

# INSPECTION REPORT

**PARK MEAD PRIMARY SCHOOL  
Hailsham**

**LEA area:  
East Sussex**

**Unique Reference Number:  
114408**

**Headteacher:  
Mrs. Rebecca Ross**

**Reporting inspector:  
Mr. Robert Greatrex**

**Dates of inspection:  
4<sup>th</sup> to 6<sup>th</sup> October, 1999**

Under OFSTED contract number: 707266  
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#### **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and Junior
Type of control:	County
Age range of pupils:	5 to 11 years
Gender of pupils:	Mixed
School address:	Upper Dicker Hailsham East Sussex BN27 3QP
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Appropriate authority:	Governing Body
Name of Chair of Governors:	Mr. Sam Elsby
Date of previous inspection:	March 1996

**INFORMATION ABOUT THE INSPECTION TEAM**

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Robert Greatrex Registered inspector	Under 5's English Design and technology Geography	Attainment and progress Teaching Support, guidance and pupils' welfare
Geraldine Watkins Lay inspector		Attitudes, behaviour and personal development Attendance Pupils' spiritual, moral, social and cultural development Partnership with parents and the community
Paul Evans Team inspector	Special educational needs Science Information technology Music Physical education	Curriculum and assessment Staffing, accommodation and learning resources
Brenda Barnard Team inspector	Equal opportunities Mathematics History Art	Leadership and management Efficiency of the school

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## MAIN FINDINGS

### What the school does well

- The involvement of parents in their children's education is excellent, and the school's partnership with parents and the community very good overall.
- . The governing body, Headteacher and senior management team give a very clear educational direction to the school. Although many members are new, they already work together as an effective team.
  - . The quality of teaching is consistently good and this is beneficial to pupils' progress.
  - . A good number of classroom assistants make a positive contribution, particularly to the progress made by pupils with special educational needs.
  - . The provision made for pupils at break times is good. It encourages co-operative play well and positively contributes to pupils' enjoyment and the pleasant atmosphere.
  - . Procedures for promoting discipline and good behaviour are good.

### Where the school has weaknesses

- Standards in information technology are low, largely because pupils have too little access to the necessary equipment.
- I. Standards in the dance and gymnastics elements of physical education are poor, largely because of the limitations placed upon the school by the building.
  - II. Attendance is below the national average.

The school's strengths outweigh its weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The action plan will be sent to all parents or guardians of pupils at the school.

### How the school has improved since the last inspection

The school has made sound progress in implementing the findings of the previous inspection. Teaching strategies are broader, although this is partly due to the national initiatives in literacy and numeracy. Curriculum co-ordinators are more fully involved in monitoring their subjects, and in English for example this has led to staff training and subsequent improvements in the subject. Good links have been established between planned improvements and how the funding will be provided. The school looks carefully at cost-effectiveness and fully complies with requirements for a daily act of collective worship. However, the need for schemes of work in all subjects has been only partly met. Particularly because of the good working relationship already established between the Headteacher and governing body, the excellent support the school enjoys, and the good quality of teaching provided, the school is well-placed to make further progress.

### Standards in subjects

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

Performance in	Compared with	Compared with	Key
----------------	---------------	---------------	-----

	<b>all schools</b>	<b>similar schools</b>
English	E	E
Mathematics	C	E
Science	D	E

<i>well above average</i>	<i>above average</i>
<i>average</i>	<i>C</i>
<i>below average</i>	<i>D</i>
<i>well below average</i>	<i>E</i>

The number of pupils taking the test each year varies, so care must be taken when using these results. The comparison with similar schools is based upon the number of pupils eligible for free school meals. This is very close to the next band which would have given a more favourable picture. The school's good reputation for meeting the needs of pupils with special educational needs means a relatively high proportion of these pupils join the school during Key Stage 2, and this has an effect upon results. Absence, too, plays its part.

Standards of attainment in the 1999 national tests for eleven year olds show an improvement on 1998. In English, mathematics and science, the vast majority of pupils achieved the standard expected for their age. However, few exceeded it and this lowered the average level in the table of comparisons above.

Standards of attainment in the 1999 national tests for seven year olds are good. A higher proportion achieved the standard expected for their age, and far more exceeded it. Similar results were achieved in 1998.

Inspection findings confirm the national test results and levels predicted by the school for current pupils. The new national initiatives are being successfully implemented, and raising standards. This is particularly the case for pupils of higher attainment levels in the older classes. Progress throughout the school is sound.

Standards in religious education are in line with those expected in the locally agreed syllabus. Standards in information technology are unsatisfactory, largely because pupils do not have sufficient access to equipment to develop skill levels. Standards in the gymnastics and dance elements of physical education are also unsatisfactory, largely because of the poor accommodation and facilities. In most other subjects, progress is sound. An exception is history, where progress is good. Swimming is also a strength.

### **Quality of teaching**

<b>Teaching in:</b>	<b>Under 5</b>	<b>5 - 7 years</b>	<b>7 - 11 years</b>
English	very good	good	good
Mathematics	very good	good	good
Science		sound	sound
Information technology		good	good
Religious education		good	sound
Other subjects	good	good	good

The quality of teaching is consistently good. During the inspection, no unsatisfactory teaching was seen. In more than six lessons in every ten it was good, and very good or excellent in one lesson in ten.

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory or sound; unsatisfactory; poor; very poor. "Satisfactory" (or "sound") means that strengths outweigh any weaknesses.*



## Other aspects of the school

Aspect	Comment
Behaviour	The positive attitudes and good behaviour of the vast majority of pupils have beneficial effects upon both the progress they make and the life of the school.
Attendance	Below average. A small proportion of pupils are persistently late and a relatively high number of parents take term-time holidays.
Ethos*	Good. Relationships are good and attitudes positive. There is a purposeful atmosphere. There is a commitment to high standards, although currently they are sound.
Leadership and management	The Headteacher and governing body work well and provide clear leadership. They are well supported by dedicated and committed teaching and support staff.
Curriculum	Good generally, planning is a strength. However, provision for information technology and the dance and gymnastics aspects of physical education are unsatisfactory. Procedures to assess pupils' progress are good and the use made of them improving. Pupils are now more involved in their own self assessment and this is already beneficial.
Pupils with special educational needs	Good provision. Good support is provided for pupils with special educational needs.
Spiritual, moral, social & cultural development	Good provision for pupils' spiritual, moral and social development, and sound but improving provision for their cultural development.
Staffing, resources and accommodation	Staff work effectively as a team. Staff and pupils work hard to make the most of the accommodation, but it is poor in important areas. Good use is made of other facilities locally to compensate. Resources are sufficient except in information technology.
Value for money	The school gives sound value for money.

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

## The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>III. Their children like school</p> <p>IV. They find the school approachable with questions or problems</p> <p>V. The school's values and attitudes have a positive effect upon their children</p> <p>VI. The school achieves high standards of good behaviour</p> <p>VII. They feel encouraged to play an active part in the life of the school</p> <p>VIII. They are satisfied with homework.</p>	<p>IX. Parents have no significant concerns and are generally happy with the school.</p>

The inspection findings support parents' overwhelmingly positive views of the school. The concerns expressed by a very small proportion of parents were thoroughly investigated and no evidence found to substantiate them.

## KEY ISSUES FOR ACTION

In order to raise standards further and improve the quality of education, the Headteacher, governors and staff should:

X.improve the provision for information technology by:

- giving pupils more frequent access to equipment, so that they may develop the necessary skills and overall competence; (paragraphs – 81, 124, 173, 175, 177)
- including all strands of the subject, including control technology and modelling, sufficiently \*. (paragraphs – 58, 174, 175, 178)

XI.improve the provision for physical education by:

- providing pupils with sufficient access, particularly to dance and gymnastics, to fully meet the requirements of the programmes of study of the National Curriculum. (paragraphs – 28, 58, 101, 103, 226, 227, 232)

XII.improve attendance by:

- more closely monitoring absence and lateness; (paragraphs – 41, 80)
  - working with parents of pupils who are persistently late, and other appropriate agencies, to identify and remedy the causes; (paragraphs - 40, 80)
  - more actively explaining to parents the potential harm to their children's education of term-time holidays, and discouraging them from taking these holidays; (paragraphs – 31, 40, 80)
- fulfilling the statutory requirement to include all necessary attendance data on the pupils' annual reports for parents. (paragraphs – 85, 94)

In addition, the following minor points for improvement should be considered for inclusion in the action plan:

XIII.improve the standard of presentation of pupils' work, including handwriting;

(paragraphs – 18, 35, 139, 141, 144)

XIV.give pupils more frequent and regular opportunities for extended writing;

(paragraphs – 18, 139, 140, 144)

XV.ensure provision for experimental and investigative science gives pupils appropriate opportunities to use and hone the skills required;

(paragraphs – 20, 163, 167, 171)

XVI.improve the quality of marking so that it consistently guides the pupils to improve;

( Paragraph – 53)

XVII.re-organise the arrangements for parents to collect their children at the end of the day from the younger classes, so that these pupils are supervised at all times.

(paragraph – 77)

\* The school is already aware of this key issue, and improvements are planned.

## INTRODUCTION

### Characteristics of the school

1. The main school is housed in an old Victorian building, to which two temporary classrooms have been added. The school, which is in the village of Upper Dicker, has been on its present site since 1881. The buildings are old and have many maintenance needs.
2. The school serves a predominantly rural community, although a large proportion of its pupils come from places such as Hailsham and further afield. The school is popular and there is a strong partnership between home and school.
3. Currently 106 boys and girls, aged from four to eleven, are on the school roll. The standard admission number is 15, with one further place reserved for families moving into the village after the closing date for applications. All classes have a two year age span.
4. Before starting school most children have some pre-school experience. The attainment levels of children when they join the school vary greatly, but overall they are in line with those expected in children of this age.
5. There are currently no pupils for whom English is an additional language.
6. Approximately four per cent of pupils are known to be eligible for free school meals, a figure well below the national average.
7. There are 30 pupils on the school's register of special educational needs, well above the national average. Of these pupils, none has a statement of special educational need, a figure below the national average.
8. The school aims to provide a safe and caring environment in which each child can reach their full potential, in all areas of development.
9. The main aims for the current year are:
  - ensuring that there is a broad and balanced curriculum
  - improving the quality of teaching and learning
  - improving the provision for pupils with special educational needs
  - reaching targets set for achievement in literacy and numeracy, including raising the achievement of the more able
  - the building of a school hall and new toilets
  - developing teaching and learning in information and communication technology
  - developing the role of the governors further

## Key Indicators

### Attainment at Key Stage 1<sup>1</sup>

**Number of registered pupils in final year of Key Stage 1 for latest reporting year:**

Year	Boys	Girls	Total
1999	10	10	20

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	8	8	10
	Girls	9	9	10
	Total	17	17	20
Percentage at NC Level 2 or above	School	85 (93)	85 (86)	100 (100)
	National	82 (77)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	8	9	8
	Girls	10	10	9
	Total	18	19	17
Percentage at NC Level 2 or above	School	90 (90)	95 (93)	85 (87)
	National	82 (81)	86 (85)	87 (86)

### Attainment at Key Stage 2<sup>2</sup>

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

Year	Boys	Girls	Total
1999	7	13	20

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	1	3	4
	Girls	11	11	11
	Total	12	14	15
Percentage at NC Level 4 or above	School	60 (60)	70 (30)	75 (50)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	1	5	5
	Girls	11	11	11
	Total	12	16	16
Percentage at NC Level 4 or above	School	60 (70)	80 (40)	80 (50)
	National	68 (65)	69 (65)	75 (72)

<sup>1</sup>

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

<sup>2</sup>

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

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	6.3
	National comparative data	5.7
Unauthorised Absence	School	1.8
	National comparative data	0.5

## Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

## Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	12.5
Satisfactory or better	100
Less than satisfactory	0

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

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

#### **Attainment and progress**

1. Standards as shown by the national test results and inspection findings at the time of the previous inspection were at least in line with national expectations of pupils of this age. Standards have remained similar at the end of Key Stage 2 and improved at the end of Key Stage 1. Standards achieved by eleven year olds in 1999 show a good improvement over those achieved in 1998, whilst standards achieved by seven year olds have remained high.
2. Because of the small number of pupils taking the test each year, care must be taken when interpreting the year-by-year national test results. However, trends over time have greater validity. Over the last three years, eleven year old girls have achieved standards above the national average in English and science, and below in mathematics. Boys of a similar age achieved above average levels in all three subjects over the same period of time. When these results are compared with pupils from similar backgrounds, they are well below average. Over a similar period of time, both seven year old girls and boys have achieved levels consistently well above the national average. When their results are compared with pupils from similar backgrounds, they are above average in mathematics and a little below in English and science.
3. A further important factor to be considered when interpreting these results in pupils' attainment is the relatively high proportion of pupils who move schools between key stages. In one year group, for example, three in every ten pupils have joined the school during Key Stage 2. Consequently, the group of pupils taking the eleven year olds' national tests are often very different from those who took the seven year olds' national tests. When the achievements of pupils who were at the school for both year groups' tests are compared, four out of every five made the expected progress between seven and eleven years of age in English. In mathematics, the proportion is even higher. Nearly two thirds made the expected progress and one third made better than expected progress.
4. Furthermore, the school has a good reputation locally for meeting the needs of individual pupils and often the pupils that join do so for this reason. Of these pupils, two thirds have special educational needs. Whilst the school meets the needs of these pupils well, particularly their pastoral needs, nevertheless their academic achievements generally lag behind those of their peers and affect the school's national test results at eleven.
5. In the 1999 national tests for eleven year olds in English, three out of every five pupils achieved the expected level and one in twenty exceeded it. In mathematics, three quarters achieved the expected level but very few exceeded it. In science, three quarters reached the expected level and one in ten exceeded it.
6. In the 1999 national tests for seven year olds in reading, four out of every five achieved the standard expected for their age and one third exceeded it. In writing, a slightly larger number achieved the expected level. However, a smaller proportion, one in ten, exceeded it. In mathematics, every pupil reached the expected level for their age, and two pupils in five exceeded it. In assessments done by teachers, the proportion of pupils achieving the expected level in science was very high.
7. The inspection judgements are consistent with the national test results and levels predicted by the school, both at seven and eleven years of age, and for all these subjects.
8. Children enter the reception class with a wide range of attainment levels and pre-school experiences. Overall their attainment levels are similar to those expected for children of this age. In their personal and social development they are generally better. They make sound progress overall and, by the time

they are five, they attain levels broadly similar to those expected for this age and described in the nationally recognised curriculum for children of this age, “The Desirable Learning Outcomes”, in language and literacy, mathematics, knowledge and understanding of the world, creative development and physical development.

9. In English, pupils make good progress in speaking and listening skills. The small size of the school means even the youngest participate in whole school events and productions. Teachers give pupils many opportunities to talk and they do much to encourage their pupils to listen carefully. Progress is also good in reading. Parents play a very active part in supporting the good work done in school, and this is particularly beneficial. Progress in writing is sound. Standards are generally lower because of the lack of opportunity for extended writing, when pupils could put into practise their learning in literacy. In religious education in the oldest class, pupils write for a good range of purposes and audiences, but elsewhere these opportunities are often missed. Handwriting and presentation are also relative weaknesses.
10. In mathematics, progress is sound throughout the school. There are examples of regular use of numeracy skills in other subjects. Quicker progress is found in areas such as mental calculation that are a feature of the recently-introduced national initiative, which is being successfully implemented.
11. In science, progress is sound overall. Generally the different strands of science are well covered and progress is satisfactory. An exception is investigative and experimental science. Here learning is often too teacher-directed and pupils have limited opportunities to put what they know into use in new situations and problems. This slows the progress of pupils with higher attainment levels particularly.
12. In information technology, progress is unsatisfactory. Despite good teaching, access to equipment is too restricted to enable pupils to make the progress they should. Better progress is achieved when pupils use and hone their skills in other subjects, for example to design a Greek urn. Even so, access to equipment is limited. As these very worthwhile and challenging activities are generally time consuming, few pupils complete them.
13. In religious education, progress is sound. Much is achieved in the younger classes through discussion of questions relevant to these pupils’ lives. In the eldest class, progress is quicker because a wider range of activities are undertaken and recorded for later reference.
14. In art, progress is sound. Pupils are particularly good at observing and accurately sketching what they see. They use a good range of media well and many have a good understanding of the times in which famous artists lived, as well as an opinion of the work they did and effect they planned.
15. In design and technology, progress is sound overall. Within the relevant and challenging activities pupils are given, such as designing a shoe, they make good progress. However, the school’s curriculum framework is such that pupils can go for relatively long periods between such activities. Consequently skills are practised irregularly and some learning in one activity has to be re-learnt at the start of the next.
16. In geography, progress is sound. It is best when pupils study directly. This they do carefully and with good attention to accuracy.
17. In history, progress is good. Pupils use a good range of artefacts and visits to support their learning. They are able to recall, in good detail, much of what they learn in this way. Good links are made to other subjects, so that new learning in one reinforces what has been previously learnt in another.
18. In music, progress is sound. Pupils have a wide range of opportunities to compose, create and appraise music. However, although the teaching in the Year 3 and 4 class is good, the very short length of lessons reduces pupils’ progress.



19. In physical education, progress is unsatisfactory overall. Progress is good in swimming. When the weather enables pupils to use the outdoors for lessons in games, they make sound progress, but this is dependent upon the weather. Due to the inadequate accommodation, progress in dance and gymnastics is poor.
20. Throughout the school, pupils with special educational needs make sound progress towards the targets set for them in their individual education plans. A good number each year make sufficient progress to move down or off the register.
21. In Years 3 and 4, pupils with higher attainment levels make inconsistent progress in some class activities. Although these pupils generally make better progress in class discussions, such as the beginnings and endings of literacy and numeracy lessons, tasks in group work can lack sufficient challenge. Throughout the school, practical activities can be too teacher-directed, leaving pupils little opportunity to use and apply their knowledge and skills.
22. Detrimental to the progress a small proportion of pupils make, is their regular and frequent absence.
23. The overwhelming majority of parents state that the school enables their children to achieve a good standard of work. They are pleased with recent progress in literacy, which they believe is due to the national initiative. They state that the needs of individuals are catered for well and most make steady progress. Topics, such as Ancient Egyptians enthuse their children and encourage them. All parents at the meeting agreed swimming is a strength of the school.
24. The previous inspection report was generally favourable, raising a concern however about the standards achieved and progress made by some pupils with higher attainment levels. In some lessons in Years 3 and 4, particularly group activities, this remains the case.

### **Attitudes, behaviour and personal development**

1. The attitudes and behaviour of children under five are good. They are positive about school and show a keen interest in all they do. They generally cope well with life in school, adapting quickly to school routines. Parents are closely involved in the initial settling-in period, which is an important factor in the ease with which children settle. They confirm that their children are happy to come to school.
2. Pupils throughout the school have good attitudes to school. They are keen to learn and play an active part in the life of the school community. This view is supported by parents and the school has been successful in maintaining this position since the previous inspection. In lessons, pupils listen carefully to instruction and to each other and show interest and enthusiasm in tasks set. Pupils concentrate well and work hard to meet the teachers' expectations, for example in a Year 3 and 4 lesson where pupils were attempting a difficult musical accompaniment to class singing. Even the youngest pupils are attentive and show enjoyment in finding out new information. Throughout the school, homework is routinely completed. Pupils in the oldest class settle quickly to tasks set without the need for further teacher instruction or close supervision. However, presentation of work varies greatly and pupils' work does not always demonstrate pride in the finished product.
3. The behaviour of the vast majority of pupils in and around the school is good. Pupils show respect for their teachers and other adults in school. In class, the pupils' good behaviour is an important factor in the progress they make, as teachers are able to spend lesson time teaching, rather than managing behaviour. Behaviour in the well-equipped playground is very good. Pupils clearly appreciate their well supervised and equipped breaks which provide them with a stimulating, safe environment. Pupils are keen to receive awards and privileges and consider sanctions to be fair. Incidents of unsatisfactory behaviour or bullying are rare. There have been no recent exclusions. A small minority of pupils are at times less well behaved but staff are consistent in their application of the behaviour policy. As a

result, this behaviour rarely causes disruption to the class.

4. Relationships between pupils and between adults and pupils are good. Throughout the school there is a purposeful learning atmosphere where pupils give of their best, confident in the support of staff. Pupils are tolerant of one another and work well together. There is a well established programme of monitoring duties and there is a very effective school council. Pupils show a real commitment to their school, its equipment and improvement. For example they have organised appeals and a campaign to secure a new hall.
5. The vast majority of the parents who returned the questionnaire agree or strongly agree that the school achieves high standards of behaviour.
6. The previous inspection report was favourable and raised no significant concerns.

### **Attendance**

7. The attendance rate is below the national average. Whilst the majority of pupils attend regularly, a small minority have very poor attendance records. This, together with a relatively high percentage of holidays taken in term time, result in the above average authorised absence. Both regular absence and term time holidays adversely affect pupils' progress.
8. The vast majority of pupils are punctual but a small minority are not. Some improvements have been made recently and careful monitoring is now taking place. The school day does not always run closely to time.
9. The previous report found the attendance and punctuality of pupils to be good.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

1. The quality of teaching seen during the inspection was good or better in more than six lessons in every ten, and very good or excellent in one lesson in ten. This consistently good teaching is a strength of the school and an important factor in the quality of education provided.

2. Teaching of children under five is particularly good. The needs of every child are carefully assessed and well catered for in the activities provided. Questions the teacher uses to move the children on are particularly well-chosen. Staff work well together and quickly build good relationships with the children. They recognise when children need guidance and when they need the opportunity to try for themselves. Tasks are suitably challenging, and fully cover the areas of learning. The pace of lessons is good, always giving the children purposeful and challenging tasks. The teacher has high expectations of what the children will do, and how they will do it.

3. Teachers' knowledge and understanding of the subjects they teach is generally good, they are able to give clear instruction and pupils' understanding is therefore much clearer. When pupils do not understand, the teacher's knowledge is such that further good guidance can be given, often using a different approach, which is generally successful. Only on very few occasions is the teachers' knowledge and understanding less, for example of particular aspects of world faiths. In these lessons, pupils learn factual detail adequately, but their understanding is less than when the teacher has secure knowledge and understanding.

4. Teachers' expectations of their pupils are generally good. The youngest pupils are expected to sustain their concentration and complete one task before starting another. High expectations here are built upon as pupils move through the school.

5. Teachers' planning is a consistently good. Planning for the youngest class is a particular strength, successfully meeting the needs of all in the class and offering appropriate challenge. Elsewhere, planning in Year 2 makes good links between aspects of subjects and subjects themselves, so that new learning in one reinforces knowledge in another. In Year 3 and Year 4, planning is meticulous and an important factor in the good structure and quick pace to these purposeful lessons. In the oldest class, the clarity of planning, for example of a music lesson, contributes greatly to the excellent progress pupils make as complex patterns of rhythm build into a whole class performance.

6. The methods and organisation used by teachers are good. Lessons are appropriately structured, for example so that pupils have good opportunities to develop their ideas, learn to think for themselves, and apply what they already know in new situations.

7. The teaching of pupils with special educational needs is good. Work is carefully planned to meet each pupil's needs, progress towards targets in individual education plans assessed regularly. Questioning in class is skilfully used to extend their understanding and raise self esteem.

8. Classroom assistants are skilled and knowledgeable. Whether supporting a pupil or group of pupils in the classroom, or through withdrawing them for more intensive work, they make a valuable contribution to the progress these pupils make, particularly towards their literacy targets. They are conscientious and well prepared for each lesson. Good use is also made of the strengths of parents and volunteers.

9. The management of pupils is good. Staff generally have very good relationships with the pupils they teach and all staff consistently apply the agreed rules, rewards and sanctions. Teachers recognise and respond effectively to their pupils so that interest and concentration are held successfully, despite the wide range of attainment levels in each classes. This is particularly so in the youngest class where pupils' attention is maintained by very good use of a variety of effective methods. Teaching is demanding but encouraging. For example, most lessons ending with a recap of what has been learnt, giving pupils a sense of achievement and success which brings them to the next lesson in a positive attitude.

10. Time and resources are used well throughout the school and particularly well in the youngest class. Here what is needed is always fully prepared and to hand, so that the lesson flows. When the concentration span of these young pupils begins to waver, or if they have not yet grasped the learning intention, the teacher is quick to recognise this and use a different approach, method or piece of equipment. Interest is rekindled and the pupils make quicker progress. Teaching of Year 3 and Year 4 is meticulously planned so that the pace is always quick and lively. Much is achieved in this purposeful atmosphere. A good range of resource are provided and used well to achieve the lesson's learning objective, for example when Year 5 and Year 6 compare story beginnings in text and on film.

11. Day-to-day assessment is well used, although the quality is variable. Teachers' oral comments to individuals, groups and classes are generally good. Teachers encourage pupils, particularly when they are struggling, to formulate an idea or grasp the teacher's point. On these occasions they are given time to answer, or additional information or guidance. Teachers often include in their comments helpful advice about what the pupil needs to concentrate on next. Marking is more inconsistent. At its best, it includes comment on where the pupil has succeeded and the areas to look to improve in the future, perhaps with some guidance on how this might be done. At other times, however, comments are bland and consequently unhelpful. On rare occasions, pupils' work can go unmarked for several weeks. When this happens, the pupil is left without the support to recognise what has been achieved or where mistakes have been made.

12. Homework is well used throughout the school. Tasks are appropriate and older pupils have diaries in which to record what is to be done, and by when. Parents find these useful. Parents are generally supportive of the school's homework policy, although some would like more guidance on how long their children should spend each evening.

13. The previous inspection report was generally favourable, but noted that the level of challenge for the Key Stage 2 pupils with high attainment levels was insufficient. This is now much better, largely because planning is more thorough and national initiatives, such as in literacy and numeracy, are carefully organised to meet all

## **The curriculum and assessment**

10. At the time of the previous inspection, the curriculum was found to be appropriately broad and balanced. Clear planning structures were in place, but there were inconsistencies in termly planning across the school. Some important aspects of mathematics and science were not taught in sufficient depth. The curriculum now includes all subjects of the National Curriculum, and follows the locally agreed syllabus for religious education.
11. The curriculum for children who are not yet five is good and these children are prepared well to benefit from the National Curriculum programmes of study, when their attainment indicates that this would be beneficial. Work is very well planned to cover all of the areas of learning in the nationally recommended programme for children of this age: the Desirable Learning Outcomes.
12. Whilst the curriculum offered to all pupils is sufficiently broad, it is not well balanced. The school is unable to meet the requirements of the programmes of study of the National Curriculum in information technology or in physical education. In information technology, despite recent improvements, pupils have too few opportunities to gain the expected levels of competence. Control technology and modelling are particular weaknesses. In physical education, despite the school's commendable efforts to overcome the difficulty, the accommodation severely restricts access and limits attainment in gymnastics and dance.
13. Curriculum development is through a clear and carefully-developed improvement plan, presently appropriately focused on raising standards in literacy and numeracy. The national literacy strategy has been introduced well. Teachers' planning is good and the effects of the strategy are raising standards. The national numeracy strategy is being introduced at a sound level. Pupils are gaining an understanding of mental strategies in mathematics. This is in the early stages of its introduction but is already beginning to raise standards. The next focus for the school is information technology, and this is appropriate.
14. Planning is good, an improvement since the previous inspection. It is closely linked to the curriculum framework and monitored by subject co-ordinators. Other subjects are taught within the curriculum framework, which often leads to good links between them. Activities are relevant to pupils and their backgrounds. Good use is made of nationally-recognised schemes of work. In other subjects the school awaits the revised curriculum. This is appropriate now, but the need for this was highlighted in the previous report as needing urgent action.
15. Time is generally well planned for. However, the time table includes some short lessons in which less progress is made. With these short sessions, the occasional poor time-keeping during the day becomes more important.
16. The curriculum in the arts' subjects is good. Partly because of the small number of pupils, from the earliest age they are involved in many enriching activities, such as the "One World" production. They have opportunities to learn to play musical instruments.
17. The curriculum promotes the pupils' intellectual, physical and personal development to a satisfactory standard, and prepares them well for the next stage in their learning. There is good provision for pupils' personal, social and health education generally. Sex and drugs education are included at the appropriate level and time.

18. The range of extra curricular activities is good, particularly for a small school. Parents and staff work in close partnership to provide a good range. Sports such as soccer, netball and cricket are provided. Clubs such as newspaper, book, and gardening extend the provision. The school is traditionally strong in swimming and competitive games and swimming galas are also a regular feature.
19. All pupils have access to all aspects of the school's provision. The individual education plans written for pupils with special educational needs are good and well-focused targets are used to support the curriculum in English particularly and mathematics to a lesser extent. In other subjects, pupils are able to make satisfactory progress through a combination of modified tasks and good support from class teachers and classroom assistants. Pupils' targets are regularly reviewed and parents are involved at all stages. The inspection evidence does not support the very small number of parents who said that the school did not keep them well informed. The requirements of the Code of Practice are fully met.
20. The governors' involvement in the curriculum and its development is a strength of the school. Governors have both a focus subject and a focus year group. They maintain a very close relationship with the school and regularly review curriculum developments with the school's management team. They have a well-developed role in curriculum monitoring.
21. The school fulfils all statutory requirements for assessment and checks made of pupils' attainment and progress are good overall.
22. Assessment procedures, and the use made of the information gleaned, are both good for children not yet five.
23. A good range of assessment strategies is used satisfactorily to match future work to pupils' current levels and to target pupils for specific extra support. Current initiatives are good. They include individual pupils' "significant achievement files", and involving pupils in their own assessment and setting their own targets.

#### **Pupils' spiritual, moral, social and cultural development**

24. The school's overall provision for pupils' spiritual, moral, social and cultural development is good. The only key point for action stated in the previous inspection, to ensure a daily act of collective worship, has been fully resolved.
25. Provision for pupils' spiritual development is good. In religious education pupils are taught about the values and beliefs of others. "Circle time" is well used to develop attitudes of tolerance and respect for other people's viewpoints, even when it differs from their own. The themes of assemblies are relevant, although opportunities to link them closely to religious education lessons are sometimes missed. Good opportunities are given for reflection or prayer. Pupils' thoughts, expressed in the "wonders of nature", show a sense of awe and wonder at the intricacies and complexities of the smallest of things. Productions such as "One World" give pupils a clear understanding of Mankind's responsibility for our planet, and the opportunity to express their point of view.
26. Provision for pupils' moral development is good. Pupils' generally good behaviour stems, in part, from this provision. Pupils are taught to appreciate the need for rules in community life, and their own responsibility to make sound moral choices. Again, "circle time" is a fundamental and effective part of the provision. Staff promote moral values and set a good example. Pupils therefore develop a clear understanding of the difference between right and wrong.
27. Provision for pupils' social development is good. Co-operation and respect is an expectation of all, including staff, who consequently set good role models. Pupils are proud of their school and contribute willingly to its life. Pupils are given many good opportunities to share in school duties, such as running

the school council forum. Provision at break times gives pupils many opportunities to learn to play co-operatively. This is seen as an important part of the school day and is a significant factor in the harmonious atmosphere in and around the school.

28. Provision for pupils' cultural development is sound. Educational visits are used to support work in several subjects. Work in history and geography raises pupils' awareness of life in other countries and at other times. The provision of literature and art from other cultures, combined with the tolerant attitudes the school promotes, prepares pupils well for life in a multi-cultural society.
29. The overwhelming majority of parents feel provision for spiritual, moral, social and cultural development is a strength of the school, and that it has a positive effect upon their children.
30. The previous inspection report, other than the one key point for action which has been resolved, praised the school's provision in this area.

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

31. The school provides satisfactory support and guidance for pupils and their well-being is a priority. In the main, the school has been successful in maintaining a caring, supportive community for pupils as commented upon in the previous report. The parents stated the school gives good levels of support for their children, who confidently approach staff with any difficulties. A small minority of parents considered bullying to be a problem at school. Extensive investigations were made during the inspection and this concern was not found to be justified. However, concerns regarding the arrangements at the end of the day for infant pupils were found to be justified.
32. Procedures for monitoring progress and personal development are good. Staff know pupils well and are able to offer support informed by good monitoring of their academic progress and personal development. Pupils with special educational needs are well supported and helped to meet the targets of their individual educational plans.
33. Procedures for monitoring and promoting discipline and good behaviour are very good. Staff are very consistent in their approach towards pupils, who know exactly what is expected of them. Incidents of unsatisfactory behaviour are rare but taken seriously by staff. Where incidents of bullying have been reported, effective action is taken. Thorough investigations take place and pupils are monitored over time to ensure that no further bullying takes place.
34. Procedures for monitoring and promoting good attendance are unsatisfactory. Attendance levels are below national average. Authorised absence is a little above the national average and unauthorised absence is significantly above it. The majority of pupils attend regularly but little is done, by the school or outside agency, to improve the persistent lateness of a small minority whose attendance is very poor. Many pupils take holidays in term time which the school does little to discourage, even though some are over the agreed ten days. Little has been done until recently to ensure all pupils are punctual. Not all registers contain the information they should. The school day does not always run to time.
35. Procedures for child protection and promoting pupils' well-being, health and safety are sound overall. The school has effective child protection procedures and the school is well supported by the local social services department. No child protection training has taken place recently, a need recognised by the school.
36. There is a clear health and safety policy. Regular health and safety checks are made and appropriate action taken. However, some health and safety concerns remain. For example, there are insufficient trained first aiders and no medical room or comfortable place for pupils who are ill. A number of shortcomings with the accommodation lead to difficulties. For example, the number of toilets means pupils regularly queue to use them at lunchtimes, and this represents a health risk. No risk assessment

has taken place. Whilst hazards pointed out in the previous inspection have been remedied, further difficulties now face the school.

### **Partnership with parents and the community**

37. The school provides good information for parents, whose involvement with the school and their children's learning is outstanding. The previous report noted a similarly strong partnership.
38. Parents strongly support the work of the school and contribute in a very positive way to their children's learning. There is a shared understanding between home and school of the importance of homework; which is routinely completed, making a positive contribution to standards of attainment, for example in reading. Very many parents help in school hearing readers, with school trips, or with specific projects. There is a long tradition of parents providing practical assistance to the school. Gardening, redecoration and refurbishment of the buildings, are examples of the work undertaken. Their efforts are very much valued by the school. The parents' association is a very effective group, providing a popular social element for families whilst raising large sums for the school, for example for the new school hall project.
39. The school provides good quality information to parents. Regular updates on events in school are provided through newsletters. Parents receive termly curriculum information from each class teacher. There are regular meetings to discuss progress and parents' attendance is very high. End of year reports are satisfactory overall, but do not include all necessary attendance information. Parents of pupils with special educational needs are kept up-to-date with their children's progress. The school also holds curriculum meetings to explain changes taking place, such as in literacy and numeracy.
40. The school has good and growing links with the local community. A neighbouring independent school offers the use of facilities for swimming pool and dramatic performances. Good use is made of a local farm for a Year 1 science project. Links are well established with the local police and new links are being forged with the local church. These links, and others planned, provide pupils with a greater understanding of citizenship and the world of work, whilst adding interest and greater breadth to the curriculum.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

41. Overall the leadership and management of the school is good.
42. Leadership is very good. The Headteacher and governing body work closely as a team in order to provide very clear educational direction for the school. The assistant Headteachers and staff are committed and hard-working. Collectively they give a strong vision for future improvement.
43. Support and monitoring of teaching and curriculum development are good. Both are closely monitored and constructive feedback given. This is beneficial to the quality of education provided. When monitoring identifies areas of comparative weakness, appropriate action follows, before further monitoring is undertaken to ensure the weakness is eradicated. Appropriate emphasis is given to supporting the recent national initiatives in literacy and numeracy. Standards and progress in the recent past have improved in both areas. Support and monitoring of other subjects is less well developed, but the clear curriculum framework ensures that provision is at least satisfactory. The school is sensibly waiting for the revised curriculum before making other changes.
44. The governing body, despite having several new members and some vacancies, is heavily involved both in directing and supporting school improvement. Governors know their school well. They visit the school regularly and share the information they gather. All are dedicated to supporting all aspects of school life. They have a clear and well-informed view of the future needs of the school. They are well aware of their

responsibilities and seek expert advice, for example when the school is making major purchases. They feel accountable for their decisions.

45. Development planning is good. The action plan drawn up after the previous inspection fully addressed the key issues, although implementation was not complete. This was largely because events, such as the National Literacy Strategy, overtook the school's planned change. The School Improvement Plan is drawn up by the head teacher and staff and fully discussed by governors, who monitor it on a termly basis.
46. The school's aims, values and policies are clearly reflected in all its work. The school has a positive ethos. The climate for learning is purposeful, enabling pupils to make good recent progress. Throughout the school, pupils generally have good attitudes to learning and relationships are good. These strengths have a positive effect upon pupils' learning and their personal and social development. All pupils enjoy equal opportunities.
47. Provision for pupils with special educational needs is managed well. The register is carefully organised. Staff and designated governor work closely together to target pupils for extra support. A clear aim is to enable pupils to progress sufficiently to be removed from the register. This is becoming increasingly successful and contributes well to the school's ethos.
48. Statutory requirements are met, except in pupils' annual reports to parents which do not include the number of unauthorised absences.
49. The previous inspection report was largely favourable but noted that curriculum co-ordinators' roles were under-developed. This has since been successfully resolved and their role enhanced.

#### **Staffing, accommodation and learning resources**

50. Overall, staffing, accommodation and learning resources are sound. The governing body places great importance upon maintaining the number and quality of the staff of the school. They see this as vital to pupils' progress and organise the budget accordingly. In this laudable aim they are well supported by parents and the local community, who provide the school with a relatively high level of additional financial resources.
51. The school has sufficient staff. All teachers are suitably qualified. At present the staff is well balanced with a good mix of experienced teachers and others new to the school. All work very well together as a team. The provision of specialised teaching and support for pupils with special educational needs is good. Teachers give freely of their time to lead extra curricular activities which extend the curriculum and widen the experience of pupils.
52. The school is well-provided with well-trained and qualified classroom assistants. They make a significant contribution to pupils' progress, particularly those with special educational needs.
53. Other staff are committed to the school. The school keeper, for example, works very hard to maintain high levels of hygiene and cleanliness in a difficult set of buildings. She is a great asset to the school.
54. Arrangements for induction, appraisal and training are sound. Appropriate priority is given to training linked to current national or school initiatives. Often training is followed by an assessment of its impact upon educational standards.
55. The school buildings are not adequate to enable staff to teach all programmes of study of the National Curriculum. There are strengths and other weaknesses in the accommodation, but the weaknesses are serious and far outweigh the strengths. Classrooms in the main building are large in size and present good



spaces for teaching and learning. The classrooms in demountable building also offer good space for pupils to learn, but are in need of regular maintenance. The school is equipped with several extra rooms which provide useful space for a library, music room and learning support area. The hall is barely adequate for the whole school to meet together, and insufficient to house whole class physical education lessons. Furthermore, it does not have space to house large scale and high-level physical education equipment and the school cannot meet the requirements for physical education because of this. The hall also acts as the dining room for those provided with a hot meal. Pupils who eat packed lunches do so in a classroom for younger pupils. Staff, management and governors are rightly concerned at the health risks of eating food in an area, which may have been used for paint, clay or plasticine only minutes earlier. When the hall is used for teaching purposes, pupils and adults have to pass through the younger pupils' classrooms to gain access. Pupils, girls particularly, often queue to use the limited toilet facilities at break times. Overall the buildings provide poor level provision for pupils to learn and they have a detrimental effect on standards achieved.

56. The school has a good sized playing field and several hard play surfaces provide pleasant areas for pupils to work, play and relax.
57. The school has satisfactory resources overall for the teaching of the curriculum. However, resources for physical education are unsatisfactory. Although the school, largely through the hard work of parents and the local community, has improved the resources for information technology, these are still at an unsatisfactory level too. Many resources are stored in classrooms or corridors.
58. The previous inspection report highlighted the accommodation difficulties. These remain, although the school community is actively pursuing improvement.

### **The efficiency of the school**

59. The overall efficiency of the school is good. In financial planning and control, and use of teaching and support staff good, levels of efficiency are achieved.
60. The governors are increasingly effective. Their work is well supported by a committee structure and they are well informed and committed to the improvement of the school.
61. Financial planning is efficient and the school uses the expertise of governors to draw up, monitor and review each year's expenditure. Increasingly, the school is becoming dependent on monies raised by the parents and local community to supplement the budget. Governors have a high commitment to achieving value for money, researching best buys for relatively large expenditure on items such as new hardware.
62. The use of teaching and support staff is good. Teaching staff are used effectively, their strengths in subject expertise identified and utilised fully. This ensures that, despite the small number of teachers, they are deployed efficiently. The school is appropriately structured, with an assistant head co-ordinating each key stage. This system works effectively. Monitoring by co-ordinators has largely, but appropriately, focused upon literacy and numeracy. The Headteacher has monitored the teaching and learning more generally within the school. Results of both are used to improve the efficiency and effectiveness with which teachers are deployed and subjects taught. Classroom assistants are used effectively, generally to support pupils with special educational needs. They, and other staff such as midday supervisors, work hard to ensure the school runs smoothly. They are effectively deployed, too.
63. Funds allocated for special educational needs are used effectively, largely to provide the good quality support for these pupils. Good use is also made of additional funding for literacy to support particular pupils. Progress in these short, intensive sessions is generally good. The school is currently developing a similar strategy for numeracy.
64. School administration is satisfactory. However, when compared with schools of similar size, the school

puts a relatively high proportion of its budget into this area.

65. The use of learning resources and accommodation are sound. Accommodation is adequate in terms of space but otherwise has shortcomings. Nevertheless, what is available is well used. Learning resources are generally used efficiently.
66. The previous inspection report highlighted several needs. The school now complies with statutory requirements to provide a daily act of collective worship. Additional strategies to evaluate cost effectiveness and link the budget more closely with planned curriculum priorities have also been developed. Curriculum co-ordinators are now used more effectively.
67. The school gives sound value for money. Pupils join the school with a wide range of abilities but broadly average attainment levels. At school they make generally satisfactory progress overall. Their behaviour and attitudes are good. The level of expenditure is similar to other schools of similar size.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **Areas of learning for children under five**

1. Children who are not yet five are taught in the reception class. Their attainment when they join the class varies greatly from child to child and from year to year. Overall it is in line with that expected for children of this age.
2. Children join the class part-time in the year in which they are five, and full-time in the term in which they are five. Links with parents are good and this contributes to the smooth transition into the class. Despite this, and the useful “taster” visits, there are few links with pre-school, for example to exchange curriculum information.
3. Children all make good progress, due to the good quality education provided for them and the good teaching with high expectations, which they rise to. By the time they are five, their overall attainment is in line with that usually seen in children of this age, although there remains a wide range of ability levels within each cohort.
4. Planning is a particularly strong feature of the relevant and challenging curriculum. Assessment is also used well, both to check progress and to plan the next stages in learning. In practise the provision is good, although the policy is outdated and lines of management are not clear.

### **Personal and social development**

5. Children co-operate well and generally work sensibly in groups. They have positive attitudes to their school and the activities they are given, which engage their interest well. They largely behave well and demonstrate good working habits. They share activities, such as paired work using the computer, well. A few are nervous initially, but the good provision at the beginning of the day enables parents full involvement in settling their children to both the day and the school. Older children play a part too, willingly helping those younger than themselves with the tasks they are given. Generally, most of those children who have attended some form of pre-school experience have more advanced skills than those who have not.
6. The quality of teaching is good. Through discussions such as “circle time”, children are taught to care for and think of others. Tasks are carefully chosen to promote co-operation and collaboration. Children understand and accept staff’s high expectations of their behaviour. Staff work hard to train children, for example to put their hands up when they wish to speak.

### **Language and literacy**

7. Children’s progress in language and literacy is good. These children have a good understanding of letter sounds and use this to recognise, for example, words beginning with particular sounds. Many have good oral skills for their age, but a small proportion generally answer with one word and rarely speak in sentences. All reveal a love of books which they read with enthusiasm, particularly those they have made to retell favourite stories. Most can copy letters with good shape, a few with more consistent size.
8. The quality of teaching is very good. The literacy lesson is very skilfully organised and taught to meet the needs of these young children. A good range of activities, well resourced, help maintain children’s interest and offer them different experiences to teach or consolidate the lesson objective.

## Mathematics

9. Children make good progress in mathematics. Most can order numbers to ten, some well beyond. Many can, for example, clap and count aloud in the group to twenty. A small number can answer questions such as “zero add three” correctly, most cannot. They understand vocabulary such as “smaller” and “larger”. Most can describe circles by size, feel and colour.
10. The quality of teaching is very good. Questions are well used to check what children know and have understood. The very good pace of the lesson keeps everyone interested and involved. Activities are very carefully planned and well suited to the lesson aim, using resources well.

## Knowledge and understanding of the world

11. Children generally make good progress in their knowledge and understanding of the world. Most have a rudimentary understanding of a balanced diet, a few know there are some foods that should be eaten in moderation. All know that exercise, sleep, hygiene and cleanliness contribute to being healthy. They can identify and name several fruits that they have tested, in preparation for them to design their own fruit salad. A small number of children use the mouse laboriously to move through programs. Their skill level is poor and hinders their use of the activity.
12. The quality of teaching is good. Ideas, such as a balanced diet, are clearly explained in vocabulary that is understood by the children. Lessons are very practical and resources, including information technology programs, are carefully chosen and prepared to meet the aim of each lesson. Classroom assistance is very well used in this and other areas.

## Creative development

13. Children make good progress in their creative development. They experiment with paint mixing to make different colours that they apply to interesting, carefully-drawn designs. Children know the names of many everyday musical instruments, and play them competently. They can accurately identify the sounds some instruments make. They listen to sounds carefully.
14. The quality of teaching is sound. Games, for example to develop listening skills, are used and managed well. The activity has good pace and children’s interest is thereby maintained.

## Physical development

15. Children make good progress in their physical development. Most can colour and cut competently, generally following a line successfully. They have a sound and growing sense of their own space and that of others. They run, walk, jump and hop in a variety of ways. They understand “faster” and “slower”. Most can be “still” in a balance. The constraints placed upon older and larger groups by the accommodation do not impact so much on the curriculum for children of this age.
16. The quality of teaching is good. Instructions are clear, praise is used effectively, and the teacher has a good knowledge of each pupil’s level of attainment. The teacher is aware of the constraints, difficulties and potential hazards of the small hall and perimeter storage. Children are being well trained to be aware of these dangers, although small accidents still take place.

## ENGLISH, MATHEMATICS AND SCIENCE

### English

1. In the 1999 national test results for eleven year olds, three out of every five pupils reached the level expected. Of these, one in every twenty achieved a higher level. The proportion reaching the expected level was identical in 1998, although the proportion reaching a higher level has fallen since then. These results should be expected to fluctuate, given the relatively small number of pupils taking them each year. Results show that attainment over the last three years, by both girls and boys, has been consistently above the national average. However, when attainment is compared to schools with pupils from similar backgrounds, it is close to the average.
2. In the 1999 national test results for seven year olds, four out of every five pupils reached the level expected in reading. A slightly larger number reached the level expected in writing. The proportion reaching a higher level in reading was one third and in writing one tenth. Over the last three years, both boys and girls have achieved levels above the national average. Girls' achievements in writing have been particularly high. However, when attainment is compared to schools with pupils from similar backgrounds, once again it is close to the average.
3. Standards of attainment overall seen on inspection are above those expected for pupils of their age at seven years of age and broadly in line at eleven years of age. There are, however, some small fluctuations between the different strands of the subject.
4. Overall, pupils make sound progress throughout the school, although there are variations. Progress is good in the youngest class; largely because of the good teaching and well balanced curriculum with relevant activities that interest pupils. Elsewhere progress is steady, but the wide range of attainment levels in each year, coupled with two year groups in each class, mean that some pupils of high attainment levels are insufficiently challenged.
5. Pupils with special educational needs, on the other hand, receive good support from both their teachers and the classroom assistants and make generally good progress towards their literacy targets. They benefit from both good support in class and intensive work in groups.
6. Attainment in speaking and listening is good. Pupils in Year 2 listen carefully and respond appropriately to the teacher's questions. They talk sensibly about their work and their "news". Pupils in Year 6 are mature and thoughtful in their responses, for example in a discussion about Islam.
7. Pupils make good progress in their speaking and listening skills. In the youngest class progress is rapid because pupils are given very good opportunities for oral work, particularly to express their point of view and opinion. They are encouraged to explore ideas aloud. Elsewhere, teachers make sure pupils are given the time to formulate their answers. This is particularly helpful to the progress of the small proportion of pupils who struggle to develop their ideas beyond a simple sentence. The small size of the school means that pupils, including the youngest, have many opportunities to develop these skills through speaking aloud to larger groups, such as in assemblies or productions. This is particularly beneficial to their progress.
8. Attainment in reading is good overall. Pupils in Year 2 read aloud accurately. They build unknown words well by letter sounds, but few use other strategies. They have a good understanding of how to find information, for example using the contents or index. Most pupils in Year 6 read confidently, expressively and reasonably accurately, at an appropriate level for their age. They discuss the characters in books they have read and generally understand the plots. However, most draw their examples from a limited range of styles and authors, although the literacy lesson is introducing them to a greater number. They generally have good reference skills.

9. Pupils make good progress generally in reading. Both in school and out, parents play an active role. Volunteers, too, contribute to this regular reading practise that is beneficial to pupils' progress. Pupils take responsibility for the library, and the team of librarians use the skills they are taught to help and guide other, often younger, pupils. There are, however, fluctuations in reading progress. As pupils get older and their reading proficiency improves, they are given greater and greater responsibility for choosing their own books. While they have a simple but effective rule to ensure the book's vocabulary is of the right level of difficulty, they are given insufficient guidance to encourage them to explore a range of authors. Consequently their diet can be narrow in range. Progress of those older pupils with lower attainment levels is also often less than might be expected. Although given texts of the correct reading level, these pupils read books that are comparatively immature in content and story line. Consequently these pupils are less enthused in an area they are already finding difficult.
10. Attainment in writing is sound overall. Pupils in Year 2 generally write in sentences and mark them with capital letters and full stops. Spelling and punctuation are generally accurate. Handwriting, however, is often of an unsatisfactory standard. Pupils in Year 6 have a satisfactory understanding of how to plan pieces of writing, write expressively and organise their writing into paragraphs. However, most use these skills too little to develop them fully. Many pupils use vocabulary imaginatively, for example, "Autumn leaves are like a rainbow, but crunchy and crisp". Spelling and punctuation continue to be accurate, handwriting inconsistent.
11. Progress in writing is sound overall. Pupils make generally good progress in their knowledge and understanding of word and sentence level work, such as grammar and punctuation, in the daily literacy lesson. However, they are given very few opportunities to use what they learn to write their own imaginative or descriptive pieces for a suitably wide range of purposes or audiences. An exception is the oldest class where pupils are given a very good range of opportunities, for example in religious education, but throughout the school these opportunities to write in other subjects are much fewer. Spelling is systematically taught and pupils make good progress.
12. A particular weakness in writing is progress in handwriting. There is no consistent scheme used throughout the school, and consequently pupils have to adjust to different experiences in different classes. This hinders their progress. Furthermore, there is no consistent high expectation of the standard of handwriting in particular nor presentation of work in general. This, too, adversely affects progress. The school has already recognised this weakness and the plans currently in place, if implemented, should address the need.
13. Pupils generally enjoy English. They show positive attitudes to reading and want the responsibility of running the library and helping younger pupils use it. When younger pupils talk about their interests to their classes, it is often books they choose to show. Pupils also enjoy producing their newspaper, taking great pride in the finished article and in the range of interests and activities they include.
14. The quality of teaching seen during the inspection was consistently good. Occasional lessons were very good and there was no unsatisfactory teaching. Where teaching is most effective, it is often because of the high quality of the teacher's questioning skills, drawing out what pupils' know or leading them to greater understanding. In classes generally there is a good pace to lessons, no time is wasted and a purposeful atmosphere is created. When classroom assistants are present, they are well used throughout the lesson. They are given a clear understanding of what is to be done by the pupils they support. Consequently these pupils make good progress towards their targets. Resources, too, are well used to support the lesson's objectives.
15. Assessment is used appropriately and the curriculum is generally balanced. There are weaknesses in handwriting and writing extended pieces for a range of purposes. The curriculum is supplemented well by extra activities, such as book and newspaper club. The latter gives some pupils relevant and interesting opportunities to use their literacy skills. Resources are adequate.

16. Co-ordination is good, and information gathered well used to improve the quality of education provided. Observations of literacy lessons, for example, highlighted a comparative weakness in one area. This led directly to staff training to meet that need. Afterwards, further observations were undertaken to check that the training had met the need.
17. The generally favourable previous inspection report commented upon weaknesses in the curriculum, assessment, achievement in writing in the oldest classes, and management of the subject. The national initiative in literacy has resolved the curriculum inadequacy. Assessment has improved, including the monitoring of pupils' "significant achievements". Targets are set appropriately. There remains, however, a small proportion of pupils with higher attainment levels who need more challenging activities, particularly when working in groups. Finally, co-ordination and management of the subject is now good.

## **Mathematics**

18. In the 1999 national test results for eleven year olds, three quarters of the pupils reached the level expected. However, the proportion achieving a higher level was very low. In 1998, the proportion reaching the expected level was much lower, although the proportion reaching a higher level was similar. These results should be expected to fluctuate, given the relatively small number of pupils taking them each year. Results show that boys' attainment over the last three years has been consistently above the national average, whilst that of girls has fluctuated but is overall below average. When attainment over this period of time is compared to schools with pupils from similar backgrounds, it is below average.
19. In the 1999 national test results for seven year olds, every pupil reached at least the level expected in mathematics, and two pupils in every five achieved a higher level. Over the last three years, both boys and girls have achieved levels well above the national average. When attainment is compared to schools with pupils from similar backgrounds, once again it is above the average.
20. Standards of attainment seen on inspection are similar to those expected for pupils of their age at the end of both key stages. However, there is a wide spread of ability and attainment in each year group throughout the school. Pupils of the same age can be working two or three national curriculum levels apart, and attainment reflects this.
21. Progress in Key Stage 1 is sound overall. Younger pupils can discuss the size, shape and texture of the circles they use to make collages. They can identify some properties of other two-dimensional shapes, whilst the majority of Year 1 pupils can name the faces of three-dimensional shapes on building blocks. Years 1 and 2 can use 24 hour number lines to record and sequence events through day and night.
22. Progress in Key Stage 2 is sound overall. Most pupils know and understand terms such as "axis". They can work out the difference between two numbers competently. Most demonstrate a sound understanding of multiplication tables, although many struggle with the nines.
23. Pupils progress in developing and using mathematical language and a variety of forms of mathematical presentation, for example fractions as decimals in Key Stage 2, is sound. In Key Stage 1, pupils successfully use comparatives and ordering to sequence stages of growth in a baby. Pupils use graphs and charts to present information clearly, if untidily. They generally develop mathematical reasoning at the expected rate.
24. Good use is made of information technology throughout the school, for example to reinforce number work. Older pupils are competent in the use of calculators to support work with larger numbers, up to and including thousands. These pupils successfully use data collected in their science lessons to compile bar charts and to interpret information. They record class data on hair, eye and favourite colours, also height and weight. They can extract statistics and present them in chart form. However, this is time consuming and very few are able to use the computer before the lesson is ended.

25. Throughout the school, the needs of pupils who struggle in mathematics are well catered for. Support is good. In the limited number of cases where these pupils have mathematical targets, progress towards them is generally sound. Pupils of average attainment levels make sound but thorough progress and work is well matched to their levels. However, whilst pupils with higher attainment levels generally make sound progress, many are given insufficient opportunities to extend their knowledge and skills through activities that challenge their level of thinking. Additional help, from classroom assistants or volunteers, is invariably directed at pupils with special educational needs and those likely to encounter problems. This is beneficial to the progress of these pupils.
26. The successful introduction of the National Numeracy Strategy is already leading to quicker progress in pupils' skills of mental calculation. Work from the books of last years' pupils was only adequate in quantity and did not reflect the pace or rigour of teaching currently seen. They are able to double and halve numbers accurately, using one digit numbers in Years 1 and 2, and two digit numbers when they are older. They can count on quickly in fives, tens, and in Years 5 and 6, they are beginning to count on in 25s. Teachers have worked hard to implement the new initiative fully. In class discussions they have high expectations of pupils' responses, for example using the correct mathematical terminology or making their meaning clear.
27. The vast majority of pupils generally behave well in lessons and, where the pace is brisk, their concentration is high. However, early in both key stages, a few easily lose concentration even though the pace of teaching is appropriate and work well matched to their levels. Younger pupils often found it hard to listen to each other. They do not find it easy to demonstrate instant recall of number facts and quick response is not as yet a well established habit. Throughout the school, pupils behave well and are courteous. Relationships are good and pupils collaborate well. Most expect homework and are committed to its completion. Pupils indicated that they always read their teachers' comments. Well-worn resources are cared for nonetheless.
28. The quality of teaching is good overall and occasional lessons are very good. During the inspection, no unsatisfactory mathematics teaching was seen. Planning is consistently good. It is particularly clear in the youngest class, resulting in individual lesson plans that outline precisely what pupils should know and be able to do by the end of a lesson. Consequently, the lesson is very purposeful. Teachers use a range of methods and organisational strategies, such as short, sharp focused tasks, to achieve their goals. Resources, such as a 24 hour number line, individual number cards for rapid mental responses, and collections of circles for size comparison, are used effectively. Teacher assessment takes place throughout lessons, and teachers monitor areas where difficulty occurs or where further reinforcement is required. This is beneficial to pupils' progress. The needs of pupils of low attainment levels are catered for well, but provision is less for pupils of higher attainment levels, who demonstrate their very good knowledge and understanding when responding to questions. Homework is set several times each week and work in mathematics is sometimes extended to 'morning book' work at the start of the day.
29. The curriculum meets statutory requirements. The yearly teaching programmes from the National Numeracy Strategy are carefully matched to each year group in each class. Tasks are structured to give support to pupils of lower attainment levels, who would otherwise spend unnecessary amounts of time on developing their resources rather than on performing the task. For example, in the lesson based on the 24 hour number lines, some pupils had hours marked, others had some of the hours marked and needed to complete the remainder, whilst those with higher attainment levels were expected to do them all.
30. Co-ordination is good. Training, demonstration lessons and lesson observations are all being used to raise the quality of education provided in mathematics. Parents have been offered a meeting to explain the new national initiative, enabling them to play a greater part.
31. Assessment is used successfully. Teachers use it to check pupils' relative strengths and weaknesses, and



to monitor progress overall. The senior staff use it to draw up the subject action plan, as part of the School Improvement Plan.

32. The previous inspection report was generally favourable. The two concerns expressed, regarding the narrow range of teaching strategies used and the lack of a scheme of work running throughout the school, have both largely been resolved by the new national strategy. Furthermore, teachers' skills, assistants' support, good training, support for staff and the provision of appropriate resources are good and show signs of raising standards in the short and longer terms.

## Science

33. In the 1999 national test results for eleven year olds, three quarters of pupils reached Level 4, the level expected for their age. Of these, one in every ten achieved a higher level. This is an improvement on 1998. When judged against the results of similar schools these results were well below average. Taking the last three years altogether, both boys and girls have done a little better than the national average, though not as well as pupils from similar backgrounds.
34. In the 1999 assessments done by their teachers, the proportion of seven year olds attaining the level expected for their age was very high when compared with the national average, although a comparative weakness was experimental and investigative science. The proportion achieving a higher level was broadly in line with the national average.
35. On entry to school pupils' levels of knowledge and understanding of science are broadly average. In reaching average levels of attainment at the end of the Key Stage 1 and Key stage 2, pupils make satisfactory progress.
36. In Key Stage 1, pupils investigate common objects. They learn to sort living and non-living things accurately. Pupils study plants and animals and the essential components of a healthy lifestyle. They begin to develop an understanding of the elements of fair testing. In one lesson observed, Year 1 and 2 pupils used the data they had gathered on which mini-beasts preferred a light or dark environment to create block graphs using a computer.
37. In Key Stage 2, pupils build satisfactorily on their earlier knowledge, understanding and skills. Pupils develop an understanding of forces such as gravity and air pressure. They study the human body, and are beginning to understand the skeletal structure and the relative size and position of the major organs. They record their investigations in a standard format making sensible predictions and drawing appropriate conclusions. They successfully measure the colour of light preferred by particular types of seeds. Pupils study sound using musical instruments and develop decision trees when examining food chains.
38. The cycle of science work enables pupils to gain satisfactory knowledge and understanding of the different strands of science. However, the number of investigations actually offered to pupils in lessons does not fully match the intentions of the school's plans, largely because teachers give too much guidance and this limits the level of pupils' own discoveries. This adversely affects pupils' progress generally. Furthermore, this was an area highlighted for improvement by the previous inspection report.
39. Pupils in both key stages enjoy their work in science. They listen attentively, respond well to questions and co-operate well when required. In an older class, for example, pupils worked well in pairs when conducting an experiment on air pressure. They were noticeably careful to ensure that they undertook a fair test and recorded their results accurately. The behaviour of pupils in science lessons throughout the school was consistently good.
40. In the limited number of lessons seen, the quality of teaching was sound. Teachers' knowledge and understanding of science is satisfactory. Planning is clear and based on the school's science topic cycle, giving good progression and continuity to pupils' learning. During lessons, teachers give support as

appropriate and use questioning well to assess pupils' progress.

41. Co-ordination is clear. An audit of science in the school has been made and, in the light of other curriculum priorities, science has been judged to be sound overall and is not presently a development area. Resources for the subject are satisfactory.
42. The previous inspection report raised two concerns; pupils' relatively low abilities in experimental and investigative science, and the development of the co-ordinator's monitoring role. Although the latter has been met, the former has not, and it remains a relative weakness.

## **OTHER SUBJECTS OR COURSES**

### **Information technology**

43. Attainment at the end of both key stages is below that expected for pupils of that age, largely because of the limited availability of equipment.
44. By the end of Key Stage 1, pupils have acquired appropriate keyboard and mouse skills, although many without access to equipment out of school type and manipulate the mouse laboriously. They can word process and create pictures using a graphics program. The youngest pupils are beginning to understand how to control a programmable robot. Good use is made of information technology in other subjects, such as a Year 1 and 2 science lesson when pupils created block graphs on the class computer using data collected in their study of mini beasts.
45. By the end of Key Stage 2 pupils develop further skills in word processing which they use to support their work in literacy. They write plays in script form and write their own poems. There is some limited use of a control technology program to develop knowledge of on screen distances and the use of angles. Other aspects of technology such as tape recorders are appropriately used.
46. Pupils' progress in both key stages is unsatisfactory. The school is not yet able to provide a satisfactory number of computers to enable pupils to have regular "hands on" experiences. They have limited experiences directing programmable equipment. The school is aware of these shortcomings. Short and long term plans are in hand to meet this need. For example, software is on order which will support the control and modelling aspects of the subject. Currently, however, there are too few experiences for pupils to make sufficient progress.
47. Pupils have positive attitudes to information technology. They are keen to use computers and show real interest whenever technology is involved in their lessons.
48. The quality of teaching seen during the inspection is good. Teachers are aware of the extra dimension that the use of computers brings to the curriculum and do plan to include their use in lessons. They demonstrate good knowledge and understanding of the equipment available. They raise enthusiasm in pupils, which cannot be built on sufficiently because there is insufficient equipment available.
49. Staff, governors and parents are aware of the weaknesses in information technology. Some improvements have been made, for example upgrading computers in classrooms. Others are planned. The old computers are to be upgraded and used to give wider experiences to older pupils. Information technology is the next focus in the School Improvement Plan. Even so, the requirements of the National Curriculum are not currently met.
50. The previous inspection report was generally favourable. The concern raised, the lack of a scheme of work, has largely been addressed by the use of the nationally-recognised scheme for the subject.

## **Religious education**

1. Throughout the school, standards of attainment are in line with the requirements of the syllabus for religious education agreed locally. Standards are particularly high in the oldest class, where pupils have a very good range of experiences and opportunities. In the youngest class, too, attainment is high as “circle time” is very well used to enable all to participate fully and positively in the school community.
2. Progress is generally sound and good in the oldest class. In other classes, progress in the knowledge and understanding of religions is not as sustained because written work is not used fully to develop pupils’ ideas. Throughout the school, progress in exploring and responding to human experience is good in oral lessons. Assemblies play a good part in reinforcing and extending religious education, and this is a significant improvement on the previous inspection. However, teachers do not attend assemblies. Consequently, when a religious education lesson coincidentally touches on similar areas and issues, the opportunity is therefore lost to use one to reinforce the other.
3. By the end of Year 2, pupils have a rudimentary understanding of significant events in the lives of religious figures such as Moses. They can express appropriately thoughtful views regarding actions that they see as fair or unfair. They have a sound knowledge of the Christian festivals of Christmas and Easter.
4. By the end of Year 6, pupils can re-tell stories such as the life of Joseph. They can compare the Creation stories of Adam and Eve with similar stories from Ancient Greece, explaining some similarities and differences. They know the symbolism placed upon elements such as fire and water in different world faiths. They can discuss Hindu gods, offering thoughtful reasons, such as to “set them away from ordinary people”, for the way they are depicted.
5. The use of pupils’ literacy skills varies. They are very well used in the oldest class where pupils write for a wide range of purposes and authors. They compare, take notes, write in the first person, write a newspaper account and write persuasively. Elsewhere literacy skills are used much less. In Year 2, pupils write some short but thoughtful pieces about, for example, how they would spend a perfect day, but generally little is written down other than in the oldest class. In addition to literacy skills, pupils’ speaking and listening competence develops well, particularly through the discussions of many of these topics. Pupils learn to listen to one another, and respond appropriately to each other’s views.
6. All pupils show interest in religious education. Most lessons for the younger pupils take place at the end of the day. Even so, they take a full part and concentrate for the length of the lesson.
7. The quality of teaching seen during the inspection was sound or better. It is most effective when teachers are able to explain difficult concepts or religious ideas in terms and vocabulary appropriate to the age and experience of the pupils they teach. Although adequate, some teachers’ knowledge and, particularly, understanding of aspects of world faiths, is insufficient to take the pupils from knowing about it to understanding it.
8. The previous inspection report was positive and raised no concerns.

## **Art**

1. Throughout the school, progress in art is sound.
2. In Key Stage 1, pupils competently use a variety of media such as pencils, crayons, charcoal and chalk, for example to reproduce a still life. All have sound observational skills. These pupils recognise the names of famous artists, can give some simple opinion about their work, and recall other occasions when they

have seen it.

3. In Key Stage 2, pupils manipulate three-dimensional materials with precision to match a plan. Accuracy and attention to detail is appropriate for their age, they can use a variety of materials, tools and techniques competently. About half recognise the need to evaluate and modify their work as they progress. They persevere to obtain a suitable effect and then related to the class how they achieve it.
4. Good use is made of art to support work in other subjects, expanding pupils' understanding of both. For example, pupils divide materials into four or three parts, recognising these are quarters and thirds. Older pupils' work is linked to history. They study patterns and colours found on Greek pottery before experimenting with different techniques and media to produce two-dimensional reproductions. One pupil used a graphics program competently to draw and decorate her pot, printing it off in colour when complete.
5. Progress can be measured by increased observational skills and the ability to reproduce what they see. A few pupils are able to make good progress when they are able to repeat the drawing in a second or third medium. In another class pupils use hieroglyphics to make names and initials for plaster cartouches. Older pupils persevere with scrapers and colour in order to achieve an authentic effect to use in future lessons on their 'urns'.
6. The use of resources is generally good and at these times pupils make good progress. For example, a short video clip about Grecian pottery reinforces the pupils' knowledge gained from books in their history lesson. Occasionally, preparation is less thorough.
7. The behaviour of pupils is mainly good. They are interested and persevere well. They use sketch books and retain experimental samples in them carefully.
8. The quality of teaching is sound overall with some good teaching. Lesson plans build on prior knowledge and understanding and techniques are demonstrated with useful tips to help pupils to make better progress. There is good use of the works of famous artists, such as Cezanne, and teachers have a good understanding and knowledge of art, both when describing contrasting aspects of the work of famous artists and when directing pupils' attention during drawing.
9. The previous inspection report was generally favourable. However, the two concerns raised, the lack of a scheme of work and monitoring procedures, have largely remained unaltered. This is a concern.

### **Design and technology**

10. During the inspection, no teaching of design and technology was observed. That standards are sound is therefore based upon a scrutiny of samples of pupils' work, teachers' termly plans, and discussions with pupils and staff.
11. Throughout the school, progress in design and technology is generally sound over time. However, the nature of the curriculum planning is such that pupils go for considerable periods between groups of lessons. This inevitably means that the start of any work repeats some of the previous learning.
12. Literacy skills are extended well in the range of work pupils undertake. In Year 6, for example, pupils use a variety of styles to write accounts, label diagrams, produce keys to explain their work, and write evaluations of their finished products. Good use is also made of pupils' measuring skills in making activities. Year 1 and 2 pupils also have the opportunity to use information technology to help them explore various T-shirt designs.
13. By the end of Year 6, pupils produce careful exploding diagrams to explain their thoughts more clearly.

They use description and labels to inform and explain. They make prototypes of their design, before following their step-by-step guide to make a good quality shoe. The task is completed by a thoughtful evaluation of the different parts of their design, for example explaining that, “the sole is good because it is quite comfy and strong as well”.

14. Throughout the school, tasks are equally well thought out, to interest and stimulate the pupils. Progress is quicker in designing skills, which are practised often, than in making skills. Time table constraints restrict these activities and progress consequently dips, although remaining sound.
15. The curriculum supports pupils’ good progress in tasks well. Tasks are interesting and relevant to the pupils’ lives and experiences, adding progress. They are well planned to cover all of the aspects of the subject and extend pupils’ knowledge.
16. An important factor in the good progress pupils make within designing and making activities, is the positive attitude and eagerness to learn they bring to these tasks.
17. The generally favourable previous inspection report noted the lack of a scheme of work and the emphasis on making rather than designing. If anything, the emphasis is now on the quicker designing strand rather than the more time-consuming making element, because of time table constraints. The scheme of work is sufficient, pending the revised curriculum in 2000.

## **Geography**

18. During the inspection, no teaching of geography was observed. The judgement that progress is sound is therefore based upon a scrutiny of samples of pupils’ work, teachers’ termly plans, and discussions with pupils and staff. Pupils make best progress when they study directly, for example rainfall and temperature in Year 6.
19. In Year 2, pupils begin to appreciate the effect mankind has upon the environment. They understand some of the different types of homes people live in. They have a rudimentary understanding of mapwork. Most use keys and plot places upon their map using a simplified co-ordinates system.
20. In Year 4, pupils can use a key successfully to classify land use on the school site. They use map symbols, label them in a key, and give simple co-ordinates for the places they plot.
21. In Year 6, pupils measure rainfall, temperature and cloud cover carefully. They have a sound knowledge of the principle features of a river. They demonstrate a good understanding of maps and can accurately describe the route they would follow from one place to another.
22. Within geography, little use is made of pupils’ writing skills beyond labelling and brief accounts of features such as waterfalls. Much better use is made of pupils’ numeracy skills, for example to measure temperature in degrees and rainfall in millimetres.
23. The previous inspection report was generally favourable, although the one concern, namely the lack of a scheme of work, was never fully addressed. Currently the school awaits the revised curriculum, and this is appropriate.

## **History**

24. Throughout the school, pupils make good progress in history.
25. In Key Stage 1, pupils are taught chronology through sequencing events that are relevant to their lives. Most, but not all, understand terms such as ‘older’ and ‘younger’. Teachers are quickly aware of this and

give those pupils who struggle extra activities. For example, in a lesson where pupils studied pictures from just before birth through to old age, placed them in order, and explained their reasons, some pupils did not understand. The teacher gave them pictures on a magnetic board to select and sequence in order, and pictures to cut and paste in the right order. These additional activities enabled the pupils to understand more clearly. Good use is also made of mathematics lessons to give further activities on chronology. Again, this is beneficial to progress.

26. In Years 3 and 4, pupils are able to identify physical features in photographs and illustrations. They know that humans created pyramids but that desert and rivers, such as the Nile were always there. Comparisons were drawn with the Downs as a physical feature of their environment. They were able to recall facts gleaned using CD-ROM, for example rainfall and water levels, to consider the impact made on the people living and farming in Egypt thousands of years ago. Pupils who need literacy support are given appropriate tasks so they are able to learn and relate simple facts about mummies and tombs.
27. In Years 5 and 6, pupils make observant comparisons in the life styles of Spartans and Athenians. They skilfully use evidence from archaeological findings to piece together information about battles, gods and other significant events such as the Olympics. Their work is often linked to other subjects, such as geography or art, and this is beneficial to their understanding and progress.
28. The school's curriculum plan enables pupils to build knowledge and develop skills systematically as they move through the school. Pupils build upon the knowledge gained in previous lessons and show an increase in vocabulary. They develop an insight into what was important to other peoples in past civilisations, and why they went to such great lengths in order to fulfil those beliefs, such as building pyramids. They understand why people left behind a pictorial record on walls in caves and tombs and how it has been interpreted in recent times. Research skills are fostered. All pupils have planning books to record information and draft work.
29. The teaching of history was good in all lessons seen. Teachers' planning is good and they question carefully to check the recall of previous lessons. Resources for the lesson are appropriate, for example a short video clip being used cleverly to extend understanding and make further teaching points. Pupils are given useful tips and reminded of key points such as the need to use clues from the evidence in order to make deductions.
30. Behaviour was good in history lessons and the pupils were interested in their work. They were generally able to work in groups of two or three productively. When watching a video , pupils were aware of being in another class's room and that they should replace furniture to how it was on their arrival.
31. The previous inspection report noted the lack of a scheme of work, little monitoring, and narrow range of teaching strategies. These needs have largely been met. In particular the range of teaching strategies used is much improved, offering greater scope for the development of pupils' research and study skills especially. In addition, teachers' interest in the subject has also had a positive effect on pupils' learning.

## **Music**

32. Throughout the school, progress in music is sound. All pupils gain sound levels of skills in music, both in rudimentary appreciation and in composing and performing.
33. In Key Stage 1, pupils learn to listen carefully, identifying unseen instruments by sound. They learn to use the proper names for instruments. Some learn to control levels of volume and all steadily develop skills in controlling tempo and producing simple rhythms.

34. In Key Stage 2, pupils can repeat clapped rhythms. They learn the time values of standard notation and develop specific musical vocabulary well. Whole class performances in Years 5 and 6 are of a particularly high standard. For example, in one lesson during the inspection the class was split into three sections, each clapped a different rhythm read from standard notation, the whole played as a round and fully sustained to the teacher's instructions. The climax of the lesson was a repeat of this with two other groups of four pupils playing ostinato on tuned percussion instruments. This is in marked contrast to assemblies where singing is not of high quality, although with the aid of teachers, pupils can sustain a melody and tempo. The works of famous composers are played, but rarely discussed, in assemblies; for example the music written by Saint-Saens.
35. Progress in Years 3 and 4 is restricted because of the school's decision to use several short periods of time rather than one longer lesson. This can fragment the delivery of the subject and restrict progress.
36. The quality of teaching seen during the inspection was at least satisfactory and in one lesson outstanding. Teaching is most effective when the teacher maintains a high pace to the lesson and has high expectations for pupils' performances. Some pupils also benefit from instrumental instruction given by a visiting tutor. Violinists were seen performing at a high level of skill.
37. The range of musical resources is sound. There is a dedicated music room but this was not used during the inspection.
38. The generally favourable previous inspection report noted the lack of a scheme of work. Currently the activities experienced and skills taught build well year-on-year.

### **Physical education**

39. Standards in physical education are unsatisfactory overall at the end of both key stages. Standards in dance and gymnastics are poor. In all other areas of physical education standards are satisfactory and for all pupils standards in swimming are good. Overall, pupils make satisfactory progress in all those elements of physical education, which the school is able to provide. However, the school hall is too small to enable satisfactory levels of gymnastics or dance, even for the youngest pupils. There is no provision for large scale or high level equipment and this limits the experiences that the school can offer. The limited space available is also used for storage, reducing it further and adding potential hazards when pupils are exercising.
40. In Key Stage 1, pupils practice travelling in different ways, balancing and holding good, still shapes. Most are beginning to build these skills into simple sequences. However, pupils are unable to transfer their gymnastic sequences from the floor onto high level or large-scale apparatus. Pupils do not have experiences of moving and positioning such apparatus. Space is very limited and lessons are restricted in their breadth of experiences and vigour, the latter because half the class generally have to sit out and watch the others. When outdoor areas can be used, pupils develop generally good games' skills such as throwing and catching.
41. In Key Stage 2, pupils develop good skill levels in traditional games. Pupils offer thoughtful evaluations of one another's achievements, giving clear and supportive comments.
42. The school does all it can to overcome the difficulties imposed by the building. Older pupils can experience outdoor and adventurous activities. A particularly beneficial experience is the residential educational visit when pupils are given experiences such as abseiling. The extra curricular sports clubs also extend the provision. They include a good range. Competitive games and swimming galas further enhance the curriculum and extend the opportunities given to pupils. The very good use of equipment during break times enables pupils to experience traditional playground games. It complements the provision for physical education and is a factor in raising standards.

43. All pupils enjoy physical education lessons. They develop a very good attitude to safety when working in the school hall. They work hard and enthusiastically, both individually and in small groups. They make determined efforts to improve their levels of skill, poise and balance. As they progress, through the school they learn the need for warm up and cool down and the effects of exercise on their bodies.
44. The quality of teaching observed during the inspection was at least satisfactory and, when not restricted by the confines of the school hall, it was good. Teachers demonstrate good subject knowledge and understanding of the structure of lessons. Swimming instruction involves a generous number of adults, including lifeguard and parent volunteers. Instruction is clear and pupils of all abilities make good progress. Swimming is a strength of physical education at the school and by the end of Key Stage 2 the vast majority of pupils are competent swimmers.
45. The previous inspection report also noted the restrictions placed upon the quality of education offered by the limited facilities. The school currently has plans which, if put into place, should enable pupils to receive all aspects of the programmes of study of the National Curriculum.



## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

1. The inspection was undertaken by a team of four inspectors who spent the equivalent of ten days in the school. The evidence in the report is based upon a total of 24 hours spent observing a total of 40 lessons or parts of lessons. These lessons were spread over all classes.

The evidence also includes:

- inspection of a range of other school activities, including registration;
- listening to the reading of a total of 22 pupils selected from each age group to represent the full range of ability and attainment. Other pupils were also heard reading in lessons such as the literacy hour;
- inspection of books and other work of pupils from each age group, in each class, selected by teachers to represent the full range of attainment;
- samples of written reports to parents;
- discussions with pupils about their work;
- discussions with the Headteacher, teaching and non-teaching staff and governors;
- discussions with parents at a meeting held prior to the inspection, attended by 16 parents, and other parents informally during the inspection;
- scrutiny of policy documents, schemes of work, attendance registers, minutes of the meetings of the governing body, teachers' planning and other documents;
- analysis of the School Improvement Plan and budget figures;
- analysis of the 24 responses returned to a questionnaire sent to all parents of pupils at the school; analysis of the previous inspection report.

Held a meeting for the parents before the inspection.

## DATA AND INDICATORS

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	98	0	31	4

### Teachers and classes

#### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	5.0
Number of pupils per qualified teacher	20.2

#### Education support staff (YR – Y6)

Total number of education support staff	3.0
Total aggregate hours worked each week	56.0

#### Average class size:

24.5
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### Financial data

Financial year:	1999
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	£
Total Income	198,409
Total Expenditure	202,417
Expenditure per pupil	1,840.15
Balance brought forward from previous year	4,813
Balance carried forward to next year	805

## PARENTAL SURVEY

Number of questionnaires sent out:

74
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Number of questionnaires returned:

20
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### Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	45	45	5	0	5
I would find it easy to approach the school with questions or problems to do with my child(ren)	60	35	0	0	5
The school handles complaints from parents well	35	35	20	5	5
The school gives me a clear understanding of what is taught	55	30	10	5	0
The school keeps me well informed about my child(ren)'s progress	40	40	10	5	5
The school enables my child(ren) to achieve a good standard of work	45	35	15	0	5
The school encourages children to get involved in more than just their daily lessons	45	40	5	5	5
I am satisfied with the work that my child(ren) is/are expected to do at home	45	45	10	0	0
The school's values and attitudes have a positive effect on my child(ren)	50	40	5	0	5
The school achieves high standards of good behaviour	45	45	5	0	5
My child(ren) like(s) school	60	35	0	0	5