that the school's newsletters keep them well informed about developments. They feel that the prospectus provides a useful, practical guide to the school. Parents are welcome in school at any time and they are made aware of the teachers' willingness to meet with them to discuss issues or concerns. Staff circulate among parents at the start of each school day helping to create a friendly and welcoming atmosphere.
73. There is a strong sense of purpose amongst parents and the impact of their involvement in the work of the school is exemplary, from painting the school, supporting in classrooms, with swimming, on trips and with extra curricular activities such as school concerts and the Christmas lunch. This help is much appreciated by staff. The involvement of parents contributes strongly to the family ethos of the school.
74. Parents are very supportive of the school's homework policy and marked homework is returned to enable parents to feel fully involved in this aspect of school life. The home-school agreement was discussed with parents and readily agreed and signed.
75. Parents are active in raising funds to support the school. Recent fund-raising has enabled an extension to be completed and this has provided an extra room for teaching and for meetings. It makes a valuable contribution to the space available for teaching and learning, which is of direct benefit to pupils.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

76. Both the leadership and management of the school are satisfactory. The headteacher has a strong and sincere commitment to the individual development and achievement of all pupils. This forms the basis of the school's strong, caring ethos and is highly valued by parents. She is a good teacher, but there are shortcomings in her approach to some aspects of the management of the school, in particular her management of time, the monitoring of the work of the school and the implementation of procedures. These strengths and weaknesses are honestly recognised by all involved in the work of school, including the headteacher herself. To a considerable extent, shortcomings are successfully compensated for by teaching, administrative and support staff who, together with voluntary helpers and governors, make a very good contribution to the school's smooth day-to-day operation and to the maintenance of high standards.
77. At the time of the last inspection, leadership and management were judged to be satisfactory. The report noted high quality relationships with adults and children; these have been maintained. Then, as now, the governing body gave good support to the headteacher. The school has successfully addressed the key issues identified at the time of the last inspection. A statement of aims is now included in the school brochure which makes explicit the philosophy and approach that underpins the work of the school. The school has also taken steps to consolidate the good practice identified in its work and has provided parents and helpers with guidance when helping in school.
78. Governors, particularly the chairman, have a clear understanding of the strengths and weaknesses of the school. The governors' role in shaping the direction of the school is developing well. Individually and as a group, governors work extremely hard to ensure that the school develops and flourishes. The school subscribes to the local education authority's 'gold service' to support the school in all aspects of its work. As well as advising on immediate issues, officers have effectively supported the school in developing its vision for the future. This has also taken some of the pressure off the headteacher, although governors continue to be significantly guided by her in their deliberations.
79. Since the last inspection the school has faced considerable challenges as a proportionally large group of pupils with special educational needs has moved through the school. The local education authority provides positive guidance and intervention and parents, volunteers and governors give significant support. As a result, the school is now successfully managing these pupils' behavioural problems and enabling them to make sound, and sometimes good, progress.
80. Members of the governing body bring a wide range of skills and expertise to the school. The way in which they fulfil their responsibilities is good. A number of sub-committees have responsibility for particular areas of the school's work. Governors on these committees play a significant part in the day-to-day administration of the school. Records are kept of meetings and circulated to all governors. The full governing body is successfully developing its role as the school's critical friend, focusing on evaluating the work of the school. The governor responsible for pupils with special educational needs visits the school on a regular basis.
81. Although the school fails to meet a number of statutory requirements in full, most are met in part. Omissions, such as those relating to the taking of the attendance registers, the prospectus, the governors' annual report to parents, pupils' reports and collective worship have been brought to the attention of the school. At present, the governing body lacks appropriate mechanisms to ensure that all such requirements are fully adhered to.

82. There is a strong commitment from parents, staff and governors for pupils to succeed and for the school to improve. A major contribution to this is the close involvement of so many parents and members of the wider community in supporting teaching and learning. They take an active involvement in lessons, in providing resources for learning and in ensuring that all possible facilities and support are available for the benefit of pupils.
83. The aims and values of the school are clearly defined and evident in its work. The school works very hard to successfully ensure that all pupils are fully involved in all activities. The school employs a special educational needs specialist to help it identify and address the differing needs of its pupils.
84. The school has few schemes of work in place, although it has decided to adopt nationally available guidelines. It is not clear as to how the curriculum is planned in order to ensure that all areas of the National Curriculum are systematically and fully covered. In a high proportion of lessons, learning objectives are neither identified nor shared with pupils and no systematic record kept of how successfully they have been achieved.
85. The school's arrangements for the monitoring of the curriculum, teaching and learning are informal. The headteacher reports that a great deal of discussion takes place between members of staff; this is quite understandable in a school of this size but there are no effective structures and procedures in place to support and develop this. The lack of systematic monitoring, coupled with limited recorded evidence of what has been planned and taught, means that it is very difficult to track how developments such as, for example, the Literary and Numeracy Strategies are successfully implemented, modified and evaluated.
86. There are some straightforward local education authority systems in place for recording pupils' attainments in the statutory tests and assessments at the ages of 7 and 11 years (the end of Years 2 and 6 respectively). Results of school-administered tests in English and mathematics taken at the age of nine (the end of Year 4) are recorded. In addition, a selection of past work is kept for each pupil; however, examples are not annotated or levelled against the targets set out in the National Curriculum. The school is not making the best use of the information it has available in order to maintain and improve standards.
87. As discussions with the headteacher and chair of governors during the inspection demonstrated, at present there is little evidence of trends being systematically analysed in order to identify and address strengths and weaknesses. It is difficult for both the school and outsiders to identify firm evidence as to the amount of progress pupils can and should make over time or to rigorously identify, other than by intuition, individual targets for pupils to achieve.
88. The school accepts these criticisms. The governors have recently authorised the purchase of computer software and hardware in order to provide the staff with a recording system that will allow information on pupils' attainment and progress to be stored and readily accessed. The headteacher concedes that lesson objectives can be identified as part of the planning process without making this unwieldy and cumbersome; that these can be shared and evaluated with pupils; and that simple records can be kept of pupils' success in meeting these objectives in order to help teachers to plan the next steps in pupils' learning.
89. The school makes appropriate plans for the future by identifying priorities and targets for development, which are funded through the school's budget. There are agreed procedures for monitoring the progress made towards the achievement of these, but, as yet, the links between planning, finance and the future needs of the school are not

secure. The school has not recently conducted a rigorous audit of its work in order to inform its longer-term plans.

90. Financial planning is good. The school is run on a tight budget and there is little leeway in the use of resources. The school's expenditure per pupil from the public funds it receives was, at £2,318 per pupil, less in the last financial year than that at the time of the last inspection when it was £2,797 per pupil. In the intervening time, the school did not actively seek specific funding to support nationally identified developments. Economies were made in the maintenance of the building and in the purchase of learning resources in order to keep within budget. The headteacher's non-teaching time was restricted to a half day per week and the school secretary worked for 12 hours per week, term time only. This amount of time available for administration and management was well below that found nationally and afforded very little time for the school to be adequately administered and managed.
91. The situation has improved recently. The school administrator's hours have been increased to 21 per week, enabling her to undertake a complete overhaul of the school's administrative systems. Systems are becoming well established and the school's confidence in her work is entirely justified. Financial control is sound. The school has responded positively to the recommendations made in the recent auditor's report although, as yet, not all of these have been fully implemented.
92. The headteacher's non-teaching time has also been increased, to a day a week. Governors have identified that she needs help in managing her time effectively in order to successfully carry out her duties; evidence gathered during the inspection confirms this. The amount of time available to the headteacher for administration and planning is limited. She needs help in identifying what are to be priorities and how they can be effectively achieved in the time available.
93. Significant improvements in funding have recently been achieved. A member of the governing body now scrutinises each and every source of available funding and ensures that all applications are correctly completed and submitted by the due deadline. As a result, the school has been very successful in boosting its budget and pupils have benefited directly as a result. These funds have been successfully applied to the building of a new room, the creation of a computer suite, the reorganisation of the administrative area and to increasing the amount of time available from support staff. There is good application of the principles of 'best value'.
94. There are sufficient, appropriately qualified and experienced teaching staff to teach the curriculum. Classroom support staff work closely with teachers and, together with volunteers from parents and the wider community, provide invaluable support and help for pupils. The lunchtime, supervisory and caretaking staff make an important and valued contribution to the work of the school. The turnover of staff is low and absences are few. Colleagues successfully support staff new to the school in becoming familiar with day-to-day routines. The school is a provider of initial teacher training.
95. The school has put in place a policy for performance management for teachers in line with national guidelines. Deadlines for the implementation of performance management in the school are being adhered to.
96. The recently extended accommodation is adequate for the delivery of the curriculum. During the course of each day, it is necessary for furniture in the junior classroom to be re-arranged as the room serves a variety of purposes. The school makes use of a local sports centre and swimming pool for physical education and games. Regular use is also

made of the village hall. There is no designated outside area for children at the foundation stage.

97. Learning resources are adequate overall and the quality of what is available is sound. Shortages in science equipment are made good through the ingenuity of teaching staff. The school awaits delivery of new computer hardware for pupils in the junior class.
98. The use of information and communication technology is developing in the school. The school's administrative system is being systematically updated and the new computer suite will enable pupils to have full access to the requirements of the National Curriculum. However, there is still much to be done before the school as a whole fully embraces the new technology.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

99. The governing body, headteacher and, where appropriate, staff should now:
- (1) raise further standards in information and communication technology, particularly in the junior class (Key Stage 2);  
*(paragraphs 167-173)*
  - (2) improve both the quantity and quality of pupils' written work in all subjects, particularly in the junior class (Key Stage 2);  
*(paragraphs 120-139, 152, 159 and 162-3)*
  - (3) improve the quality of teachers' planning by:
    - (i) drawing up and implementing schemes of work that show how pupils' knowledge, understanding, thinking and practical skills are to be systematically developed in all curriculum areas;
    - (ii) making full use of assessment information to plan the next steps in learning and setting informed targets for pupils to achieve;
    - (iii) putting in place effective procedures to monitor, modify and evaluate the curriculum, teaching and learning;  
*(paragraphs 24-41, 45-47, 67-70 and 84-87)*
  - (4) ensure that pupils throughout the school have regular, planned and meaningful opportunities to develop independent working habits;  
*(paragraphs 30, 49, 134-135, 138-139, 151-152, 159 and 161-163 )*
  - (5) ensure that the headteacher's management of the school, particularly in respect of her management of time, monitoring of the work of the school and her implementation of procedures, is improved by:
    - (i) identifying and providing for the headteacher's training needs;
    - (ii) ensuring that on-going support and guidance is available and utilised;
    - (iii) putting in place appropriate arrangements to ensure that progress made by the headteacher in these areas is monitored and improvement evaluated;  
*(paragraphs 76-78, 85-7 and 92)*

In addition, the governors should take appropriate action to ensure that the following matters are successfully addressed, monitored and evaluated:

- the school's arrangements for developing pupils' multi-cultural awareness; *(paragraph 60)*
- the full implementation of the auditor's recommendations; *(paragraph 91)*
- plans for the longer-term development of the school; *(paragraph 89)*
- full adherence to all statutory requirements; *(paragraph 81)*
- regular training in child protection issues by the named person and all other staff. *(paragraph 65)*

## PART C: SCHOOL DATA AND INDICATORS

**Please note : as the number of pupils taking the National Curriculum Statutory tests and assessments at the ages of 7 and 11 years was fewer than 10, these results are not shown in tabular form.**

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

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	28

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	25	44	25	6	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	37
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	12

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	1.7
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	36
Any other minority ethnic group	0

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	2.32
Number of pupils per qualified teacher	16
Average class size	19

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

Total number of education support staff	2
Total aggregate hours worked per week	25

### ***Financial information***

Financial year	1999/2000
	£
Total income	98,137
Total expenditure	99,691
Expenditure per pupil	2,318
Balance brought forward from previous year	6,068
Balance carried forward to next year	4,514

## Results of the survey of parents and carers

Questionnaire return rate 43%

Number of questionnaires sent out

37

Number of questionnaires returned

16

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	88	6	0	6	0
My child is making good progress in school.	82	6	6	0	6
Behaviour in the school is good.	50	37	13	0	0
My child gets the right amount of work to do at home.	74	13	13	0	0
The teaching is good.	87	13	0	0	0
I am kept well informed about how my child is getting on.	56	25	19	0	0
I would feel comfortable about approaching the school with questions or a problem.	88	6	0	6	0
The school expects my child to work hard and achieve his or her best.	81	19	0	0	0
The school works closely with parents.	75	19	0	6	0
The school is well led and managed.	74	13	13	0	0
The school is helping my child become mature and responsible.	74	13	13	0	0
The school provides an interesting range of activities outside lessons.	44	44	6	6	0

*(Responses rounded to 100%)*

A number of parents expressed concerns about the behaviour of some of the older pupils. Many parents indicated that they had chosen to send their children to this school in preference to their nearest school. Most parents were pleased that they were able to see the marked results of their children's homework.

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

**AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

100. At the time of the inspection, there was one child in the Foundation Stage. Evidence for this report has been gathered from observations of lessons and from looking at the work and progress made by older pupils in the infant class. No report was made on the under fives at the time of the last inspection.
101. Children in the Foundation Stage are taught alongside pupils in Years 1 and 2 in the infant class. The school reports that initial assessments of what children know and can do when they start school indicate a wide range of skills. By the time they are ready to start in Year 1 the majority of children successfully attain or exceed the early learning goals in personal, social and emotional development; communication, language and literacy; mathematical development; creative development; knowledge and understanding of the world and physical development.
102. Children achieve well through good teaching and through the stimulus they receive from working alongside older pupils. A particular feature of children's learning is the support and interest they receive from older pupils. Activities for children in the reception year are successfully dovetailed into those planned for the older pupils in the class. Good attention is paid to ensuring that these activities are carefully planned to meet individual children's needs and that individual adult support is available to support their learning. These factors make a significant contribution to the progress children make at this stage.

**Personal, social and emotional development**

103. Children achieve well in this area and by the time they are ready to start in Year 1 the majority exceed the early learning goals in this area of development. They are quite accustomed to working and playing alongside other pupils in their class and with the older pupils in the school. The family atmosphere of the school does much to encourage and benefit children's development in this area. They are accustomed to talking to the class about the work they have done, for example work in the sand tray or on the computer. They are encouraged, by example, to take turns in speaking and in using equipment. There is a strong sense of children's contributions being valued by other members of the class, which strengthens their confidence and participation in activities.
104. Teachers and other adults successfully promote children's development in this area of learning by encouraging independence, involving them in the work of the class and in making particular provision with learning resources to provide appropriate activities to encourage their learning.

**Communication, language and literacy**

105. The high quality of the oral work in the infant class makes a very good contribution to children's speaking and listening skills. They take turns in contributing their ideas to discussions as, for example, in a literacy lesson, where the class were discussing the story of Little Red Riding Hood. This was also evident in work connected with the life of Moses where good emphasis was given to getting events in the story in the correct order and widening children's vocabulary. In both lessons structured activities were provided where one-to-one teaching took place.
106. Reading skills are carefully developed through opportunities to share a variety of texts and through activities linked to the literacy framework. Children successfully acquire the

knowledge and understanding of a range of stories and rhymes. Their knowledge of sounds and the meaning of new words is being successfully developed through the work planned in this area of learning.

107. A variety of writing and drawing materials are available to children. Well-planned activities encourage children to develop in this area. Good use is made of the computer to encourage the development of children's writing.
108. By the time they are ready to start Year 1 children successfully attain and some exceed the early learning goals in this area of their development.

### **Mathematical development**

109. Children are well taught in this area of development. They make good progress and by the time they are ready to start in Year 1 children successfully attain, and some exceed, the early learning goals in this area of learning.
110. Activities that reflect the needs of children in the Foundation Stage are carefully planned alongside the Numeracy Framework used with the rest of the class. This is good practice and allows for children's individual needs to be addressed and their mathematical development to be successfully pursued. Sorting, matching and counting activities are well supported and children maintain their concentration successfully, enabling them to make good progress. They have a good understanding of 'big', 'middle' and 'small' shapes and of one-to-one correspondence. They make good, independent use of the computer to consolidate their learning.

### **Knowledge and understanding of the world**

111. Many children have a wide knowledge and understanding of the world from the experiences they have had, at home and abroad, with their families. Other children have a narrower perspective. Children successfully develop an understanding of their environment. They are able to describe features of the village and give directions as to where certain houses and features, such as the pub, the old shop and the church can be found in relation to the school.
112. In a lesson investigating how quickly ice cubes melt, good attention was given to ensuring that activities were suitably geared to this age group. Good use of questioning and of correct language by adults enables children to participate at a challenging but achievable level and good progress is made. As a result, children are able to successfully identify and discuss the changes they have observed.
113. Children successfully acquire and use computer skills. They are confident in their use of the mouse and can successfully 'drag and drop' to select the next stage of their work. They are able to work at the computer with a high degree of independence. By Year 1 they are able to find the file containing their earlier work and save their new work.
114. In designing and decorating a doll's house, good adult support helps children to make effective choices of materials and to handle tools and equipment safely.
115. By the time they are ready to start in Year 1 children successfully attain, and some children exceed, the early learning goal in this area of development.

## **Physical development**

116. The school's provision in this area of development is limited by the absence of a dedicated outdoor play area together with an appropriate range of large and wheeled equipment. Children in the foundation stage participate at an appropriate level in the school's daily running around the playground and in physical activities both in school and at the nearby sports centre.
117. Appropriate attention is paid to providing children with opportunities to handle tools safely. Children make good use of sand and water as part of their learning in other areas and handle a range of smaller equipment and other learning resources. They make good progress in developing an awareness of the space around them. Overall, children make sound progress and by the time they are ready to start in Year 1 they successfully attain the early learning goals in this area of development.

## **Creative development**

118. Children are well supported by adults in activities tailored to support their development in this area of learning. For example, in a lesson on weaving materials, changes of activity enabled children to make choices about textiles, develop their understanding of different colours and textures and to learn about different ways of joining fabrics together.
119. Opportunities for children to participate in structured, imaginative activities are restricted by the space available. Some of the learning resources available for role-play have seen much use. Nevertheless, children make sound progress in this area of development and by the time they are ready to start in Year 1 they successfully attain the relevant early learning goals.

## **ENGLISH**

120. In three of the last four years, results in the National Curriculum statutory tests in reading and writing taken by pupils at the age of 7 years have, with the exception of writing in one year, ranged from average to very high (that is, in the top 5 per cent in the country) in comparison with all schools. Also, in three out of the last four years pupils' results in the tests taken at the age of 11 years have ranged from average to well above average compared with all schools. Over this time, results in English at this age are slightly lower than those obtained by pupils in mathematics and science. At the time of the last inspection, standards in speaking and listening, reading and writing were reported to be good at the ages of 7 and 11 years. Throughout the school standards in spelling were sound.
121. The findings of this inspection are based on observations of lessons, talking with pupils and on the written evidence made available by the school. These indicate that the majority of 7-year-olds are achieving above the standards expected at this age in speaking and listening and reading. In writing, standards are similar to those expected at this age. Pupils have made good progress from when they start school. At the age of 11 years, the quality and quantity of written work is below that expected of pupils of this age and this is depressing their overall performance. Overall, progress in this junior class is satisfactory, particularly when taking account of the high proportion of pupils in this older age group who have been identified as having special educational needs.
122. The confidence with which pupils speak is a strength of the school. Pupils of all ages express themselves with clarity and feeling. From the youngest to the eldest, they are accustomed to reading and speaking to an audience, to adults in the school and to visitors. Teachers of both classes consistently provide good examples for pupils to

follow, particularly in the use of expressive, descriptive language. This contributes much to the quality of their learning. Teachers' expectations of pupils' use of grammar and vocabulary are high. It is particularly noticeable that fellow pupils will readily help each other to select an appropriate word or phrase and that this help is welcomed.

123. Listening skills are also good. In the infant class, pupils listen carefully to each other and to adults. They follow the instructions they are given by their teacher and demonstrate their understanding when they ask for clarification or further information. The teacher consistently conducts her lessons at a good pace and it is evident that the pupils have learnt to listen carefully to what she says. In the junior class, many of the older pupils find it difficult to maintain their concentration for long periods. However, when their interest and imagination are fired by what is being said, they demonstrate both appreciation and understanding of what they hear. This is evident in pupils' responses to the judicious use of questioning to confirm understanding and extend their thinking.
124. The school has adopted the National Literacy Strategy as a framework for its teaching. Scrutiny of teachers' planning indicates that the strategy is more firmly established in the infant class. Planning demonstrates how shared and guided reading, together with text and sentence level work, are being developed over time. With the help of support staff and volunteers, appropriate activities are identified that are appropriate to pupils' needs and capabilities. Good use is made of the time when the class comes together towards the end of the lesson (the plenary session) for pupils to share with each other what they have done in their groups and to highlight the next steps in learning.
125. There are frequent and varied opportunities for reading in the infant class. Shared reading from the 'big book' in literacy lessons involves all pupils and they enter into this with enthusiasm. They are keen to turn the page to find out what happens next even when, as in the case of the story of 'Little Red Riding Hood', they have a good idea of what is coming next. Good attention is paid to developing and consolidating pupils' knowledge and understanding of sounds, capital letters and the characters in the story. The majority of pupils successfully recognise regularly used words. The teacher maintains a good pace throughout this exercise, double-checking doubtful answers and helping pupils to understand why an answer may be incorrect so that they will remember in future. It is this positive reinforcement that is helping pupils to make confident progress as there is no hint of criticism for getting a wrong answer.
126. In guided reading, texts are carefully chosen to provide an achievable challenge for pupils. Supporting adults use questioning effectively to check and confirm comprehension and check accuracy. Pupils happily take turns and willingly help each other. A particular feature of pupils' reading is the confident use of expression to enhance the meaning of what they read. Standards in reading at the age of seven are above those expected for pupils of this age. The above average readers show confidence and a high degree of accuracy in attempting words they are unfamiliar with; intonation is good and they are able to use a wide vocabulary to discuss the text in hand and talk about their wider likes and dislikes.
127. In the junior class, elements of the National Literacy Strategy were evident in the lessons seen. The school was unable to provide inspectors with copies of past or present planning to illustrate how pupils' knowledge and skills are being systematically developed. Records seen highlight coverage of the strategy's components, particularly the text and sentence level work for Years 3 and 4.
128. A good feature of the way in which literacy is being developed in this junior class is demonstrated by the reading sessions after lunch each day. Here the classteacher works intensively with a different group of pupils each day. Good attention is paid to teaching

reading skills and helping pupils understand what they read. This is important because a number of older pupils, many of whom have been identified as having special educational needs, have difficulty in applying what they have understood in their reading to other contexts. Pupils read with accuracy and expression but, for many, comprehension skills are far less assured. Higher-order reading skills, such as prediction and character profiles, are being taught within the class and this furthers the more able pupils' appreciation and understanding of different texts.

129. Standards in reading in this junior class vary considerably with a number of younger pupils achieving above average standards for their ages. Assessments of pupils' reading skills undertaken by the special needs teacher confirm inspectors' findings that, at the age of 11 years, standards in reading are close to the national average. Comparison with earlier assessments indicates that pupils are making satisfactory progress over time.
130. Throughout the school pupils are encouraged to read at home with their parents and carers. Pupils are highly motivated by the school's system of rewards for regular and sustained reading. As they move through the school they are encouraged to develop a more critical taste for what they read. Older pupils report that their choices are more guided than directed as they get older and they appreciate this. They are able to discuss their reasons for choosing what they read and express preferences for authors, styles of writing and purposes. Parents are closely involved in helping their children at home. Parents are very pleased with the school's emphasis on reading.
131. In the infant class, pupils' writing skills effectively build upon work undertaken in the literacy hour. Standards are similar to those expected of pupils at the age of seven. Close attention is paid to developing pupils' knowledge and understanding of grammar and punctuation. The teacher provides different opportunities as part of their work in English for pupils to write for a range of purposes in different ways. For example, in the story of 'Little Red Riding Hood' work on the use of abbreviations was well illustrated by using 'LRRH' to talk and write about the character. Some pupils successfully use writing frames to order their thoughts; others use the computer to bullet point the main parts of a story. In a lesson observed, the group using the computers worked very well on their own. They selected an appropriate font – after a discussion as what size it should be in - and proceeded to work at a good pace. Spelling is accurate.
132. Across the curriculum there is evidence of accounts being written in, for example, religious education, but limited evidence is available for pupils using different skills – such as labelling, tables and information – in, for example, their science work. Pupils' handwriting is developing appropriately in line with the school's agreed policy for teaching a cursive style. Pupils' learning is enhanced by the teacher's instructions and the pace set, which ensures that all pupils are able to succeed in what they have to do.
133. In the junior class good attention is given to teaching grammar and punctuation. Pupils are able to identify verbs, nouns and adjectives together with the conventions and impact of punctuation. They are able to distinguish between different styles of writing, such as 'story' and 'recount'. In one lesson seen, work on superlative and comparative adjectives arose from the teachers' reading of 'The Mousehole Cat'. Pupils listened attentively to the story and were able to identify and discuss the author's use of adjectives, categorising them accurately. Furthermore, the majority of pupils were able to suggest good alternatives. This oral work was well led by the teacher; she challenged the pupils to focus on the story, on the questions she asked and to think carefully before answering. The pace of the teaching rubbed off on the pupils and their enthusiasm was perfectly evident. Although the school is unable to provide written evidence to confirm the judgement, this type of oral work is clearly familiar to pupils and is successful in developing their knowledge and understanding.

134. The weakness comes in the way in which these skills are recorded and developed. The follow-up activity to the work described in the previous paragraph was the completion of a worksheet by pupils working in pairs. The provision for pupils who learn at different rates or who have particular needs identified in their special educational needs individual education plans was provided for by the intervention of the teacher and supporting adults. Some pupils found this work particularly challenging; others could have taken it much further with, for example, a thesaurus being used to identify alternative vocabulary. Likewise, the written task given to all pupils in the closing part of the lesson did not take particular account of the differing needs in providing appropriate planning frameworks. Nor did it give pupils the opportunity to make choices as to the particular style they wished to adopt.
135. During the inspection there was no opportunity for pupils in the junior class to use the computers to word-process their work. Furthermore, no evidence was made available to inspectors of pupils using this means to plan, write, edit and refine their writing. In a subsequent lesson, the teacher encouraged pupils to identify and evaluate whether their previous day's work had a suitable introduction and whether their use of nouns and adjectives in the opening sentence successfully set the scene for their work. The skills pupils need to improve and develop their writing are discussed, but are not clearly evident in their written work. Across the curriculum, pupils do not record, in sufficient detail and independently, the results of their investigations and findings. The lack of opportunity for pupils to develop word-processing skills exacerbates this issue. In the work seen, standards of spelling are appropriate to pupils' ages.
136. Standards of handwriting presentation are below what is expected for pupils of this age. Even taking into account pupils' special educational needs, pupils' work does not reflect the progress that could be expected over time. One explanation for this, which the school concedes, is that the frequency with which handwriting is taught is inconsistent. In a handwriting lesson observed during the inspection, it was evident that pupils knew that groups of letter have similar forms. Although nearly all have a correct grip, a significant number showed that they had difficulty in correctly forming their letters and keeping them in line. It is clear that, for a number of pupils, handwriting is a struggle and makes considerable demands of them in terms of their concentration and physical effort.
137. There are significant strengths evident in teaching across the school, but also some shortcomings, most of which can be readily addressed. Overall, the quality of teaching is good in the infant class and satisfactory in the junior class. Oral work is a particular feature of the teaching and contributes well to pupils' learning. Teachers' subject knowledge is good and their attention to teaching reading skills and grammar well makes an important contribution to the progress made by pupils. Teachers' good relationships with their pupils encourage the development of confidence. The very good help provided by staff and volunteers strengthens this. In the handwriting lesson seen in the junior class, all the adults supported pupils' efforts. They showed appreciation of the good features in pupils' work and tactfully pointed out the errors, giving helpful guidance as to what needed to be done to improve. Lessons are well managed and pupils' consistently good behaviour is most noticeable.
138. Teachers know their pupils very well and are able to identify what they need to do in order to improve. In the infant class, planning for the literacy strategy outlines learning objectives, what will be taught and the groups it will be taught to. This planning is carried out thoroughly and establishes a good pace, enabling pupils to progress well. Such planning is not undertaken in the junior class; learning objectives are not systematically identified, not shared with pupils and the outcomes of the lesson are not assessed. Although there is a very wide range of age and capability in this class, a substantial

proportion of time is devoted to whole class activities. Here the main way in which pupils who learn at different rates and have particular needs are supported is through the help they receive. On occasions, particularly in writing, it is evident that it would be beneficial for pupils to work in groups to target their needs more precisely. Overall, pupils in this class are making progress in English, but there are a number of missed opportunities that prevent greater progress being achieved.

139. Individual education plans for pupils with special educational needs are drawn up, with the involvement of the school's special educational needs co-ordinator, by a specialist visiting teacher. These focus mainly on improvements in English. They are straightforward, identifying targets that are challenging yet achievable. The visiting teacher spends some time with each pupil on the register during her weekly visit, assessing progress on a regular basis. From the information made available to inspectors, it is less clear as to how these targets are systematically incorporated into planning for pupils' day-to-day learning. Targets are not, for example, written in the front cover of exercise books or kept on the pupil's desk as a reminder of what needs to be concentrated on at that particular time.

## **MATHEMATICS**

140. Inspection evidence indicates that standards are in line with national averages at the age of 7 and below average at the age of 11 years. In the last four years standards in the National Curriculum tests at the age of 7 have never fallen below average and have usually been above average or higher. In comparison with similar schools they have often been well above average. In the same period, standards in the tests at the age of 11 were below average in one year, but in the other years they have been above average or higher. Compared with similar schools they have often been well above average. This is a very small school and considerable differences between standards in each year are not unexpected because of the small numbers of pupils being assessed.
141. At the time of the last inspection, pupils at the ages of 7 and 11 were achieving standards at least equal to the national average and many were achieving higher. Inspectors remarked that many pupils were achieving high standards in relation to their abilities. There have been big changes in the teaching of mathematics in the school since the last inspection. The school has satisfactorily implemented the National Numeracy Strategy and this is making a positive contribution to the quality of teaching and to how pupils learn.
142. The lack of oral work reported at the time of the last inspection has been successfully addressed. Indeed, oral work is a now strong feature in the teaching of mathematics in both classes. Teachers draw successfully on their own very good subject knowledge and understanding of how pupils learn to make the lessons stimulating and demanding for all. Teachers systematically introduce and develop ideas and concepts. They use appropriately challenging questions for individual pupils to help them to make good and often very good progress. This very good approach to oral work ensures that pupils practise putting forward their ideas logically. It enables them to develop confidence in their own understanding and their capacity to explain their thinking. Pupils enjoy and feel involved in mathematics lessons. Their very good behaviour is making an important contribution to their learning.
143. In the infant class all pupils, including those with special educational needs, are making good progress and are achieving standards that reflect their age and ability. At the age of seven, pupils have a sound understanding of the basic principles of numbers and counting, space, shapes and measures. They understand place value and can add

numbers up to 20. They can convert pence to pounds. They use number squares and number lines to help them in their work.

144. These younger pupils use mathematical language correctly and confidently. Pupils show good levels of curiosity and perseverance. They work together very well, listening carefully to what their partners have to say. This is helping them to consolidate their own thinking and is contributing successfully to their achievement.
145. Infant class pupils are encouraged to develop their understanding through well organised, appropriately challenging practical experiences. These experiences are very well resourced and, as observed in a lesson on weighing and capacity, are stimulating and exciting. All pupils are encouraged to talk through their thinking and to work independently to test their own ideas. This very good aspect of teaching is leading to very good learning, for example in respect of developing measuring skills, and an understanding of the abstract concept of measurement. As a result, pupils have a good understanding of the principles of measuring weight and capacity. They understand the principles of using a balance to compare weights and can order packages and containers according to weight and capacity respectively with little prompting.
146. In the junior class, progress made by pupils in lessons is good overall, but there is variation in progress between the pupils in different year groups. Pupils in Years 3 and 4, including those with special educational needs in these year groups, make good - and sometimes very good - progress in lessons. These younger pupils, especially those in Year 3, sustain their concentration well. Many pupils are working at levels at and beyond those expected for their age. Those in Years 5 and 6 make satisfactory progress, but standards at the age of 11 years are below average.
147. Pupils in the junior class are further developing their skills in handling numbers. They can use simple fractional and decimal numbers confidently. They are consolidating their understanding of place value and are becoming more adept at applying the rules of addition, subtraction, multiplication and division. They can write amounts of money correctly and appreciate the significance of '0' in the middle of a price expressed in pounds and pence. They understand how perimeters and areas of simple shapes can be calculated from measurements of lines and counting squares. They are developing skills in collecting information and processing it using charts and graphs.
148. This junior class contains a very high proportion of pupils with special educational needs. They try hard, but many pupils, especially those in Year 6, rely on adult support to help them to complete their work. They respond very well to the help provided and learn more effectively as a result, often making good progress in lessons. However, although they are familiar with the mathematical principles, without support and guidance many cannot use and apply what they have learnt to solve problems successfully. This is why standards are below average at the age of 11 years.
149. Most lessons have a good structure with an appropriate balance struck between mental maths and work in small groups or pairs and discussion. There are clear and significant strengths in the classroom teaching which are helping to maintain and raise standards and help pupils to make progress. In both classes, there is consistently good use of mathematical language by teachers and pupils. This enables pupils to clarify their thinking through sharing ideas and this helps them in mental maths work and class discussions as well as in their work in small groups or in pairs.
150. Teachers know their pupils very well and there are very good relationships between pupils and adults in both classes. Teachers successfully anticipate the kind of support pupils will need in lessons, either through providing for an adult to work with a child or by

providing appropriate apparatus and activities. This helps pupils to make progress. For example, during the inspection, the needs of the more able pupils in the infant class were fully taken into account in the design of challenging practical activities. Likewise, pupils in the junior class received good support through careful organisation and management. The whole class shared part of the lesson and for the other part the class divided into two groups, one with the class teacher and support assistant and one with a volunteer, who is a qualified teacher. This arrangement enabled the adults to use their good personal knowledge of the needs of small groups and of individual pupils to ensure that progress was made.

151. Pupils have insufficient opportunities to record their work independently in both classes. There is no consistent approach to developing pupils' independence in working. There is no clear planning for the use of ICT to support learning and there is no consistent approach to providing pupils with opportunities to apply mathematics to real life situations.
152. The lack of emphasis on neat presentation and valuing written records is also a weakness. Until very recently pupils in the infant class were not keeping personal records of their work in exercise books or in folders. They did not systematically practise writing numbers and organising their work on a page. This lack of practice has had a knock-on effect in the junior class. Taking into account pupils' special educational needs, standards of presentation of work in exercise books is generally lower than that expected and this hinders progress. For example, numbers are often poorly formed and they are not systematically ordered in rows and columns. This leads to errors in calculations. When taking all the available evidence into account, the quality of teaching in mathematics is satisfactory.
153. Pupils' progress and attainment in the subject is monitored satisfactorily. In lessons teachers are alert to any difficulties pupils may have and adjust their teaching approach if needed. Pupils' progress is also monitored through homework and through testing. Older pupils like this because they feel they 'know where they are going wrong' and can work to put matters right.

## **SCIENCE**

154. National Curriculum statutory assessments at the age of 7 years in recent years indicate that pupils have achieved well above average and very high standards in science compared with all primary schools. Over the last four years, standards at the age of 11 years have invariably been well above average or very high compared with all schools and well above the average of similar schools.
155. Good teaching is helping all pupils in the infant class, including those with special educational needs, to make good progress and achieve above average standards at the age of 7 years. The good support offered to all to develop good, scientific working habits is helping this. By the age of 7, with the exception of their skills in recording their work, pupils' scientific thinking and practical skills have developed very well.
156. Pupils in this class have good observational skills and use a range of language to describe what they see and feel, for example 'slippy' to describe the feel of ice. They observe that sometimes processes, such as melting, occur at different rates depending on conditions. They approach investigative work confidently, making decisions about what they will do with little prompting. They have a good appreciation of the importance of keeping things the same if comparisons are to be made and comment on the need for the 'same time' to be allowed between making readings. They make very good attempts to explain and interpret what they see, for example when discussing the observation of ice melting.

157. Good teaching is keeping pupils motivated and interested in their work. They are keen and eager to get on and listen attentively. They work independently in a very responsible way. They do all that is asked of them quickly and purposefully. Their focus on their work and attention to detail means that the lesson can proceed smoothly. Their excellent behaviour and their very good, scientific attitude to their studies makes an important contribution to the standards achieved in lessons.
158. The teacher has good subject knowledge and makes very good use of questions and the children's own ideas in lessons to help pupils to develop their thinking. The teacher maintains a brisk pace of learning. Pupils' development as scientists is very well supported. The teacher challenges the pupils to predict, to observe, to return to their predictions to consider if they were correct and offer explanations. This is very good practice. The teacher provides a good role model as a scientist herself when raising pupils' awareness of the importance of fair testing. Very good use is made of references to pupils' previous work to extend their thinking. This helps to establish continuity in pupils' learning and helps them to make progress.
159. A significant shortcoming in an otherwise high standard of teaching is that pupils' skills in recording their work are not sufficiently developed. No pupils' written work was available for scrutiny. This lack of emphasis on helping pupils to record their work and take a pride in their findings is a weakness.
160. In the junior class one lesson was seen. Pupils' books were examined and inspectors spoke with pupils. Pupils enjoy exploring the apparatus provided. For example, in a lesson on sounds they twanged rubber bands, made shakers and found out what happened to the pitch of the sound heard when bottles filled to different heights with water were gently struck with a padded beater. All pupils know that something vibrates when a sound is made. Some appreciate that the sound changes as characteristics of the apparatus are changed, for example, commenting on the effect of changing the thickness of the rubber bands or the height of liquid in the bottle.
161. At the age of 11 pupils are working at a lower level than that expected for their ages. Although they are raising questions for themselves and are sometimes making predictions and testing them independently, their general approach to scientific working is immature for their ages. They are not thinking about working systematically to test their ideas, looking for patterns in their observations, formulating hypotheses and explaining what they observe.
162. Examination of pupils' written work in the junior class shows that they keep brief notes, but that most of these are copied. They have studied adaptation and camouflage in their study of living things. In their work on forces they have considered parachutes and how these descend. They have studied light and pinhole cameras and they have planted seeds. However, the pupils' work made available to inspectors contained little evidence that they have used a range of approaches to recording independently what they have done and the observations they have made.
163. There is little recorded evidence of pupils designing investigations, carrying them out and attempting to explain their findings. Pupils are not making sufficient progress in developing their investigative skills, in recording their findings and in keeping written records of their work. Pupils are interested in science and keen to get on, but a significant proportion, mostly from Years 5 and 6, have a disorganised approach to their work. A high proportion of these pupils have special educational needs, but these are not being fully met. As a result, pupils fail to appreciate the significance of what they are

doing and some lose their concentration. These factors slow down learning and progress.

164. The teacher's good subject knowledge, the good range of materials and equipment provided for practical activities and the good level of adult support in the classroom are strengths in the teaching, but these are outweighed by the weaknesses. There is a lack of focus and clear sense of purpose in the activities provided. The activities themselves are appropriate for the ages of the pupils, but they are not used effectively to motivate pupils and to develop their scientific thinking, knowledge and understanding. The teacher pays insufficient attention to ensuring that the more able pupils, especially those in Year 3, are extended and that the less able pupils, especially those in Year 6, are appropriately challenged. Insufficient attention is paid to developing pupils' investigative and recording skills generally and this slows down the progress they make. Insufficient use is made of ICT to support teaching and learning. In the lesson seen there was repetition in the material covered and some older pupils had done this work before at a similar level. This affected their motivation and interest. Taking all the available evidence into account, the quality of teaching is unsatisfactory.
165. The broad outline curriculum plans for each class focus on how pupils' knowledge will be developed. There is no indication as to how their scientific thinking skills will be developed in parallel with their knowledge. This is a weakness in the planning. The absence of detailed curriculum plans for each class means that there is no sound basis for monitoring that pupils in the different year groups are being suitably challenged and are making progress. Similarly there is no checking that the curriculum is being fully covered and that there is no needless repetition.
166. At the time of the last inspection, pupils at the ages of 7 and 11 were achieving standards at least equal to the national average and many were achieving higher. Inspectors remarked that many pupils were achieving high standards in relation to their abilities. Many of the strengths in science identified at the time of the last inspection are still present in the work in the infant class, but are now less apparent in the junior class. Standards have not been maintained. In the previous report, Inspectors commented on the accurate records made by pupils in both classes. Since then the school has changed its view on the significance of pupils' record keeping in science.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

167. At the time of the last inspection there was insufficient evidence for inspectors to make a firm judgement about standards achieved. During this inspection, standards are in line with those expected at the age of 7 and below those expected at the age of 11 years.
168. Pupils in the infant class make frequent use of computers and by the time they are 7 they are achieving standards broadly in line with those expected for this age. Pupils use computers for word processing and know how to change the size of letters, use capital letters in the correct places and use bullet points to present their ideas clearly. They also use a simple program to design a book cover. Pupils have made very good use of their computer skills in conjunction with their work on fairy tales.
169. Pupils in the infant class are making satisfactory progress in learning to use ICT to help them in their work. The quality of teaching in this area is satisfactory. Attention has been given to providing appropriate opportunities for pupils to practise and develop their skills through work in other curriculum areas. Pupils are receiving patient support from their teachers and other adults and this is ensuring that their skills are being systematically developed.

170. Standards at the age of 11 are below those expected. Pupils in the junior class generally make insufficient use of computers to enrich and enhance their work across the curriculum. Pupils' computer skills are not developed to the standard expected for their age and their progress is unsatisfactory. They have access to CD-ROMs and use these to obtain information, for example in history lessons. Recently pupils have collected data and fed it into the computer. However, they do not use computers routinely to help them in their work and do not apply their computer skills such as word processing and data processing on a regular basis. Pupils in this class have had insufficient access to computers in the past. On the basis of the work covered and the progress made by pupils in the acquisition of computer skills, teaching in the junior class is unsatisfactory.
171. Teachers give pupils good opportunities to gain confidence in using information and communication technology equipment, other than computers, in lessons and at other times during the school day. Pupils in both classes use tape recorders and players, operate radios and televisions confidently and use the telephone independently. All pupils also learn to operate a programmable vehicle successfully.
172. At the time of the last inspection, although no judgements could be made about standards because of lack of firm evidence, it was noted that computers were used in both classes. Greater use of computers is now made in the infant class where teachers ensure that they are systematically used to support pupils learning, especially in the area of language and literacy. In the junior class, until recently, there has been little progress towards ensuring that pupils have a good level of access to computers and develop appropriate skills in this area.
173. At the time of the current inspection the school is in the process of upgrading its computer provision and this work is almost completed. The new facilities will give good access to computers to pupils in both classes, with a favourable ratio of approximately three pupils to one computer across the school. The school will also have access to the Internet and pupils will be able to use e-mail.

## **RELIGIOUS EDUCATION**

174. At the time of the last inspection there was insufficient evidence to make a judgement about standards in the infant class; in the junior class standards were similar to those found nationally and some pupils reached higher standards. The findings of this inspection indicate that standards are similar to those expected of pupils in the Oxfordshire Agreed Syllabus at the ages of 7 and 11 years.
175. In the infant class, pupils are learning about the life of Moses. In the lesson observed, they were following the story of Moses leading the Israelites out of slavery to the Promised Land. Their recall of earlier aspects of Moses' life is good. In response to their teacher's probing and carefully phrased questions, pupils express their knowledge and understanding clearly and in detail. It is particularly evident that pupils listen carefully to what others have to say and reflect well on it. This makes a good contribution to the quality of their learning and to the progress they make. Pupils are quite captivated at the prospect of a stick turning into a snake and the bush suddenly bursting into flames and readily offer their thoughts and ideas as to how they would have felt if they had been there. Pupils also ask questions of their teacher. One pupil asked, "Is Yahweh an Egyptian word?" The teacher responded in detail, showing some Hebrew script to the class.
176. The quality of teaching in this infant class is good and makes a significant contribution to the pupils' achievements. The teacher's planning shows the careful development of the story line with appropriate activities planned to reinforce and develop key points. Care

was taken to ensure that pupils who learn at different rates could all participate at an appropriately challenging level. In the lesson observed, the emphasis was on oral work with written tasks to be completed in a subsequent lesson. The standard of this oral work was high and involved all pupils.

177. In the junior class, it was not possible to observe any lessons being taught, but pupils' written work was scrutinised and a group of pupils shared their knowledge and understanding with inspectors. The available evidence demonstrates that, over time, pupils develop an understanding the customs and practices of different faiths. They are able to recognise important similarities and differences as they compare different faiths. They are aware of the major festivals of some of the main world religions and can name some of the holy books and artefacts of the religions they have studied.

## **ART AND DESIGN, DESIGN AND TECHNOLOGY, GEOGRAPHY, HISTORY, MUSIC AND PHYSICAL EDUCATION**

178. At the time of the last inspection, standards in art, geography, history and music in both the infant and junior classes and in design and technology in the infant class were in line with those expected for pupils at the ages of 7 and 11 years. Inspectors reported that many pupils achieved higher standards than expected in these subjects. In physical education, standards in both classes were judged to be similar to those expected at these ages. No judgement about standards was made in design and technology.
179. Evidence in this inspection comes from lesson observations, from talking with pupils and through the scrutiny of written evidence made available by the school. Because of the absence of schemes of work and teachers' written plans for many subjects, there is limited evidence of the systematic development of pupils' skills taking place. Judgements are based on the available evidence.
180. Only one lesson was seen in **art and design** during the inspection and this was in the infant class. On the basis of this observation and from examination of pupils' work and conversations with pupils, standards are in line with those expected when pupils are 7 years old.
181. Pupils in the infant class make good progress in their studies of colour and tone. They enjoy using colour and their work, inspired by bonfire night and by Christmas, is bold and exciting. They know about colour mixing and have successfully applied this knowledge in their work based on studies of the impressionists. They are making good progress in their studies of textiles. They know how to join materials using stitching or stapling and successfully apply this knowledge in weaving. They select fabrics confidently, commenting on colour and texture. They enjoy discussing their work in terms of likes and dislikes, but do not generally say how they feel it could be improved. These young pupils handle materials and tools confidently.
182. Teaching is good. Pupils' thinking is supported and developed through close questioning that helps them to make choices and decisions for themselves. This is helping to foster their independence of thought and action. Demonstrations of technique are clear. Teachers and adult helpers support pupils well in the development of their practical skills, for example of cutting and joining, achieving a good balance between ensuring safety but at the same time enabling pupils to master techniques.
183. No teaching of art and design was seen in the junior class and very little evidence of work was available for examination. As a result, no judgement can be made of standards. Teachers' outline plans indicate that art and design is planned for each term in this class, but these plans are not detailed and it is not clear how pupils' knowledge, understanding and practical skills are progressively developed. Pupils have recently worked on printing.

They prepared their own dyes using polystyrene blocks and applied the paint using rollers. The varied images are clear and well formed. Standards in this work are in line with those expected.

184. In **design and technology** only one lesson, in the infant class, was seen during the inspection. On the basis of that observation, examination of pupils' work, photographic evidence and talking to pupils, standards are in line with those expected at the age of 7 years.
185. In the infant class, pupils have opportunities to work with a variety of materials including paper and card, food and textiles. They learn to cut and to join materials using appropriate tools and methods. Pupils in the infant class record their designs carefully and work from them when making things. Their drawings are clear and their ideas are succinctly expressed. Pupils in the class have collaborated to make a book with moving pictures about the story of 'Red Riding Hood'. Each child has contributed a page incorporating a figure operated by a simple lever mechanism and slotted into the page. Pupils have selected a variety of characters from the story and each has been carefully coloured in, cut out and attached to the lever arm.
186. Pupils working with food not only successfully handle food materials but make choices as to their use based on taste and appearance. They also understand the role of ingredients in the cooking and preparation process. For example, they know why warm water is need to activate yeast in making dough for pizzas. In the infant class, teaching is satisfactory and pupils are making satisfactory progress in all areas of their work.
187. In the junior class evidence of only one 'design and make' project was available to inspectors. Pupils have been making moving vehicles. These have wooden chassis and wooden wheels and axles. Pupils have measured carefully and used appropriate small tools to cut the wood. The glued joints are sound. Pupils' designs for the vehicles have been carefully recorded. However, the sketches are unsophisticated and are at a similar state of development from pupils in all age groups. The drawings of the pupils at the age of 11 are below the standard normally expected from pupils in Year 6 but, on the basis of all the evidence available, overall standards are judged to be in line with those expected at the age of 11 years.
188. Pupils have opportunities to work with a variety of materials and components and clearly enjoy the subject. Junior class pupils speak of their work with interest and enthusiasm. Infant pupils use ICT to help them with their designs. However, junior class pupils do not have opportunities to use ICT to enrich their work and this is a weakness.
189. There are broad outline plans for design and technology in both classes. Although these refer to suitable subjects for development, they do not indicate how pupils' practical skills will be systematically developed as they move through the school and the needs of the pupils in the different year groups will be met. This is especially important for the pupils in the junior class where there are four different year groups and a considerable development in pupils' practical skills can be anticipated as they mature.
190. It was not possible to observe any lessons in **geography** during the inspection. Pupils in the infant class are able to describe various features of the village and give accurate directions to visitors as to how to find these. Older pupils have studied rivers and the rain cycle, compared their own area with a contrasting one and have worked with maps. On the basis of the available evidence, standards are in line with those expected at the ages of 7 and 11 years.

191. In **history** pupils in the infant class know that some things happened yesterday, others last term or last year. They are starting to appreciate the passage of time and can place events, such as the birthdays of themselves and their brothers and sisters, in a chronological order. Standards are similar to those expected of pupils of this age. In the junior class, pupils are studying the Tudors. Pupils have a good knowledge of events in Henry VIII's reign and can accurately recall the names – and the fates – of his many wives.
192. In the lesson observed in the junior class, pupils were learning to evaluate different types of evidence they might come across. The teacher successfully challenged pupils to consider how reliable different evidence might be. They understand that a letter written from the Court about Henry VIII may only say complementary things about him; and that a portrait, commissioned by the King, would undoubtedly focus on his more flattering features. The standard of the oral work in this part of the lesson was high. However, subsequent activities involving a whole class worksheet did not sufficiently challenge all pupils to apply their newly acquired skills to the best of their ability. Those pupils with special educational needs were appropriately challenged, well supported and worked hard on their tasks. More able pupils were able to complete the task and consolidated, rather than extended, the skills they demonstrated in the oral part of the lesson. In all, the progress made by pupils is good rather than very good.
193. Teacher's planning for history outlines the development of pupils' knowledge and identifies the key points to be covered in each lesson. It does not give any indication of how their skills and understanding are to be developed or assessed. Although it is quite evident from the very good oral work seen in the lesson observed that historical skills are being successfully taught, it is not clear as to how these are developed and built upon. This is of particular relevance in a class with such a wide range of capability spread across four-year groups. Taking all the evidence into account, teaching and learning are good. Standards are similar to those expected of pupils at the age of 11 years.
194. Standards in **music** are judged to be similar to those expected at the ages of 7 and 11 years. Class music lessons are taught by a visiting teacher each week, but these lessons did not coincide with the inspection. Pupils sing, sometimes accompanying with percussion instruments; they listen to recorded music and compose pieces of music using a variety of instruments. Older pupils can talk about the instruments of the orchestra and use such terms as 'tempo' correctly. Pupils were able to discuss, in some detail, a concert they recently attended in Oxford. All pupils have the opportunity to learn to play the recorder. In a school of this size, all pupils are involved in performing for parents at Christmas and at other times. A group of older pupils spontaneously sang a selection of the songs they performed at a concert last year for the inspectors. They sang tunefully and with an assured sense of performance.
195. The school has no indoor space for **physical education** and no field for games. Nevertheless, appropriate arrangements are made for pupils to experience a range of physical activities. The school uses the local sports centre each week for swimming and physical activity. In recent weeks, this facility has been closed for refurbishment and it was, therefore, not possible to observe lessons during the inspection. By the age of 11, the school reports that the majority of pupils reach the required standard in swimming. Team games, including soccer and cricket, are taught by a visiting teacher on the playground or in the village hall.
196. At the start of each morning all members of the school – including staff – jog around the playground. The school is conscious of the fact that many pupils do not have the opportunity for sustained exercise. It has now established this as part of the daily routine and its personal, social and health education provision. There are appropriate warm-up

and cool-down activities and pupils are encouraged to set themselves targets. This activity is well led by staff and pupils of all ages are rigorously challenged by the activity.