

# INSPECTION REPORT

Wheldrake with Thorganby C.E. (Aided) School  
York

LEA area: York

Unique Reference Number: 121644

Headteacher: Ms H J Rodbourn

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Reporting inspector: Mr R A Robinson

Dates of inspection: 15 - 18 November 1999

Under OFSTED contract number: 707652

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Voluntary aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	North Lane Wheldrake York YO19 6BB
Telephone number:	01904 448564
Appropriate authority:	The governing body
Name of chair of governors:	Mr P Savage
Date of previous inspection:	April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Robert Robinson, Lead registered inspector	Science	Attainment and progress
	Information technology	Efficiency of the school
	Under fives	Teaching
Brenda McIntosh, Lay inspector		Attendance
		Partnership with parents and the community
		Pupils' spiritual, moral, social and cultural development
		Support, guidance and pupils' welfare
John Porteous, Team inspector	Mathematics	Curriculum and assessment
	Art	Leadership and management
	Design and technology	
	Physical education	
	Equal opportunities	
Ralph Walker, Team inspector	English	Attitudes, behaviour and personal development
	Geography	Staffing, accommodation and learning resources
	History	
	Music	
	Special educational needs	

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## MAIN FINDINGS

### What the school does well

- Standards by the age of 11 in English, mathematics and science are well above the national average.
- The quality of teaching is good at Key Stage 2, and of a particularly high standard at Year 6
- Pupils' behaviour and attitudes towards learning are good.
- The partnership with parents is very good
- The provision for pupils' moral and social development is good.
- The efficiency of financial control and school administration is very effective.

### Where the school has weaknesses

- I. The teaching, curriculum and assessment of children under the age of five are unsatisfactory.
- II. Information technology is not used sufficiently in other subjects of the National Curriculum.
- III. The curriculum co-ordinators are not undertaking their subject responsibilities well enough.
- IV. The school has no library and this reduces pupils' opportunities to develop further their research skills.
- V. Teacher appraisal and formal risk assessments are not taking place.

**The weaknesses are outweighed by what the school does well. The weaknesses will form the basis of the governors' action plan which 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 satisfactory progress in addressing the weaknesses pointed out in the previous inspection in 1996.

- VI. Pupils' attainment by the end of Key Stage 2 in English, mathematics and science has been maintained at a high level and is well above the national average in all of these subjects.
- VII. The quality of teaching has improved, particularly at Key Stage 2, but it is unsatisfactory for children under the age of five.
- VIII. Curriculum planning has very recently been improved for each subject of the National Curriculum though there is no scheme of work for children under the age of five.
- IX. Assessment procedures have been improved at Key Stage 1 and Key Stage 2 though they are unsatisfactory for children under the age of five.
- X. The school has made limited progress in developing the roles and responsibilities of the curriculum co-ordinators.
- XI. Procedures for the identification of pupils with special educational needs at Key Stage 1 and Key Stage 2 are now effective; good quality individual education plans support teachers' planning and enable these pupils' progress to be monitored effectively.

The school is well placed to maintain the present high standards and its capacity for further improvement is good provided that weaknesses in the provision for children under the age of five are addressed as a matter of urgency.

**Standards in subjects**

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

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

In the national tests for 11-year-olds in 1999 pupils' attainment was well above the national average in English and mathematics, and in science. In comparison to similar schools, standards were well above average in English and in science, and above average in mathematics. Inspection findings agree that the performance of pupils by the age of 11 for English, mathematics and science is well above average. Standards in information technology are in line with the national expectations by the end of both key stages. Pupils make good progress in art, in geography, in history, in music and in physical education, and satisfactory progress in design and technology. Most children by the age of five exceed the level expected of their age in language and literacy. They meet the desirable learning outcomes in personal and social development, in mathematical development, in knowledge and understanding of the world, in physical development and in creative development; however, the children make unsatisfactory progress in personal and social development, in mathematics development, in knowledge and understanding of the world and in creative development.

**Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Satisfactory	Good
Mathematics	Unsatisfactory	Good	Good
Science		Satisfactory	Very good
Information technology		Satisfactory	Good
Other subjects	Unsatisfactory	Good	Good

The quality of teaching is good overall but unsatisfactory for children under the age of five. Three per cent of lessons observed were excellent, 17 per cent of lessons were very good, 40 per cent were good, and 30 per cent were satisfactory. Teaching was unsatisfactory in ten per cent of lessons. The unsatisfactory teaching was predominantly in the reception class. The teaching at Year 6 was of a particularly high standard. The teaching of mathematics is good at Key Stage 1 and satisfactory in English, information technology and science. The quality of teaching at Key Stage 2 is good in English, mathematics and information technology, and very good in science. The teaching of art, geography, history, music and physical education is good. The teaching of design and technology is satisfactory.

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



• **Other aspects of the school**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Overall behaviour is good both in classrooms and around the school. At Key Stage 1 there are instances of minor misbehaviour, but at Key Stage 2 standards of behaviour are consistently good and sometimes very good.
Attendance	Very good. Unauthorised absences are rare. Children enjoy coming to school.
Ethos*	The school's ethos is satisfactory. Pupils work hard to fulfil teachers' expectations. There are positive relationships between pupils and teachers.
Leadership and management	The leadership and management of the school are satisfactory but the role of the curriculum co-ordinators is not yet fully developed.
Curriculum	The curriculum for Key Stage 1 and Key Stage 2 is satisfactory; however, it is unsatisfactory for children under the age of five.
Special educational needs	Work is targeted well to pupils' need and pupils are very well supported in the classroom. They make good progress in relation to their prior attainment.
Spiritual, moral, social & cultural development	Good provision for moral and social development. Spiritual and cultural development is satisfactory.
Staffing, resources and accommodation	The knowledge and experience of members of staff is satisfactory overall. The learning resources and accommodation are generally satisfactory but there is no library.
Value for money	The school gives satisfactory 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**

- XII. Teachers are welcoming and listen to parents' views.
- XIII. The values that the school teaches are appreciated.
- XIV. Parents are encouraged to play an active part in the life of the school.
- XV. Homework has been improved since the introduction of the new policy.
- XVI. Children are happy at school.

**What some parents are not happy about**

- XVII. There are concerns about bullying.
- XVIII. Few extra-curricular activities take place at

Inspection evidence agrees with the positive views of parents. No evidence of bullying was seen; children play and work well together. There is satisfactory provision for extra-curricular activities.

## KEY ISSUES FOR ACTION

The governors, the senior management team and teachers should:

XIX. improve the quality of education for children under the age of five and quicken their progress by

XX. providing better teaching.

XXI. agreeing and implementing clear guidance to help teachers plan suitable work.

XXII. identifying assessment opportunities into daily planning to inform future teaching.

XXIII. creating an attractive and welcoming environment in the classroom.

(paras: 16, 18, 20, 21, 29, 37, 38, 40, 41, 45, 49, 53, 63, 67, 68, 70, 71, 73, 76-83)

XXIV. work together to effect further school improvement by:

XXV. extending the role and responsibilities of the curriculum co-ordinators to enable them to monitor their subject responsibilities effectively.

XXVI. providing increased planned opportunities for the use of information technology in subjects of the National Curriculum.

XXVII. introducing an effective system to appraise the performance of teachers.

(paras: 15, 36, 42, 62, 63, 67, 69, 92, 106, 117, 118, 126, 130, 145)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

XXVIII. provide a library to enable pupils to develop further their research skills;

(paras: 15, 26, 70, 73, 96, 136)

XXIX. make formal risk assessments for workplace activities and educational visits.

(para: 55)

## INTRODUCTION

### · **Characteristics of the school**

1. Wheldrake with Thorganby C.E. (Aided) School is situated in an affluent residential area to the south of the city of York. It serves Wheldrake and Thorganby and the area around these villages. Many parents commute daily to their work, and a high proportion are employed in professional posts. Two pupils come from homes where English is not the first language. Attainment of the majority of pupils on entry to the reception class is generally above the level expected of four-year-olds. At the time of the inspection there were 20 children under the age of five in the reception class.
2. There are 183 pupils at the school: 102 boys and 81 girls. In addition there are five boys and nine girls in the reception class who attend either for morning or afternoon sessions each day. Pupils are admitted to the school in accordance with the governors' admission policy which gives priority to children who live in the parishes of Wheldrake and Thorganby. Four per cent of the full-time pupils are eligible for free school meals at the present time; this figure is below the national average. Thirty-six pupils are on the register of pupils with special educational needs. Three pupils have statements of special educational needs. The attendance rate is very high in comparison with other schools and the rate of unauthorised absence is below the national average. There has been two exclusions recently at the school. The headteacher was seconded to another school for most of last year and the deputy headteacher was appointed acting headteacher during the absence of the headteacher. Most members of the staff were at the school at the time of the last inspection.
3. The pupils are taught by seven full-time teachers, including the headteacher, and two part-time teachers. The school building was built in two stages between 1974 and 1976 with two temporary classrooms added at later dates. There are seven classrooms, a computer room and a hall. There are hard play areas and extensive grassed areas exist within the perimeter of the grounds. The school has an annexe which together with the hall is used on four evenings a week by community groups.
4. The school aims to provide a happy, secure and caring environment and a broad and meaningful curriculum which develops the whole child in order to achieve his/her full potential building on a partnership between home and school. The key priorities for 1999 are to:
  - effectively implement the National Numeracy Strategy.
  - consolidate and improve further the implementation of the National Literacy Strategy.
  - develop information and communication technology.

## 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	17	10	27

National Curriculum Test/Task		Reading	Writing	Mathematics
<b>Results</b>				
Number of pupils at NC Level 2 or above	Boys	14	14	16
	Girls	10	9	9
	Total	24	23	25
Percentage at NC Level 2 or above	School	89(89)	85(75)	93(93)
	National	82(80)	83(80)	87(85)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	15	16	16
	Girls	9	9	7
	Total	24	25	23
Percentage at NC Level 2 or above	School	89(82)	93(93)	85(93)
	National	82(80)	83(84)	87(85)

### Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	16	18	34

National Curriculum Test		English	Mathematics	Science
<b>Results</b>				
Number of pupils at NC Level 4 or above	Boys	13	15	15
	Girls	18	18	17
	Total	31	33	32
Percentage at NC Level 4 or above	School	91(79)	97(71)	94(86)
	National	70(65)	69(59)	78(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	14	15	16
	Girls	17	17	18
	Total	31	32	34
Percentage at NC Level 4 or above	School	91(79)	94(71)	100(89)
	National	68(65)	69(65)	75(72)

<sup>1</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	School	%
	Absence	National comparative data	3.2
	Unauthorised	School	5.7
	Absence	National comparative data	0

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## Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:	Fixed period	Number
	Permanent	2

## Quality of teaching

Percentage of teaching observed which is:	Very good or better	%
	Satisfactory or better	20
	Less than satisfactory	90

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

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

#### **Attainment and progress**

1. The results of the 1999 National Curriculum tests for 11-year-olds show the following:
  - the performance in English and science is well above the national average and well above average when compared to schools with pupils from similar backgrounds.
  - the performance in mathematics is well above the national average and above average when compared to schools with pupils from similar backgrounds.
  
1. The findings of the inspection show the following for pupils by the age of 11:
  - the performance in English, mathematics and science is well above the national average.
  
1. The results of the National Curriculum tests for seven-year-olds in 1999 show the following:
  - the performance of pupils in reading was well above the national average and average when compared to schools with pupils from similar backgrounds.
  - the performance of pupils in writing was in line with the national average and below average when compared to schools with pupils from similar backgrounds.
  - the performance of pupils in mathematics was well above the national average and above average when compared to schools with pupils from similar backgrounds.
  - teachers' assessments in science show the proportion of pupils who reach the level expected of their age to be below the national average.
  
1. The findings of the inspection show the following for pupils by the age of seven:
  - their performance in reading is well above the national average.
  - their performance in writing and mathematics is above the national average.
  - their performance in science is in line with the national average.
  
1. Inspection evidence concurs with the results of the national tests by the end of Key Stage 2. The differences at Key Stage 1 are the result of comparisons of different groups of pupils in mathematics; the improved standards in writing reflect the success of the school's recent focus on this aspect of literacy, and in science improved standards result from changes to the curriculum as well as variations in groups of pupils. The national test results by the end of Key Stage 2 over the four-year-period from 1996 to 1999 in English, mathematics and science are well above average. There is no significant difference overall between the performance of boys and girls over the three-year period 1996 to 1998 with the performance of boys and girls being well above the national average. Pupils with special educational needs reached expected levels in line with their capabilities.
  
2. Children's attainment on entry into the school is above that usually seen in four-year-olds. Most children by the age of five exceed the levels of the nationally agreed desirable learning outcomes in language and literacy; they reach the level expected of five-year-olds in personal and social development, mathematical development, knowledge and understanding of the world, physical development and creative development. In personal and social development children leave their parents confidently when they enter the classroom each day and relate well to members of staff and to other children. Their behaviour is good when directly supervised but in group work some children misbehave. In language and literacy most children are confident speakers. Most children read early reading books enthusiastically and talk about the characters. The majority of children write their names correctly using upper and lower case letters. In mathematics children recognise common shapes and order numbers within ten independently. In knowledge and understanding of the world they observe changes

to the colour of leaves on the trees in the school grounds. Children learn about ladybirds from books. In physical development they move around the hall in different ways; for example, skipping, running and moving around on hands and feet. In creative development children work with a limited range of media. They draw with wax and pencil crayon and stick coloured tissue paper onto white paper to observe the changes in shade by overlapping different colours.

3. In English by the end of Key Stage 1 pupils use a good range of vocabulary in discussion. They know and explain the difference between the contents page and the index. Pupils read accurately and understand what they have read. They write at length and most write neatly in joined up script. By the end of Key Stage 2 pupils are skilful in discussion and express their views clearly and take note of the views of others. Pupils enjoy reading a wide range of books both at school and at home. They search for information from books and make succinct notes of key elements. Pupils write in a range of different styles to suit the purpose. They make effective use of direct speech in their writing and punctuate their work well. The presentation of their work is of a high standard.
4. In mathematics by the end of Key Stage 1 pupils collect information of television programmes and work out the length in minutes of each programme. They add numbers up to 20 mentally and recognise odd and even numbers. They investigate the number of faces and edges on three-dimensional shapes. Pupils measure and estimate length to the nearest metre. By the end of Key Stage 2 pupils plot co-ordinates on a graph. They are competent and accurate in the four rules of number. They predict future numbers in a sequence of triangular numbers. Pupils collect data, represent it graphically and interpret the results. They devise a formula to calculate the area of a shape.
5. In science by the end of Key Stage 1 pupils obtain information about other pupils' favourite foods and record their findings in a block graph. They know that food and water is necessary to support life. Pupils recognise the effect exercise has on their bodies. They construct electrical circuits to make a bulb light up and draw a clearly labelled diagram to record their findings. By the end of Key Stage 2 pupils devise 'fair' tests and understand the need to change one variable at a time. They tabulate the results of their experiments and evaluate the results of their investigations. They know sound travels through different materials and that some materials are better insulators than others.
6. In information technology pupils are in line with the national expectations by the end of both key stages. By the age of seven pupils know the technological language for parts of the computer such as 'keyboard', 'mouse' and 'monitor screen'. They change the size and style of font in their word processing. They use a graphics program to produce a picture to accompany their writing. By the age of eleven pupils prepare a spreadsheet and interrogate the information observing the changes when a value is altered. They use a CD-ROM to search for information to assist their studies. They devise procedures rather than individual instructions to program a floor robot.
7. The opportunities for developing skills in literacy, in speaking and listening and in mathematics across the curriculum are satisfactory. Pupils learn the language and meaning associated with other subjects; for example, pupils gained an understanding of the scientific meaning of 'circuit', 'sound proofing', 'muffle' and 'noise pollution'. There are high expectations of pupils, particularly in Year 5 and Year 6, to present topic assignments incorporating contents pages, accurate illustrations, clear tables and well written and punctuated prose. Pupils use mathematical knowledge satisfactorily in design and technology and in science. Limited use is made of information technology to support learning in other subjects, particularly to present data and to monitor events such as temperature in science. There is no library to enable pupils to search for information to develop further their learning in subjects such as geography.
8. Children under the age of five make satisfactory progress in language and literacy and in physical development; however, they make unsatisfactory progress in their personal and social development, mathematical development, knowledge and understanding of the world and in creative development. The unsatisfactory progress is the result of the unsatisfactory teaching and the inadequacies of the school's curriculum guidance and assessment procedures.

9. Pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2 in speaking and listening and writing; they make good progress at both key stages in reading. In mathematics they make good progress at both key stages. In information technology pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. In science pupils make satisfactory progress at Key Stage 1 and very good progress at Key Stage 2. Pupils make overall good progress by the end of Key Stage 2 in art, geography, history, music and physical education. In design and technology pupils make satisfactory progress.
10. Pupils with special educational needs make good progress in relation to their prior attainment throughout Key Stage 1 and Key Stage 2. They make unsatisfactory progress in the reception class because of the unsatisfactory teaching and inadequate assessment procedures. At Key Stage 1 and Key Stage 2 pupils with statements of special educational needs are supported well in class and in withdrawal groups by classroom assistants and teachers. Pupils with special educational needs have full access to the curriculum and work is planned carefully to relate to what the rest of the class is doing. There is no significant difference in the progress made by higher attainers in comparison to other pupils; and girls and boys make similar progress.
11. The school has set realistic but challenging targets for pupils' attainment and progress for the future based on good quality assessment information. The school development plan clearly identifies additional strategies to enable the school's projections to be met. Inspection findings show that the targets set for the year 2000 are on course to be achieved.
12. Since the previous inspection standards have been maintained at a high level except for children under the age of five. The school is well placed to maintain the high standards provided that the weaknesses in the reception class can be quickly remedied.

20. **Attitudes, behaviour and personal development**

13. The personal and social development of children under the age of five is unsatisfactory overall due to inadequacies in the quality of teaching. Children's behaviour is inconsistent; they behave well when supervised in whole class activities and around the school but misbehave in small class group activities which do not challenge them sufficiently. They listen and act upon direct instructions and relate well towards their teachers and other children.
14. Pupils at Key Stage 1 have satisfactory attitudes to their work. They can listen attentively, concentrating and responding well to questions, and persevere with their work, but they are not consistent in this. They can at times be fidgety, restless and lacking in concentration. Sometimes, teachers have to focus on attitude and behavioural issues to the detriment of learning; however, teachers are skilful in their management of pupils and assist them to more purposeful and positive attitudes. At Key Stage 2 attitudes to work are good, and in the upper juniors very good. Pupils are well motivated and enthusiastic about learning. They concentrate hard and work very well together, co-operating in a mature and sensible fashion. They are eager to explore ideas and express their own views and opinions. They accept the challenge to work to a high standard and take pride in what they produce, whether it is a poem, story, painting, or musical performance.
15. Behaviour at Key Stage 1 and Key Stage 2 is good in classrooms and around the school. Pupils know what is expected of them and behave appropriately. There is occasional misbehaviour by younger pupils in class, but this is well managed by teachers. Pupils are civil and courteous to one another and to adults. Relationships between pupils and their peers and between pupils and teachers are good. Pupils have great respect for their teachers and even pupils with behavioural difficulties want to please them. The school has good systems for promoting good behaviour and these are operated very effectively. Each class has weekly targets which pupils work towards. Pupils co-operate well in lessons and on the playground. A few parents expressed concerns about bullying at the parents' meeting; however, no



incidents of untoward behaviour or bullying were seen during the inspection and the school has sensible and efficient procedures in place should such an incident of this nature occur.

16. Pupils' personal development is good. They develop well in terms of self-confidence and self-esteem; and they become more responsible and independent. Younger pupils at Year 1 are given duties and responsibilities and they are expected to develop some independence in the classroom. Older pupils take on school-wide responsibilities, including looking after younger children, and respond well to these opportunities. Pupils at Year 5 are responsible for setting their own weekly targets with regard to effort, attitude and behaviour in the classroom and they evaluate and modify them on a weekly basis. Pupils at Year 6 are self-confident, and clearly feel that their teachers and other staff value them.
17. Pupils with special educational needs at Key Stage 1 and Key Stage 2 are integrated extremely well into classes. They generally join in whole class sessions and contribute their ideas willingly, and work in small groups with help from classroom assistants and, at times, from other teachers. Pupils with behavioural difficulties try hard to control their behaviour. The self-esteem of pupils with special educational needs is raised as members of staff value their achievements; for example, at Year 4 teachers and classroom assistants made learning enjoyable for pupils with special educational needs and praised their efforts which gave these pupils great satisfaction
18. Pupils' good attitudes and behaviour, commented on in the previous inspection report, has been maintained, and the pupils have now far more responsibilities in the classroom. Independence in learning has been developed too but the lack of a school library restricts further improvements. Parents believe that their children are happy at school and this view is endorsed by inspection findings.

## 26. **Attendance**

19. Attendance levels at the school are very good and are well above national figures. Incidents of unauthorised absence are rare. Parents are aware of attendance procedures and know to inform school when their child is absent. Registers are marked consistently with care, and meet statutory requirements. Registration time is used well and provides a calm, effective start to the school day. Pupils arrive punctually at school and lessons start promptly. The very good attendance contributes positively to pupils' attainment and progress.

## 27. **QUALITY OF EDUCATION PROVIDED**

### 27. **Teaching**

20. The quality of teaching is good overall but unsatisfactory for children under the age of five. The quality of teaching is excellent in three per cent of lessons, very good in 17 per cent, good in 40 per cent and satisfactory in 30 per cent of lessons. Ten per cent of lessons observed were unsatisfactory; these were predominantly in the reception class. The teaching at Year 6 was of a particularly high standard. The teaching of in mathematics is good at Key Stage 1 and satisfactory in English, information technology and science. The quality of teaching at Key Stage 2 is good in English, mathematics and information technology and very good in science. The teaching of art, geography, history, music and physical education is good, and satisfactory in design and technology.
21. The quality of teaching of children under the age of five is unsatisfactory; the quality of teaching is satisfactory in two-thirds of lessons and unsatisfactory in one-third of lessons. Teachers have insufficient depth of knowledge and understanding of how children of this age learn and too low an expectation of children considering their above average level of attainment on entry to the school; for example, children are provided with undemanding tasks for extended periods of time. Planning is thorough for language and literacy but in other areas of learning it lacks detail and occasionally planned activities do not take place. Whole class teaching is organised satisfactorily, for instance in physical education lessons, but the organisation of group work is unsatisfactory as, too often, children are not

involved in purposeful activities and the pace of learning is slow. Strategies for obtaining good behaviour are insecure when children are working in small groups or individually. Limited assessments are made of children's progress and the results of the few checks made are infrequently addressed in future planning. The home-school diary is good and provides useful information to help parents assist their children's learning at home.

22. The quality of teaching is good overall; it is good at Key Stage 2 and satisfactory at Key Stage 1. At Key Stage 1 half of lessons are good and almost half are satisfactory. One lesson at Key Stage 1 was unsatisfactory. At Key Stage 2 almost two-fifths of lessons are very good, two-fifths are good and one-fifth of lessons are satisfactory. Increasingly the quality of teaching improves at Key Stage 2 from satisfactory to very good by the end of the key stage. Teaching was unsatisfactory in one lesson at the beginning of the key stage.
23. In lessons that are very good or better, teachers have very good knowledge and understanding of the subject; for example, in a literacy lesson the teacher shared the learning objective with the pupils and showed a deep understanding of the focused text and of ways to develop pupils' writing. Teachers have very high expectations for behaviour and concentration and of pupils' oral and written presentations. Planning is of a very high standard. Members of staff have very effective strategies to motivate pupils by engendering a sense of enjoyment in the lessons. The pace of learning is brisk resulting in pupils making very good progress. Teachers prepare very good displays which stimulate pupils' interest and are used very effectively to consolidate and extend learning. Teachers make very good use of the classroom helpers, who are well trained and experienced, to enable pupils with special educational needs to take a full part in lessons, and to enhance their progress.
24. Where teaching is good, teachers question and enter into discussion with pupils well to ensure pupils understand their tasks. Members of staff challenge pupils to develop their understanding; for example, in a music lesson pupils were provided with the stimulus to develop their understanding of musical form, to improve their performance and to extend their skills in composition. Planning is good with clear, precise objectives. Whole class teaching, to demonstrate and discuss new learning, leads to efficient use of time; for example, a teacher explained to the class a task to be completed by all during the week. Teachers have a wonderful rapport with pupils who respond by working industriously and behaving well. Members of staff create good opportunities to assess pupils' learning through effective questioning and effective marking of work. Purposeful homework is set; for example, in an information technology lesson pupils were given a challenging task to consider at home with the expectation for them to report back the following week. As a result of the good teaching pupils respond well and make good progress.
25. Where teaching is satisfactory, teachers use pupils' work appropriately to demonstrate and reinforce lesson objectives. The planning of lessons is adequate but sometimes too much time is taken setting up small group activities and the pace of the lesson slows. Teachers have suitable strategies for ensuring good behaviour though, on occasions, they do not ensure that all pupils are listening when instructions are given. Homework is discussed appropriately and used effectively as the basis for future teaching; for example, pupils conducted a traffic survey for homework and this was used by the teacher to extend pupils' understanding of tally charts and block graphs.
26. Where teaching is unsatisfactory, teachers' knowledge and understanding of the subject is insecure and there is insufficient challenge for lower attainers; for example, in a science lesson lower attainers were given a much less exciting activity than other pupils. The pace of the introductory talk is slow as teachers take too long preparing pupils for group activities and this leads to restless behaviour. Teachers do not relate sufficiently well to pupils and occasionally the teacher's manner is intimidating. Planning is unsatisfactory because of the inappropriate nature of the tasks; for example, in an English lesson pupils were asked to compare one of the teacher's boring lessons with an imaginary horrendous and frightening disaster at the school. Assessment information is not used sufficiently well to group pupils according to attainment; for example, in a science lesson groups of pupils were arranged according to attainment in English rather than in science.

27. The quality of teaching of pupils with special educational needs is good and as a result these pupils make good progress. Teachers and classroom assistants encourage pupils to view their work positively. Resources are used well to encourage and actively promote pupils' learning in an enjoyable way. Targets in the individual educational plans are well defined and involve appropriate small steps in learning. Teachers plan objectives and activities for pupils in their classes under the guidance of the special educational needs co-ordinator. Support staff are well deployed to assist pupils with special educational needs to work alongside other pupils effectively.
28. The school has implemented the national strategies for literacy and numeracy effectively. Teachers have good knowledge and understanding of the teaching of English and mathematics and this enables them to use the strategies well and to plan successful lessons. Teachers develop literacy and numeracy satisfactorily in other subjects; however, the use of information technology to support learning across the curriculum is limited.
29. In the previous inspection there was a similar amount of unsatisfactory teaching as in this inspection; however, there was no very good or better teaching whereas in this inspection one in five lessons were judged to be very good or better. This represents a significant improvement in the overall quality of teaching at the school, particularly at the end of Key Stage 2. The quality of teaching for children under the age of five has declined since the previous inspection and at the present time is at an unsatisfactory level. The school's capacity for further improvements is satisfactory provided that the present high level of unsatisfactory teaching in the class for under-fives is resolved.

37. **The curriculum and assessment**

30. The school provides a broad and balanced curriculum that meets the statutory requirements of the National Curriculum. The school has taken the opportunity of the introduction of the national strategies for literacy and numeracy to review the structure and effectiveness of the curriculum. Sufficient time is given for each area of the curriculum with additional time provided rightly for the teaching of literacy and numeracy. Time allocations for all subjects are now sufficient for them to be taught in adequate depth. The curriculum for children under the age of five is unsatisfactory and there is no guidance to assist teachers' planning. The school is now well placed to meet its curriculum aims effectively at Key Stages 1 and 2. Pupils in Years 5 and 6 receive an especially lively and enriching curriculum.
31. There is satisfactory promotion of the pupils' intellectual, physical and personal development at Key Stage 1 and Key Stage 2 though these areas are unsatisfactory for pupils under the age of five. The national strategies for literacy and numeracy help to maintain the school's high academic standards in both subjects. As teachers' confidence grows, the school is identifying more opportunities for the skills learned in literacy and numeracy lessons to be used in other subjects. The school has recently introduced new curriculum policies for many areas. A very good policy for art has been written by the co-ordinator which contains helpful guidance for the non-specialist. In other subjects, such as science and design and technology, the school has adopted the national guidelines. Sex education is taught in Years 5 and 6 when the expertise of the school nurse is used and appreciated by the school. The school has a full programme of social education including drug awareness. Pupils have good opportunities to discuss social and personal issues which particularly concern them. Older pupils are involved in setting class targets for behaviour and individual targets for academic improvement and these are discussed with teachers.
32. Pupils have equality of access to the whole curriculum. The content of lessons and range of subjects taught has been overhauled in the past two years and is reviewed regularly by the senior management team and this ensures equality for pupils of all levels of attainment. The school makes satisfactory provision overall for pupils with special educational needs. At Key Stage 1 and Key Stage 2 the provision is good; special educational needs' procedures comply with the Code of Practice and help pupils to be taught an appropriate curriculum. The identification of children with special educational needs under the age of five is unsatisfactory as assessment procedures are not used sufficiently as an early indicator of special educational needs. At Key Stage 1 and Key Stage 2 good assessment procedures are used well to identify and enable the provision of effective support for pupils with special educational needs. Individual educational plans are of good quality and are well translated into

teachers' short-term planning and matched well to pupils' needs.

33. The curriculum for children under five years old is not planned well enough. It is based on subjects of the National Curriculum, rather than the recommended areas of learning for children of this age, and does not contain sufficient guidance to help teachers to plan work at a suitable level. The curriculum does not show how children will be introduced to work in the lower levels of the National Curriculum.
34. Teachers at Key Stages 1 and 2 make good use of the national guidance to plan lessons in reading, writing and mathematics. Medium-term plans for all subjects are detailed and helpful, and teachers use them to prepare lessons. The skills, knowledge and understanding which pupils should acquire in lessons are not identified systematically in planning. Some teachers use the guidance efficiently, but others re-write items unnecessarily, particularly when the plans are drawn from national policies and guidelines. Some policy documents include helpful advice for the non-specialist; for example the policy for art. Most co-ordinators have insufficient opportunities to monitor their subjects effectively. The co-ordinators for English and mathematics have opportunities to observe teaching in their subjects and know what pupils learn in lessons. Co-ordinators in other subjects do not have such opportunities. Monitoring of planning by co-ordinators is a very recent innovation and there has been insufficient time for this to have any impact on curriculum provision.
35. The school provides a satisfactory range of extra-curricular activities to enhance the curriculum. There are clubs for soccer, netball and music. Pupils at Years 5 and 6 make a residential visit to an activity centre where they have tuition in computer skills as well as access to a wide range of outdoor activities. A member of the clergy is a regular visitor to school and he often leads assemblies. The school nurse visits infant classrooms to explain what happens during hearing tests and this is linked to the work in 'Ourselves and sound' in science. The nurse, and a parent who is a dietician, talk to older pupils about healthy eating. Other visitors include an artist, a parent who brings in a baby to help younger pupils understand how we grow, and an expert in environmental waste who helps older pupils understand some of the problems associated with careless waste disposal. The school makes good use of the locality by visiting the church to help with work in religious education. Pupils look at houses ranging from those being built on a nearby estate to the oldest houses in the village as part of their work in history. Very good improvements have been made to the school's grounds and these assist teaching and learning in science and physical education lessons. A minority of parents had concerns about the provision for extra-curricular activities; inspection evidence shows that the school provides a satisfactory range and number of extra-curricular activities which are well attended by pupils.
36. There has been improvement in the school's curriculum except for children under the age of five since the previous inspection. At Key Stage 1 and Key Stage 2 the adoption of the national strategies for literacy and numeracy and national guidance for other subjects ensures that there is a proper balance to the whole curriculum. There is now sufficient time given to the foundation subjects. Planning now ensures that new learning is built on previous work at both key stages, and many pupils, particularly the older ones, are involved in setting their own targets. Some policies now contain very good guidance to assist planning.
37. The assessment of the attainment and progress of children under the age of five is unsatisfactory. There is no policy or written procedures to assist teachers. The initial assessment of children's attainment does not give a clear picture of pupils' attainment as there are very few entries in the school's documentation. The assessment records are not sufficiently built upon to provide information for teachers to plan the next step of learning for the children. Documentation does not give sufficient detail to enable teachers to plan for the children's needs when they transfer to Year 1.
38. The school has good systems in place to assess pupils' work and progress at Key Stage 1 and Key Stage 2; this is an improvement since the last inspection. The senior management team monitors the progress of every pupil from the beginning of Year 1. At Key Stage 1 and Key Stage 2 meticulous records of pupils' achievements in national and optional tests are kept and the information is passed on to teachers to help them to identify areas where pupils may need help. The records are also used to set targets for

individual pupils and for the whole school, particularly at the end of Key Stage 2. A good recording system for both academic attainment and social behaviour has been introduced very recently. A new reading record which quickly identifies the levels at which pupils are working is especially useful but this is not used consistently throughout the school. Teachers have good knowledge of pupils' progress in literacy and numeracy lessons. Exercise books are marked conscientiously. The marking of books is good overall. Teachers assess pupils' work well, particularly in English and mathematics, and use the information gained satisfactorily to plan future work.

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

39. The provision for pupils' moral and social development is good overall and the provision for spiritual and cultural development is satisfactory. The pupils respond well in these areas. The aims of the school are shared by the school community and have a positive effect on the ethos of the school.

40. The provision for pupils' spiritual development is satisfactory. Assemblies and religious education lessons, give pupils some opportunities to reflect on their own feelings and those of others and to consider special occasions and festivals. Pupils enter assemblies quietly, while listening to music, and teachers encourage pupils to be aware of social and moral issues. Although there are times when teachers encourage pupils to be reflective through activities such as prayer and personal writing, this aspect is under developed and inconsistent throughout school. There is no systematic planning of opportunities for pupils to express awe and wonder across the curriculum. There are close links with the local church and the vicar visits regularly.

41. Provision for moral development is good overall; however, teachers do not give children under the age of five sufficient guidance to enable them to behave in an acceptable manner consistently in small group activities. The school teaches its pupils the difference between right and wrong. Pupils are aware of school and class rules and the reasons for them. The school encourages good work and behaviour through a system of rewards including house points for older pupils. Pupils show respect for each other and teachers expect pupils to care for their environment appropriately. Members of staff encourage pupils to value one another and celebrate each other's success; individual achievement is frequently celebrated in assemblies. Pupils play and work well together. Older pupils are protective of the younger ones. In classes, pupils are encouraged to give support to each other and good examples of spontaneous care and concern for others are often seen.

42. The school makes good provision for pupils' social development. The school offers a range of activities to develop social skills through collaborative work and group activities. Teachers use 'circle time' to discuss such aspects as co-operative working, relationships and friendships. The school provides a satisfactory range of extra-curricular activities. Members of staff encourage pupils, including those with special educational needs, to participate fully in the school community and to develop an understanding of responsibility and citizenship. They take responsibility happily for helping in class and doing specific tasks, such as taking messages and delivering registers. Pupils at Year 6 are given specific duties when teachers provide opportunities for pupils to organise equipment in assembly, distribute milk through school and help younger children on the playground. Teachers encourage pupils in some classes to set and evaluate their own weekly targets for developing good attitudes and behaviour. The school provides good opportunities for pupils to make suggestions for improvements to the school environment; for example, pupils contributed ideas to a playground project and were involved directly in planting trees and preparing the mosaic in one of the seating areas. Pupils enhance further their social skills through their contact and work with the many visitors who are invited into school, including parents, volunteers and members from the emergency services. A representative from a local environmental group has helped pupils to consider the importance of recycling waste. Residential visits for older pupils give them opportunities to learn about living and co-operating together in a community setting away from home. The pupils contribute to a good range of charities including ones for children who are less fortunate than themselves.

43. The school's provision for pupils' cultural development is satisfactory. Pupil's cultural education is promoted in art, music, geography, history and religious education. Pupils gain close insights into their

own local heritage through purposeful use of the local environment, including study of the immediate and surrounding area. In history and geography pupils study a good range of cultural aspects, which includes researching legacies of the past; for example, language left behind by the Vikings and the Romans. Pupils are taught to accept each other regardless of gender, race or perceived ability. Although pupils have opportunity to learn about other religions, the school recognises that this area could be developed further to promote deeper insights into the customs and festivals of other faiths and of the diversity and richness of other cultures.

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

44. Children under five in the reception class establish effective relationships with other children and adults and are well supported by the older children in school. Their induction into the reception class is carefully planned and considered but unsatisfactory teaching limits children's personal and social development and little monitoring of their progress takes place. At Key Stage 1 and Key Stage 2 the school provides a good level of support, guidance and welfare for its pupils. Pupils are happy to come to school and cope effectively and confidently with school life. Teachers clearly know their pupils very well and plan lessons accordingly. Parents recognise that the school fosters positive caring attitudes and are happy with the help and guidance it provides.
45. The school has good procedures at Key Stage 1 and Key Stage 2 for monitoring pupils' progress and personal development. At Key Stage 1 and Key Stage 2 a range of testing and assessment procedures are in place to monitor effectively the progress and personal development of pupils. Pupils' annual reports are good, highlighting both strengths and weaknesses. Pupils identified as having special educational needs are well supported by staff and they make good progress. Acting upon an issue raised at the previous inspection, the school has developed a very clear action plan to identify pupils with special educational needs at Key Stage 1 and Key Stage 2 but insufficient progress has been made to identify children under the age of five with special educational needs. Individual education plans for these pupils at Key Stage 1 and Key Stage 2 set useful, well-defined targets.
46. The behaviour of pupils is good. Teachers and other staff maintain good discipline in a calm effective manner. Throughout Key Stage 1 and Key Stage 2 pupils work well with their teachers, responding positively to praise and encouragement. In addition to the whole school system of rewards, teachers use other well-chosen strategies for promoting and encouraging good behaviour; these strategies result in some children with challenging behaviour gradually beginning to recognise what sort of behaviour is expected of them and responding accordingly. Pupils' attendance is good and absences are monitored effectively.
47. The arrangements for promoting pupils' overall health, well being and health and safety are satisfactory. Health education and some aspects of drug awareness are addressed through themes and topics in several subjects of the National Curriculum. The school nurse assists with the sex education programme for older pupils. A safety course run by emergency services gives older pupils the knowledge and experience to help them cope with emergency situations. This project contributes positively to the pupils' welfare. Teachers and support staff at Key Stage 1 and Key Stage 2 provide a good level of supervision and carry out their duties in a caring way. Comprehensive procedures are in place for first aid, reporting accidents, pupils' medication and fire drills. The school follows local education authority guidelines for health and safety and the governing body has adopted its own policy with procedures for regular safety audits around the school premises. The school does not, however, have procedures for carrying out formal risk assessments of work place activities and for all educational visits. Child protection procedures are firmly in place and members of staff are aware of the requirements.

55.

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

48. The school's partnership with parents and the community has a positive effect on the quality of education and is one of the school's strengths. Parents are correct in their view that the school encourages them to play an active part in their children's education.
49. The school gives clear, very useful information to parents and encourages them to become involved in

their children's work. Newsletters are well presented, readable and purposeful. Parents' views indicate strong support for the school. Parents are happy with the standards achieved by their children. They can talk informally to staff at any time and there are appropriate formal opportunities for them to meet with teachers to discuss pupils' progress. The majority of parents attend open evenings. Annual reports are very informative. They generally show a good knowledge of the pupils and the work they have covered and include targets for future improvements. The school works closely with parents of children with special educational needs. Parents are informed of the school's concerns about their child though usually this does not happen until children are in Year 1. Parents are invited to attend reviews and the school keeps them well informed of the children's progress.

50. The school has done much over the past few years to establish effective relationships with parents. Parental involvement makes a significant contribution to both the pupils' progress and to the life of the school. Many parents work regularly in classrooms, accompany school visits, support school concerts and events and are very effective fund-raisers. The considerable sums raised each year benefit both the school community and a chosen charity. The school gives parents details about topics and work their children will be studying to enable them to support their children's learning further. Curriculum evenings provide information about literacy, numeracy and ways in which to help their children with reading. Parents support the school's new policy on homework and they feel the provision has drastically improved. Parents listen to their children read and make comments in the home-school diaries. Some parents provide invaluable support by running extra-curricular activities.

51. The school has sought various ways to establish good links with the local community. Productive links with the high school ensure pupils are well prepared for secondary education. Close links with the local cluster of schools enable staff to discuss curriculum issues and share resources. Pupils study the local area; for example, they have conducted a survey on Victorian houses in the village. The school has close links with the church and its clergy. The church is used as a resource and for special celebrations and worship. The school makes use of visitors with special knowledge to enhance areas of the curriculum; for example, parents and grandparents talked to pupils at Year 1 about their memories and feelings about the first landings on the moon. A useful visit to the local jam factory as part of a design technology topic introduced children to jobs in the workplace and enabled them to see technology at work.

59.

## THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

### 59. Leadership and management

52. The overall leadership and management of the school are satisfactory. The deputy headteacher has been in post for just over two years and has spent ten months of that time as acting headteacher during the headteacher's secondment to another school. Some governors and some teachers feel that the headteacher's absence has had an unsettling effect on the school. This cannot be substantiated nor repudiated with any certainty. It is clear, however, that during the headteacher's secondment many essential planned initiatives came into place, especially in the school's curriculum. The National Literacy Strategy has been implemented and preparations have been made for the National Numeracy Strategy to be taught from the beginning of the current term. Teachers use the national policies for science, design and technology, geography and history and a new scheme of work for art is used at both key stages. Taken together, these changes have considerably improved the curriculum which was heavily criticised in the previous inspection report. Teachers have worked hard, initially under the guidance of the acting headteacher and now following the return of the headteacher. They have a clearer understanding of how the elements of the National Curriculum fit together. The headteacher and the deputy headteacher have brought about some difficult changes and the school is now in a good position to move forward even further.
53. The governing body has a good strategic view of the school's function and future. There are active committees for curriculum, finance, staffing and premises with a properly formed staffing appeals' committee in place. The governing body and sub-committee minutes are clear and concise and give a good picture of the governors' work. Governors have given good support to the school during the headteacher's secondment and are anxious to make any changes which will help the school to improve further. The school is well placed for further improvement with the governing body, the senior management team and the teaching staff's determination to work as a cohesive unit for the benefit of the pupils at the school.
54. The governors and the senior management team acknowledge that weaknesses exist which need to be addressed. The school does not fulfil its statutory obligation to appraise teachers annually. The absence of a system of appraisal which is linked to teachers' job descriptions is a hindrance both to progress in teachers' professional development and to improvement in classroom practice. Managers and teachers need to agree sensible targets for improvement and these need to be reviewed annually.
55. The role of the curriculum co-ordinators has improved since the previous inspection but there is still a need for further development. Teachers now have a responsibility for one or more curricular areas. In some instances teachers have written new policies, schemes of work or guidance for teachers. Decisions have been made to adopt national policies or commercial schemes for curriculum areas. The co-ordinators in English and mathematics have opportunities to monitor classroom practice and pupils' learning; however, these opportunities are not available to co-ordinators of other subjects so that they can decide using first hand evidence how further improvement can be made in the subject for which they are responsible. The very recent decision to ask co-ordinators to monitor colleagues' planning is a positive move in helping them to fulfil their role; however, co-ordinators are not yet monitoring pupils' work in exercise books, on walls or on display. The co-ordination of provision for children under the age of five is unsatisfactory; insufficient attention has been paid to providing either a scheme of work or assessment procedures, to assist teachers to plan and to assess children's progress. Little attention has been made to provide a stimulating learning environment for these children.
56. The recently appointed co-ordinator for the school's special needs provision has made a good start in her task; however, the roles and areas of responsibility are not clearly known by teachers and parents. Newly appointed staff are well supported. The school's policy for equal opportunities is seen in the successful attempts to raise the self-esteem of all pupils and in the celebration of the pupils' talents.
57. The school development plan sets targets for three years though these are not costed. It covers the



important aspects of the school's life and lists tasks under headings such as 'leadership and management', 'curriculum', 'partnership and 'professional development'. Areas for development are identified and training needs and resources are listed.

58. The school has a satisfactory ethos. It succeeds in most of its aims especially those relating to developing pupils' confidence and sense of responsibility to others. Pupils are kind to one another and respectful to adults. They are polite to one another, to adults working in the school and to visitors. Relationships between adults and pupils are based on mutual respect. Most teachers have high expectations of the pupils and pupils work hard to fulfil those expectations.

66.

59. The school has made satisfactory improvement overall since the last inspection. The leadership and management of the school have been successful in maintaining high academic standards by the time pupils leave the school. Significant improvements have been made in the quality of teaching at Key Stage 1 and Key Stage 2 but the quality of teaching for children under the age of five has declined. The school has ensured that curriculum co-ordinators are now in place for nearly all subjects and teachers carry responsibility for at least one curriculum area. This is an improvement since the previous inspection. The management of the school has not, however, ensured that co-ordinators are fulfilling their role as effectively as they should be, especially for children under the age of five, and in evaluating the results of teaching and in monitoring pupils' attainment and progress. Curriculum management and planning have improved since the previous inspection and the recently introduced assessment procedures ensure accurate forecasts can be made; however, this is not the case for children under the age of five where curriculum guidance and assessment procedures are unsatisfactory. The school is well placed to maintain its high academic standards in the core subjects of English, mathematics and science and to give pupils a full and well-balanced curriculum provided that the current weaknesses in provision for children under the age of five are addressed as a matter of urgency.

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

60. The school has an adequate number of well-qualified staff to teach the subjects of the National Curriculum and children under the age of five. Recent appointments have improved the level of expertise available within the school in the areas of information technology and early years' education; however, the newly appointed teacher with early years' expertise, though efficiently employed as the special educational needs co-ordinator and teacher of Year 1, has no direct involvement in the teaching of children under the age of five. Subject co-ordinators are appropriately knowledgeable and experienced to lead the subjects of the National Curriculum, however, the quality of knowledge and expertise in the current teaching and management of under fives' is unsatisfactory and adversely affects the children's attainment and progress. There are a sufficient numbers of support staff, who are trained and experienced, and who provide good levels of help to pupils, particularly those with special needs.

61. Professional development of staff is not sufficiently formalised and insufficient attention is given to improving individual teachers' performance to improve the quality of teaching and pupils' progress. Good support is given to teachers new to the school. No staff appraisal has taken place over the last two years and there are no annual individual interviews with staff to discuss their professional needs and to set targets for the following year. Job descriptions are only at the draft stage. There has been, however, good training and support of staff in relation to literacy and numeracy and in the development of consistent planning and assessment procedures at Key Stage 1 and Key Stage 2.

62. The level of accommodation is satisfactory. There have been considerable improvements to the accommodation over the last few years, and facilities are satisfactory for the needs of the curriculum except that there is no school library to enable pupils to develop further their research skills. Considerable improvements have been made to the grounds over the last eighteen months and they offer a very good outdoor resource to support the teaching of physical education and science. The organisation of space and the quality of display in the classroom for the under-fives is unsatisfactory; it provides a drab and unstimulating learning environment which does not enhance children's self selection of resources to develop their independent learning. Resources for learning are satisfactory

including resources for children under the age of five and pupils with special educational needs. Good use is made of visits to the local area and to museums and of visitors to school. They enrich the experience of the children. The school has identified the need for more non-fiction books to support geographical studies and fiction books for higher attainers to improve standards further.

63. Since the last inspection, there have been improvements in staff expertise and confidence in teaching all subjects of the National Curriculum though the staff expertise and confidence in teaching children under the age of five is now unsatisfactory. Accommodation and resources too have been improved and developed, though the establishment and stocking of a school library has not yet been achieved. The school's capacity to improve further is good.

#### 71. **The efficiency of the school**

64. The quality of financial planning is good. The governing body, through its finance committee, monitors closely the current year's budget and other school funds. The minutes of the governing body and of the finance committee minutes show clearly the depth of governors' involvement in financial management of the school. The governing body ensures that options are discussed before finalising the following year's budget. Service agreements are carefully considered to give best value; for example, grounds' maintenance. The local education authority's peripatetic bursar advises on the longer-term financial situation based on expected allocations of funding and anticipated pupil numbers. Governors set priorities in the school development plan covering a two-year period but the initiatives are not costed. The governors seek funding from sources other than the local education authority to enhance provision for the pupils at the school. Governors monitor the school improvement grants effectively; however, the projected use of the funding is not specified in the school development plan. The school uses the allocations of funding for pupils with special educational needs well to provide additional classroom helpers and to allow the special educational needs co-ordinator to fulfil the roles and responsibilities of the post.
65. The management of the school deploys teachers and support staff satisfactorily overall to ensure good educational outcomes by the end of Key Stage 2. Good use is made of the capable classroom helpers to assist pupils. Resources are used effectively particularly to support the school's literacy and numeracy strategies. Overall the accommodation is used well. The recently created information technology room and the suite of computers are timetabled to provide good opportunities for groups of pupils to be efficiently taught new skills and to consolidate existing learning. The reception classroom is not used sufficiently well, however, to create an attractive and welcoming working environment for children under the age of five. The hall murals reduce the opportunity for teachers to display current pupils' work and no provision has been made for a library at the school to develop further pupils' research skills.
66. The financial control and school administration are very good. The latest audit by the local authority identified very good procedures for purchasing goods and the minor recommendations have been implemented. There are very effective systems to keep the finances in good order by the school administrator and through the involvement of the local education authority's peripatetic bursar; this ensures accurate up-to-date financial information is available for the headteacher and governors.
67. In relation to the educational standards achieved by the pupils, the quality of education provided, the effectiveness with which resources of staffing, accommodation and learning resources are used, the school gives satisfactory value for money.

75. **PART B: CURRICULUM AREAS AND SUBJECTS**

75. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

68. The provision for children under the age of five is unsatisfactory. At the time of the inspection there were 20 children under the age of five who were all taught in the reception class. Children's attainment on entry to the school is generally above that expected of four-year-olds. Children make unsatisfactory progress overall; in the nationally recommended areas of learning they make unsatisfactory progress in personal and social development, in mathematical development, knowledge and understanding of the world and creative development, but they make satisfactory progress in language and literacy and physical development. Most children by the age of five meet the nationally recognised desirable learning outcomes in all the areas of learning though in language and literacy they exceed the expected standards. The majority of children are working in the lower levels of the National Curriculum in English before the age of five.

69. In personal and social development by the age of five most children attain standards that are in line with those expected of their age; however, their progress is unsatisfactory due to inadequacies in the quality of teaching. Children enter the school happily and quietly. They part from parents confidently and relate well to members of staff and other children. Most children are beginning to listen and, generally, follow instructions. The children's behaviour is inconsistent; at times it is good, particularly in whole-class activities, but in group work they quickly become bored with unchallenging activities and misbehave. On occasions children occupy themselves in activities unrelated to the lesson focus; for example, in a mathematics lesson they drew around their face in felt tip pens instead of writing numbers and in another lesson they flicked glue at each other rather than stick coloured tissue onto paper. The quality of teaching is unsatisfactory. The organisation of entry to school is unsatisfactory; children line up in the playground and enter a very small cloakroom together, which results in much congestion and difficulties for parents in assisting their children. The classroom assistant helps children at the start of the day while the teacher remains in the classroom and, appropriately, greets children and parents. Teachers give relevant and useful information to encourage parents to be involved in their children's learning; for example, the home-school diary keeps parents well informed about their children's personal development. The room is organised suitably for activities but the classroom does not present an attractive and welcoming learning environment. Teachers provide children with too few opportunities to select their own equipment and to become increasingly independent learners. The management of children's behaviour is unsatisfactory, particularly at times when children are working in small groups.

70. In language and literacy by the age of five children attain standards that are above those expected in this area of learning. Children's progress is satisfactory. They speak in sentences and most are confident speakers. A few pupils are less confident though they are gaining in confidence they still find difficulty speaking in front of others. Higher attainers by the age of five can read a wide range of words and are beginning to work out unfamiliar words using initial letter sounds. They know the difference between authors and illustrators. Most children read simple words accurately and talk enthusiastically about a story. Lower attainers recognise the name of the character in a story and are beginning to realise that print conveys the meaning of the pictures. Children practise writing their names correctly and many are now using upper and lower case letters. Higher attainers write and spell short words accurately such as 'in', 'is' and 'it'. The quality of teaching is satisfactory. Teachers have satisfactory knowledge and understanding of this area of learning; they enter into discussion with children and use questioning effectively to assist learning. Planning is very clear and detailed and follows the recommendations of the National Literacy Strategy. There is an appropriate balance between whole class, small group and individual activities. Time set aside for discussion as a whole class develops children's speaking and listening and self-esteem effectively. Teachers use learning resources satisfactorily to encourage children's interest in the work and to provide additional learning opportunities. Some checking of individuals' learning takes place but the recording of information in children's profiles is unsatisfactory.

71. In mathematical development by the age of five, children's attainment is in line with the standards expected though they make unsatisfactory progress. Children count together up to 30 and in small

group work they practise counting using a number line. Higher attainers can sequence numbers up to nine independently. They know 19 is one less than 20. Lower attainers learn to count up to five objects accurately. Most pupils count back from six with some help. They learn the names and recognise shapes such as 'triangle', 'square' and 'circle'. The quality of teaching is unsatisfactory. Teachers' knowledge and understanding of this area of learning is insecure; children are given little direction and they are left very much to their own devices for extended periods of time. Teachers' expectations of children are too low considering their prior attainment and capabilities. Teachers' low expectations of children's work and behaviour results in unsatisfactory progress and unacceptable behaviour. Lesson plans lack detail and planned activities sometimes do not take place. Teachers plan insufficient work for the children and, frequently, too few children are engaged actively in mathematics which results in a slow pace of learning. The organisation of group work is unsatisfactory as too many diverse activities are taking place at the same time resulting in the teacher having too little time to ensure the lesson's learning objectives are met. Teachers keep some notes of children's attainments but few are recorded, and planning does not reflect previous assessment information. Teachers deploy classroom helpers well to assist groups of children and on these occasions children make satisfactory progress; for example, a helper gave a small group of children effective opportunities to practise weighing out ingredients in order to make raspberry buns and children gained greater understanding of weighing in a purposeful and interesting activity.

72. In knowledge and understanding of the world and in creative development, most children by the age of five meet the standards expected in these areas of learning though their progress is unsatisfactory. Children wash their hands before mixing ingredients for baking and they give reasons why it is necessary. They talk enthusiastically about their baking experiences at home. Children enjoy mixing flour, margarine and sugar. They find pictures of the desert in a book and make a drawing in coloured pencils. They observe objects looking through different colours of cellophane and are fascinated by the changes they see. Children gain a deeper understanding of making colours by mixing primary colours together. They enjoy singing and begin to recognise the difference between loud and quiet sounds. Children remember the words of songs and sing enthusiastically. They learn to play the rhythm of their names on percussion instruments. The quality of teaching is unsatisfactory overall. Teachers have insufficient knowledge and understanding of how to stimulate children's interest and of how to build on children's previous learning. Expectations of children are low and activities lack challenge; for example, children of above average attainment were given the task of sticking different coloured tissue paper onto paper to see the effects of overlapping colours. A lack of suitable challenge led to children misbehaving. Planning is clear but activities are not appropriate for the level of attainment of the children. Through poor organisation teachers miss opportunities to extend children's learning; for example, children walked around the grounds of the school in a long line to observe the change in the colour of leaves but teachers did not group children together at appropriate points to focus children's observations. Assessments in these areas of learning are unsatisfactory and provide insufficient information for teachers to plan future learning to speed up progress. Where teaching is satisfactory, teachers build on previous learning; for example, children studied key points of a map following previous work based on a walk around the village. Teachers and classroom assistants manage children well and the teacher spends time with each group. The satisfactory teaching results in good response and behaviour and children making satisfactory progress.
73. In physical development, children's attainment is in line with that expected of five-year-olds and children make satisfactory progress. They enjoy physical education lessons. They undress confidently and leave their clothes neatly on desks. They dress suitably though some children have plimsolls on and others take part appropriately in bare feet. Children skip merrily around the room and consider the space of others and most children react immediately to the teachers' instructions. Children begin to move around the room excitedly on hands and feet in different ways. They enjoy balancing beanbags on different parts of their bodies. Most children learn to throw a beanbag in the air but are unable to catch it, although some higher attainers quickly learn how to throw a beanbag into the air, clap their hands and catch it. When using a computer the children gain increasing fine control of their hand movements when they move objects around the monitor screen using the 'mouse'. The quality of teaching is satisfactory. Teachers have suitable knowledge and understanding and provide an adequate range of activities to suit the age of the children and develop their skills; they give clear instructions and challenge children to find different ways to move around the hall during physical education lessons, for example. Planning is satisfactory. There is effective organisation of groups and this leads to a brisk

pace of learning. The classroom assistant provides effective encouragement and help to less confident children in physical education lessons and gradually this helps these children to improve their performance.

74. The leadership and management of children under the age of five are unsatisfactory. Overall children under the age of five make unsatisfactory progress; by the time they are five their attainment is not high enough in relation to their capabilities. This is the result of mainly the unsatisfactory quality of teaching and co-ordination of early years provision. The co-ordinator for early years, who is also the class teacher of children under the age of five, has insufficient understanding of the ways to improve the unsatisfactory provision for these children. Members of the senior management team have placed a high priority for over a year on improving the quality of teaching for the under fives by conducting observations in the classroom and providing support. Teachers and classroom assistants have received additional training but the school does not have a scheme of work or assessment procedures to guide teachers' planning. The accommodation is spacious though there is no direct access to a separate outdoor play area for children under the age of five to enhance their physical development. The organisation of the room and the poor quality of the furniture create difficulties for teachers to provide a welcoming and exciting workplace with easy access to equipment for children to develop their independence. Despite the shortcomings of the accommodation the co-ordinator has not ensured that the best use is made of it; for example, the labelling of equipment areas is untidy, the luminous brightly-coloured backing of display boards and the poor presentation of children's work detract from the small quantity of work on display, the role-play area and resources are untidy and dirty. The assessment of children's attainment and progress lacks rigour and the information is not built upon sufficiently to provide a curriculum suited to children's individual requirements; for example, children with special educational needs are not identified and helped early enough in the reception class and this creates problems for these children as they enter Year 1. This year the teacher at Year 1 placed a significant number of pupils on the special needs register. Their behaviour and learning difficulties should have been recognised and responded to in the reception class.
75. The provision for children under the age of five has declined since the previous inspection and is now at an unsatisfactory level. The capacity for improvement is compromised by the present unsatisfactory quality of teaching and the lack of suitable curriculum guidance and assessment procedures.

### 83. THE CORE SUBJECTS

83.

#### **English**

76. The 1999 National Curriculum tests for 11-year-olds show that the performance of pupils in English is well above the national average and well above the average of pupils from similar backgrounds. The National Curriculum tests for seven-year-olds in 1999 show that the performance of pupils is well above the national average in reading and in line with the national average in writing; in comparison to schools with pupils of a similar background, pupils' performance is in line with the average in reading and below average in writing.
77. Inspection findings judge standards to be well above the national average by the end of Key Stage 2, and by the end of Key Stage 1 to be well above the national average in reading and above the national average in writing and in speaking and listening. Inspection evidence concurs with the results of the national tests by the end of Key Stage 2; the differences at Key Stage 1 with regard to writing reflect both the different composition of the class group and the recent focused teaching on this area of learning. Standards by the end of Key Stage 2 have remained well above average over the four-year period 1996 to 1999. Over the three-year period 1996 to 1998 the performance of girls was well above the national average and boys' performance was above the national average. No differences in the performance of girls and boys were observed during the inspection.
78. Pupils' spoken English and ability to listen are above the national average at both key stages. By the end of Key Stage 1 pupils listen and concentrate well, following ideas and responding relevantly to

questions. They speak confidently, clearly and with interest about a story or work with which they are engaged. They formulate and structure their thoughts and use well-chosen vocabulary. By the end of Key Stage 2, pupils express their understanding and viewpoints in a considered and well-developed way. They pay close attention to what others say, and engage in the to and fro of discussion skilfully. They choose their words well to clarify meaning and adjust style to meet the demands of different circumstances; they are equally successful in giving a formal explanation to their teacher as in exploring and sharing ideas with their peers in small group discussion.

79. Pupils' reading is well above average by the end of both key stages. By the end of Key Stage 1, pupils read both fiction and non-fiction books confidently. High and average attainers can explain the difference between fiction and non-fiction and know the function of a contents page and index. They can read aloud accurately and fluently, and they are proficient at working out difficult words. High attainers read with very good expression and can explain why they prefer some books to others. Both average and low attainers can talk about books they have read; for example, a low attainer talked well about what he had learnt about dinosaurs from a book he had read at home. By the end of Key Stage 2, pupils read widely for enjoyment and for information. They like reading, read a great deal at home, and have many books of their own. They read aloud fluently with attention to meaning and expression; and they are skilful in extracting key ideas from silent reading of a short non-fiction passage. They have a very good understanding of why it is important to consult a range of books to search for information, and they know how to make succinct notes; for example, in a history lesson younger pupils searched through a selection of books provided by the teacher to find out more about Victorian England.
80. Standards of attainment in writing are above average by the end of Key Stage 1 and well above average by the end of Key Stage 2. By the end of Key Stage 1 pupils write stories, descriptions and accounts accurately. They can write extended texts of a good length which are well shaped and structured and contain illuminating detail and an expressive choice of word and phrase. The quality of presentation is good. Most pupils use joined writing confidently and spell and punctuate well. By the end of Key Stage 2 pupils write in a range of genres with confidence and with a high level of technical accuracy and presentation. Narratives are lively and well-structured with a good sense of beginning, middle and end and make effective use of dialogue. Poems follow a variety of forms and make good use of imagery and expressive language. Accounts and explanations in history, geography and science make good use of an appropriate formal style and specialist language. Pupils have well-developed skills in drafting and in improving the quality of content, choice of language and accuracy of presentation.
81. Pupils' progress is good overall. At Key Stage 1 it is satisfactory in speaking and listening and in writing, and good in reading; progress in all these areas of the subject is built upon effectively at Key Stage 2. Pupils with special educational needs make good progress at both key stages because teachers draw up clear plans for their education. Pupils receive good support from teachers and classroom assistants.
82. During Key Stage 1 pupils listen with concentration and increasingly express their opinions. They build on the early reading experiences and continue to develop their reading by using letter sounds and blends of sounds to read unfamiliar words. Pupils begin to share their thoughts in writing with increasing accuracy of spelling and punctuation. At Year 1 pupils make good progress in developing their knowledge about books, and practise reading with a small group of pupils. During Year 2 pupils extend their reading and writing competence, gaining confidence in doing it independently. They begin to put events in stories into order and use descriptive words and phrases like 'in a short while', 'suddenly', and 'then'. Pupils' handwriting and presentation of work improve and their reading becomes more fluent.
83. Pupils during Key Stage 2 extend the range of their reading, and their skills through focussed group reading and comprehension activities in the literacy hour. They develop an increasing appreciation of the distinctive features of different genres of text and begin to employ them successfully in their writing. Pupils at Year 4 make good progress in developing understanding of instruction sheets and through these exercises gain an understanding of bullet points and the value of diagrams in these texts. Older pupils learn about the structure of complex sentences. Pupils develop skills in drafting and in the understanding of what makes an effective piece of writing. They begin to draft and edit writing such as

a class newspaper report. Pupils gain confidence and skill in speaking in different situations for different purposes, and engage in discussion effectively, taking good account of what others are saying. During Year 6 pupils begin to discuss current affairs with confidence and insight and respond very well when sharing and developing ideas in small groups. Pupils with special needs make good progress learning frequently used words and letter sounds at Key Stage 1, and using the dictionary, improving their spelling and writing more interesting stories during Key Stage 2.

84. The use of reading and writing across the curriculum is satisfactory. Attention is paid to developing specialist language in many subjects. Pupils produce high quality reports in mathematics and science for investigations which include a clear reporting style of writing and use of tables. In geography and history pupils produce varied, extended pieces of writing well. Information technology is used to practise reading and writing though opportunities are limited; for example, pupils at Year 2 wrote about operating an electrical appliance as part of a science topic.
85. Pupils' response to English is generally positive. Most pupils enjoy reading and writing, and are keen to participate in discussion and in opportunities to express their ideas. At Key Stage 1, pupils are sometimes restless and inattentive though behaviour overall is satisfactory. At Key Stage 2, pupils have very good attitudes towards learning and they are highly motivated. The quality of participation of older pupils is exceptionally good; for example in one lesson pupils wrote articles for a class newspaper and showed high levels of interest and involvement and contributed very well to discussions. Pupils with special educational needs respond well and those at Year 4 respond very positively to the extra teaching and support they receive.
86. The quality of teaching at Key Stage 1 is satisfactory and at Key Stage 2 it is good. At both key stages there were examples of good teaching, and at Key Stage 2 there were examples of very good and excellent teaching. At Key Stage 2 there was unsatisfactory teaching in one lesson. Teachers plan lessons in accordance with the National Literacy Strategy well and have high expectations of pupils. On most occasions teachers manage their classes skilfully, establishing good order and motivating pupils to learn. At times at Key Stage 1 pupils are not handled firmly enough and occasionally activities have insufficient challenge, and as a result pupils' concentration and interest wane. Teachers at both key stages use a variety of methods and strategies successfully to consolidate and extend learning; for example the teaching of older pupils was particularly effective in the use of questioning and handling of discussion. Teachers use resources very well generally and the pace of lessons is well judged. Classroom assistants are very well briefed about their roles. Teachers plan well for pupils of all levels of ability. The minority of unsatisfactory teaching arises when the teacher abruptly changes the focus of discussion and fails to ensure pupils understand fully what is expected of them in a writing task and the teachers' manner is intimidating on occasions. The teaching of pupils with special educational needs is good. Work is well planned for the needs of these pupils, and activities and methods are well devised to stimulate and structure learning. Teachers and classroom assistants give these pupils very effective help and guidance and this enables them to make good progress and to work alongside the other pupils in the class on most occasions.
87. The leadership of the subject is good. The National Literacy Strategy has been implemented successfully. Teachers plan lessons well and this is having a positive effect on standards in reading. Teachers have benefited from helpful training and, subsequently, have introduced a good range of procedures to assess pupils' progress. This in turn means that teachers are able to match work accurately to groups and individual pupils. Reading tests are used effectively. The results help teachers draw up individual educational plans for pupils with special educational needs.
88. Monitoring of teachers' planning has recently commenced and the co-ordinator has some opportunities to monitor the quality of teaching. These features of the co-ordinator's role assist the maintenance of high standards; for example a recent evaluation of writing identified spelling as an area of concern and as a result all teachers set weekly spelling targets for class and personal spellings, and these are practised every day. The co-ordinator has a clear vision for the future development of the subject in the school and a practicable action plan to carry the subject forward. There is, however, no library and an inadequate number of non-fiction books; this limits the opportunities for pupils to search for information

to assist their studies.

89. Since the last inspection high standards of pupils' attainments have been maintained. Weaknesses noted in the previous inspection report have been addressed successfully, except for library provision. There is now good guidance as teachers following the National Literacy Strategy and this ensures consistency of approach throughout the school. Assessment procedures and records for reading have been developed and provide a more detailed record of progress. Methods for developing writing have improved. The school has maintained high standards since the last inspection and the quality of teaching has improved significantly. The school is well placed to maintain pupils' attainment at well above the national average.

97.

## **Mathematics**

90. The 1999 National Curriculum tests for 11-year-olds show that the performance of pupils in mathematics was well above the national average and above the average for similar schools. The National Curriculum tests for seven-year-olds in 1999 show that the performance of the pupils in mathematics was well above the national average and broadly in line with the average for similar schools.

91. The findings of the inspection show that by the age of eleven the performance of pupils is well above the national average. By the age of seven the performance of pupils is above the national average. Inspection evidence concurs with the national test results by the end of Key Stage 2. The discrepancy between inspection findings and national tests by the end of Key Stage 1 is due to differences between the composition of class groups. Standards by the end of Key Stage 2 over the four-year period 1996 to 1999 are well above average. Over the three-year period 1996 to 1998 the performance of girls was well above the national average and boys' performance was above the national average. No differences in the performance of girls and boys were observed during the inspection.

92. Pupils by the end of Key Stage 1 recognise coins up to £1 and complete simple shopping problems involving the purchase of three items. They write numerals to one hundred in both words and figures. They are adept at simple mental addition and give clear explanations of how they arrive at correct answers. When asked to explain how a number problem had been solved, one pupil replied 'I counted them in my mind'. They have a good understanding of the value of each digit in a number such as 93. The highest attaining pupils successfully add a sequence of five numbers containing hundreds, tens and units. They know that a shape having four right angles and four equal sides is a square.

93. By the end of Key Stage 2 pupils' attainment is well above average. They add, subtract, multiply and divide numbers accurately. They work with whole numbers and apply the skills they have learned when working with numbers to the second decimal place. Pupils have good knowledge of multiples and factors. They use their knowledge of number in new situations; for example, pupils are able to deduce that all the even multiples of three are also multiples of six. When working with triangular numbers pupils use their good understanding of number facts and number patterns to predict future numbers in the sequence. Pupils add and subtract simple fractions and calculate simple percentages. They collect data which they represent graphically. Pupils calculate the perimeter of regular shapes and devise a formula to help them calculate the area.

94. Pupils make good progress at both key stages. Pupils at Year 1 gain an understanding of the mathematical symbols for addition and subtraction and begin to use the language for subtraction such as 'take away' and 'difference'. They become increasingly proficient in working out simple subtraction problems and they find pairs of numbers whose difference is two. They learn that their daily routine is divided into daytime and night-time and that a clock helps them to know the time of day more exactly. Pupils at Year 2 begin to appreciate pattern in number and learn how to apply their knowledge of number pattern when solving problems. The highest attaining pupils find different ways to make thirty and begin to realise that they can use their knowledge of number patterns to help them to solve problems quickly.



95. At Year 3 pupils begin to use their knowledge of shape and symmetry. They learn the names of shapes and recognise three-dimensional shapes from their description. They develop good strategies for solving number problems, especially using doubling and halving when calculating addition and subtraction problems involving tens and units. At Year 4 pupils extend their skills of multiplication by using approximation to check their answers. A growing understanding of approximation is also evident when pupils practise addition problems involving hundreds, tens and units. Pupils at Year 5 extend their knowledge of number by learning to identify the range and mode of a sequence of numbers. They improve their knowledge of fractions when they reduce them to their lowest terms. They begin to identify different types of triangles and check their answers by measuring angles with a protractor. At Year 6 pupils gain a deeper understanding of place value and begin to employ this knowledge to solve number problems using both whole numbers and decimals.
96. Pupils with special educational needs make good progress at both key stages. They receive good quality support from their teachers and from other adults who work with them. Teachers are careful to include special educational needs pupils in the 'whole class' sessions of the National Numeracy Strategy. Work is carefully matched to their attainment level and this enables them to achieve success and build up their self-confidence.
97. Pupils find increasing enjoyment in mathematics as they grow older. Some of the younger pupils become restless during mental arithmetic sessions and teachers are aware of the need to keep these sessions short and sharp; older pupils are keen to demonstrate their mental skills and there is a healthy element of competition in many lessons. They make interesting and observant contributions to the oral parts of lessons and listen to their friends with courtesy and patience. Pupils work well in groups and settle to written or collaborative tasks without fuss and their good behaviour during these sessions is a significant contributory factor to the good progress made by pupils in both key stages. Older pupils take delight in demonstrating their knowledge to the class and volunteer willingly to lead a class presentation. They explain their ideas clearly and they use correct mathematical language. The presentation of work in mathematics varies in quality and neatness. In most classes, pupils and teachers appreciate the need to set work out carefully as an aid to working out correct answers. In some classes, however, work is produced haphazardly and pupils find it difficult to follow the mathematical process easily; for example, pupils drew angles freehand and this made the accurate measurement impossible. Pupils select and use equipment sensibly.
98. The quality of teaching is good in both key stages. At Key Stage 1 one quarter of the lessons were satisfactory and three quarters were good. At Key Stage 2 one fifth of the lessons was satisfactory, three fifths were good and one fifth was very good. Teachers are beginning to use numeracy effectively in other curriculum areas. In subjects such as art and design and technology, teachers are careful to use correct mathematical language when referring to angles, turns and tessellation. Information technology is not used effectively to support pupils' learning in mathematics. Teachers use the National Numeracy Strategy well and plan their lessons carefully in accordance with national guidance.
99. At Key Stage 1, teachers have high expectations of pupils which are usually fulfilled. Teachers are careful to give pupils tasks in which they can succeed. Great thought is given to assignment and the support which pupils with special educational needs receive. All pupils are involved in mental arithmetic and class discussions and teachers make good use of the pupils' contributions to move lessons forward. Lessons at Year 1 particularly capture the interest of the pupils and move at a lively pace. The marking of work at Year 1 is very sympathetic and very helpful. It serves as a reminder to teachers and support assistants of the kind of work which pupils need to do next in order to improve their mathematical ability. Classroom organisation is managed well and pupils know exactly where to go and what is expected of them.
100. Teachers at Key Stage 2 have good knowledge and understanding of mathematics. They use this knowledge to set assignments for pupils which enable pupils to succeed while challenging them to improve performance. At the beginning of each lesson teachers share the objectives for the day with pupils and time limits are often set for tasks. Pupils are encouraged to use correct mathematical

language and they are given time to explain how they have worked out the answer to a particular problem. Teachers help pupils to build new knowledge on known facts. Planning of lessons is based on the guidance for the National Numeracy Strategy and teachers are becoming increasingly confident in setting challenges to which the pupils respond enthusiastically. Good questioning by teachers often elicits good answers from pupils and in the best lessons teachers use pupils' answers as the basis for their teaching. If pupils give incorrect answers they are not demeaned and teachers are able to use the wrong answer as the basis for new teaching. The relationship between teachers and pupils is good and sometimes it is very good, and contributes significantly to pupils' progress in lessons.

101. There is satisfactory leadership and management of the subject. The National Numeracy Strategy has been introduced at the beginning of the current term and is being taught well. The co-ordinator ensures that the new strategy is taught effectively and that pupils benefit from the lessons through regular monitoring of teaching. Planning is monitored by the co-ordinator and she is able to help colleagues whenever problems arise. There are sufficient resources for the subject to be taught. Marking of exercise books is generally helpful and the assessment procedures to monitor pupils as they pass through school are good. Homework is set each week and this helps pupils and parents to be systematic in the completion of work.

102. Levels of attainment in mathematics have been maintained since the previous inspection and at the present time are well above the national average. Pupils' progress was judged to be satisfactory but now it is judged to be good at both key stages. These improvements are closely linked to the improvement in teaching. At the time of the previous inspection teaching was satisfactory but it is now judged to be good overall with some very good features. The school is well placed to maintain the present standards.

#### 110. **Science**

103. The National Curriculum tests in 1999 for 11-year-olds show that the performance of pupils is well above the national average and well above the average of schools with pupils from similar backgrounds. Teachers' assessment for seven-year-olds in 1999 show that the proportion of pupils attaining the level expected of their age and above is below the national average.

104. Inspection evidence shows that the performance of pupils is well above the national average by the end of Key Stage 2; this concurs with the results of the national tests. The inspection findings by the end of Key Stage 1 show that pupils' attainment is in line with the national average. The difference between the inspection judgements and the teacher assessment at the end of Key Stage 1 is accounted for by variations in groups of pupils between the present and the previous year and recent changes to the curriculum. The school has adopted, at the start of this academic year, the national guidelines for the subject and this is already having a positive impact on standards at Key Stage 1. There are no significant differences in the attainments of boys and girls. Pupils' attainments have been consistently well above the national average over the four-year-period 1996 to 1999.

105. Pupils by the end of Key Stage 1 interpret and draw conclusions from graphs depicting the results of their investigations of their favourite foods. They recognise the effects of exercise on their bodies. Pupils identify differences between babies, toddlers and themselves in respect of feeding, sleeping, moving and talking. They understand why some people need medicine every day. Pupils construct an electrical circuit and make a bulb light up. Pupils by the end of Key Stage 2 devise a 'fair' test and suggest effective ways of measurement in order to investigate the insulation properties of a range of materials. They draw and label parts of the heart. Pupils know the differences between solids, liquids and gases. They investigate the effect of beating a drum, and devise methods of measuring the vibrations.

106. Pupils make satisfactory progress at Key Stage 1 and very good progress at Key Stage 2. Pupils with special educational needs receive effective help from teachers and classroom assistants throughout the school and this enables them to take a full part in activities and to make similar progress to other pupils relative to their prior attainment. At Year 1 pupils begin to record investigations in the form of a

matrix; for example, they produced a table of information relating to their investigations of other pupils' eye and hair colour. They learn to identify sounds made by different instruments such as claves, drum, guitar, recorder and tambourine. Pupils during Year 2 gain an increasing understanding of the differences between electrical equipment in use at the school by sketching and observing if the electrical apparatus heats up, lights up, moves, or makes a sound or demonstrates a combination of these features.

They develop a greater understanding of scientific language. Pupils make very good progress at Key Stage 2 as a result of the consistently high standard of teaching throughout the key stage. During Year 3 pupils build on previous learning of light and begin to confidently make sensible predictions; for example, pupils investigated the properties of materials according to the attributes 'transparent', 'translucent' and 'opaque' and over the course of a lesson began to predict accurately the results of subsequent testing. Pupils with special educational needs make very good progress on the safe use of electricity by testing the conductivity of different materials and playing a game which emphasised safe and hazardous use of electricity. Higher attaining pupils gained further knowledge of the generation of electricity by searching for information from books. Pupils during Year 6 at all levels of attainment make very good progress in their studies, for example in an investigation of soundproofing.

107. Pupils are very enthusiastic about science. They discuss their projects earnestly with partners. Pupils question teachers confidently to clarify their understanding. They obtain information from their computers at home and willingly share their findings with others. Pupils behave very well and sustain concentration for a long period of time. They present their scientific investigations extremely neatly.
108. The quality of teaching is consistently very good at Key Stage 2 and satisfactory at Key Stage 1. Teaching was unsatisfactory in one lesson at Key Stage 1. Where teaching is very good, teachers have very good knowledge and understanding of the subject; they explain very well, emphasise important points in discussions and share the lesson's learning objectives with pupils. Teachers have very high expectations of the presentation of pupils' work and use of clear writing; this is reinforced by the very good quality of teachers' writing on instruction sheets and displays. Teachers challenge pupils to find out more through research at school and at home. Planning is most thorough and places an emphasis on developing scientific language. Teachers manage pupils extremely well and have a wonderful rapport with them. Lessons move at a brisk pace and are well organised. The very high standards of displays relate to topics and encourage pupils to deepen their understanding. Teachers welcome questions from pupils and move pupils' learning on very effectively. Where teaching is unsatisfactory, teachers have insufficiently high expectations of pupils; for example, lower attaining pupils were given a much less exciting activity in comparison to others when they were quite capable of accomplishing a more difficult task. The pace of the introduction was slow and consisted mainly of instructions for different group activities. Teachers selected pupils' assignments according to prior attainment in English rather than according to attainment in science.
109. The leadership and management of the subject are satisfactory. The co-ordinator has worked with a member of the senior management team to produce a revised policy and scheme of work for the subject which has been introduced this year and is already having a positive impact on standards. The co-ordinator has begun recently to monitor teachers' planning but does not monitor pupils' work or have any opportunity to monitor the quality of teaching. Classroom assistants are deployed well to help pupils with special educational needs to take a full part in class lessons. Assessment procedures are good and are used very effectively at Key Stage 2 though occasionally at Key Stage 1 the information is not used sufficiently to plan pupils' next step of learning. The accommodation and resources support teaching and learning effectively. The recent planting of trees and bushes together with the development of a wildlife area, incorporating a pond, provides very good opportunities for environmental studies. The school has made good progress since the previous inspection in developing the pupils' investigative skills whilst maintaining their scientific knowledge. The school is well placed to maintain the high standards in the subject.

#### 117. **Information technology**

110. Pupils' attainment is in line with national expectations by the end of both key stages. The recent initiatives taken by the school and the changes to the curriculum have resulted in a positive

improvement in standards. By the end of Key Stage 1 pupils know the names of the parts of the computer and their functions. They alter the font and size of print; for example, pupils produced a cover for their topic about 'Ourselves' which included different fonts and sizes of print. Pupils move objects around the monitor screen using the 'mouse'. They interpret data from a block graph produced on the computer. Pupils by the end of Key Stage 2 understand the meaning and use of 'e-mail' and 'desk top publishing'. They create spreadsheets of ingredients for biscuits and recognise the effect on costs and possible quantities of biscuits of altering the amount of components. Pupils understand the usefulness of entering procedures into a programmable floor robot rather than having to input a full program. They make posters using a graphics program as part of literacy and design and technology project. Pupils' use of information technology to assist their learning in other subjects is limited, particularly in mathematics, science and geography.

111. Pupils, including those with special educational needs, make good progress overall; at Key Stage 1 they make satisfactory progress and at Key Stage 2 good progress. During Year 1 they become more familiar with the basic functions of computers and learn to operate communication equipment such as a tape recorder. They gain an understanding of how computers are used in their homes and in the school. Pupils at Year 2 realise quickly, when using the 'fill in' function of a graphics program, that no space must be left in the outline frame or else the whole screen is covered with the selected colour. At Year 3 pupils gain a deeper understanding of ways to combine pictures and text together. Towards the end of Key Stage 2 pupils build on previous learning and make good progress in their knowledge and use of specific 'icons' on the computer; for example, pupils learnt to select the appropriate 'icon' to create a regular or irregular shape around a section of their picture which they then 'cut and pasted' into another document. Throughout the school they develop an increasing knowledge of technological language. They begin to use CD-ROMs in a limited way to search for information to assist their studies in other subjects.
112. Pupils enjoy working on computers. They are well behaved and sustain interest and concentration for significant periods of time. Pupils are very keen to answer questions and do so in a confident manner. Higher attaining pupils assist others with technical information. They work efficiently as a large group when being instructed by classroom assistants on several computers. Pupils with special educational needs gain self-esteem by their success in the subject; the gleam on the pupils' faces when they succeed says all. Pupils are enthusiastic to extend their learning at home.
113. The quality of teaching is good overall; it is satisfactory at Key Stage 1 and good at Key Stage 2. Where teaching is satisfactory, teachers' knowledge and understanding of the computer and programs is appropriate though sometimes correct terminology is not used. They demonstrate efficiently to the whole class the ways to operate a new program but do everything themselves instead of involving pupils more fully in the presentation. Teachers check pupils' prior attainment effectively through questioning. Teachers have a good rapport with pupils but often do not aim questions initially to a particular pupil and this results in lots of 'handwaving' and some disturbance. Where teaching is good, teachers develop pupils' understanding of technological language well. They ask questions purposely of pupils according to their attainment; for example, special educational needs pupils are asked questions which challenge them but are within their capabilities. Planning is good and linked well to other subjects; for example, pupils saw a purpose in the work of an activity linked to a design and technology topic in order to produce a design for a sandwich packet on the computer. Teachers' enthusiasm inspires pupils. Teachers demonstrate new learning to pupils as a whole class very efficiently prior to pupils working independently on computers. They set challenging problems for the pupils to consider at home with the expectation that they will to report back the following week.
114. The leadership and management of the subject are good. The recently appointed co-ordinator is very knowledgeable and very supportive of colleagues and is engendering increased enthusiasm for the subject. A very good, detailed development plan has been written which clearly shows the school's determination to improve the present provision. The resources are adequate and are used well to assist teaching and learning. The accommodation is very good and used well, having recently been improved by the allocation of a room to house a suite of computers. Significant improvements have been made since the previous inspection and the school is very well placed to improve standards further.

## 122. OTHER SUBJECTS OR COURSES

122.

### Art

115. Pupils, including those with special educational needs, make good progress and by the time they leave the school they reach standards above those typical of 11-year-olds. During Key Stage 1 pupils begin to understand that when they mix different combinations of colour such as red and yellow in different quantities they produce interesting effects which they can use in their own paintings. They have experience of different media and a range of equipment. They discuss the patterns used by the artist on the cover of the book 'Elmer' and attempt to reproduce tessellated patterns in the same style. They discuss the effects of random and regular patterns and suggest ways in which their own work could be improved. Pupils at Key Stage 2 look at the work of Mondrian and decide how the artist achieved particular effects; for example, one pupil decided that the artist was balancing space and line and commented in a sketch book that some lines pierce the white spaces. Pupils at the Year 3 class create some very interesting sculptures in the style of Kriche. Older pupils study Miro's 'The birth of a nation' and then experiment with shape and colour to discover how different backgrounds affect the final picture. In one class a group of pupils use computers to investigate the effects of shape and colour. The oldest pupils paint water colours and then see how thick lines help to make colours stand out. Sketch books have been introduced recently and pupils use them to practise before attempting final drawings or paintings. Pupils at Year 5 and Year 6 make good use of their sketch books when looking at features of the human face.

116. Pupils have good attitudes to art. They listen very carefully to teachers' instructions and then work sensibly with their friends. They settle to their tasks without fuss and work with good concentration. When talking to older pupils it is clear that they enjoy the activities they undertake.

117. Teaching is good at both key stages. Good planning ensures that pupils are able to carry out tasks and gain some success. Classroom organisation enables pupils to make good use of the time available to them. Teachers provide good examples for pupils to study. They offer clear guidance and this helps pupils to produce work of a satisfactory standard. Teachers have high expectations of pupils and pupils respond positively to those expectations.

118. The school has recently introduced a very good new scheme of work for art which is based on a two-year cycle. The scheme aims to cover every visual element each term and to include both two-dimensional and three-dimensional material every term. The co-ordinator has collected a number of artefacts and examples of art which give teachers a good start when planning work for the pupils. The co-ordinator has written a commentary which gives excellent guidance for the non-specialist; however, the role of the co-ordinator in monitoring teaching, planning and pupils' work is underdeveloped. Pupils now have a good understanding and knowledge of art and a very good scheme exists which builds on previous knowledge. Both of these aspects are improvements since the previous inspection.

### 126. Design and technology

119. Pupils, including those with special educational needs, make satisfactory progress and by the time they leave the school they reach standards typical of 11-year-olds. At Key Stage 1 they pay proper attention to hygiene and safety rules before they begin work. When handling tools such as a peeler, a knife, a grater or a lemon squeezer, they understand the function which each performs. Pupils practise joining and threading techniques using thread and open woven materials. They become more proficient when using these techniques to finish their puppets. The school organises visits to a local jam factory as part of the work in design and technology. Following the visit pupils eat jam sandwiches using bread they have made themselves. At Key Stage 2 pupils are able to use basic techniques. They design and make a box in which to keep a clay boat and they make a circuit board from wood. Throughout Key Stage 2 pupils have good experiences in food technology. The good results from the Year 3 sandwich-making were seen and the Year 5 folders show that pupils design and make a biscuit. Both Year 3 and Year 5 pupils evaluate their work and suggest improvements.

120. Pupils enjoy design and technology. They listen carefully to their teachers and begin assignments without fuss. They move from task to task sensibly and are very careful to observe safety rules when using knives and scissors. Pupils work well in groups, taking turns sensibly and waiting patiently when they need help from an adult.
121. The teaching is satisfactory. Classroom organisation for group work with tools and food is efficient without being oppressive. Teachers explain safety rules clearly and make sure that pupils understand the need for calm and orderliness when tools are used in the classroom. Teachers plan lessons carefully to ensure that pupils take a full part and they make good use of parent helpers.
122. The school has recently adopted the national guidance for design and technology. The long-term framework for the subject indicates that each class is expected to undertake two topics per year. It is difficult to see how the older pupils will be able to complete the topics to any great depth in the time allocated to the subject. This allocation was mentioned in the previous report and there is little evidence that it has been resolved satisfactorily. The monitoring of teachers' planning by the coordinator is a very recent innovation and no time is provided for the monitoring of teaching to assist the co-ordinator to have a clear view of the teaching and standards throughout the school.

130. **Geography and History**

123. Pupils, including those with special educational needs, make good progress at both key stages and by the time they leave the school they reach standards above those typical of 11-year-olds.
124. Pupils at Key Stage 1 develop their appreciation of the recent past; for example, they gained a deeper understanding of the first landing on the moon by asking parents and grandparents for their memories of the event. They find out, for instance, that televisions were black and white in 1969 and that some parents were afraid that the astronaut would sink in the moon dust. They learn about more distant times by studying Victorian houses in Wheldrake and through searching for information from books about other aspects of life in Victorian England. They begin to appreciate different ways to learn about the past, and about changes that occur in people's everyday lives. In geography they begin to learn about the world and where places are; for example, younger pupils followed the travels and postcards of the toy bears 'Barnaby and Bill' and they found out where York, the Isle of Mull and the Lake District are on a map of the United Kingdom, and where Italy is on a map of the world. Pupils gain an appreciation through games using a globe how much of the earth's surface is water. They start to explore their local area using maps to locate where they live and where particular landmarks in the village are. They begin to express opinions about their local environment. Pupils are developing increasingly good levels of knowledge and understanding and skill in finding out about the past and about the world.
125. During Key Stage 2 pupils extend their understanding of history, investigating different periods and cultures. They find out about Ancient Egypt from what has survived, and about the people who invaded and settled in Britain, particularly focusing on the Roman and Viking settlements of York. They learn what it was like to be a child living in Victorian Britain. Pupils develop a good factual knowledge of these periods and cultures, and develop empathy for the lives that people led in the past. They increase their understanding and skill in historical investigation. Older pupils investigate Anglo-Saxon words, and, using maps of England, plot towns that end in Anglo-Saxon and Viking suffixes. They construct timelines for the period of the Viking invasions of England and develop a good sense of chronology through comparison of the different periods they study. Pupils develop their geographical knowledge and skill well through more detailed study of their local environment and through examination of geographical features on a worldwide scale. They study river systems and mountain environments. They develop increasing skill in using and interpreting maps and plans and in making maps and plans of different scales. Pupils begin to appreciate how secondary sources provide valuable evidence about settlement and change. They also develop an appreciation of environmental issues and skills in evaluating geographical changes on people's lives. Year 4 pupils gain an informed appreciation of the problems of waste products; for example, they carried out a waste audit around the school, and

compared what they found out with the information about waste and recycling they had received from a visitor to school. Pupils are developing a good appreciation of current events around the world and building on their existing knowledge of geography and history; for example, pupils at Year 3 have followed the fortunes and travels of teams in the Rugby World Cup, and pupils at Year 6 have developed their understanding about the Berlin Wall responding to news of the 10<sup>th</sup> anniversary of it being pulled down.

126. The quality of work in books, pupils' participation in lessons and response to discussion about work in history and geography show an enthusiastic interest in both subjects. Pupils particularly enjoy the visits they make to museums and the fieldwork they undertake in their local environment. Pupils at Year 6 show a high level of interest in current affairs and are very knowledgeable. They enjoy bringing in their own news items to share with the class.
127. The quality of teaching of geography and history is good. Teachers make the subjects interesting and relevant. They have high expectations of pupils; this is apparent in the quality of the presentation of pupils' work. At both key stages the quality of planning is good. Effective links are made between history and geography in planning and teaching. Teachers' displays are very good and they use resources effectively; for example, a teacher used a video well to focus and develop discussion about current affairs. Teachers encourage pupils to develop and extend their existing knowledge; for example, pupils were helped to appreciate the feelings of those trapped behind the Berlin Wall. They use discussion times well to develop pupils' understanding of geographical and historical facts.
128. The subjects are effectively led and managed by one member of staff; however, the role of the co-ordinator in monitoring teaching and pupils' work is underdeveloped. The school has recently adopted the nationally recommended guidance for both subjects. A long-term plan has been created for both subjects to maintain breadth and balance of provision. While resources are satisfactory for history, there is an inadequate number and range of textbooks for geography and materials have to be borrowed to maintain the good quality of teaching and learning. There is no library at the school and this limits pupils' opportunities to search for information to develop further their knowledge through independent studies. Good use is made of trips and visits to enhance pupils' learning. There has been satisfactory progress since the last inspection in the development of policies and schemes of work. Both subjects are well placed to develop further, building on the new schemes of work.

### 136. **Music**

129. Pupils, including those with special educational needs, make good progress and by the time they leave the school they reach standards above those typical of 11-year-olds. At Year 1 pupils listen carefully and copy simple rhythmic patterns. They begin to distinguish between fast and slow pieces and develop a sense of pulse. Year 2 pupils gain a more precise feeling for tempo and sing tunefully as an accompaniment to a story. At Key Stage 2 pupils build on their previous learning and develop a fuller understanding of musical elements like pitch, tempo, timbre and duration; they use this knowledge effectively in discussing the response to music and in developing group compositions. They develop their performance skills in singing and playing instruments. Older juniors learn the distinctive features of a 'rap' and perform one with good rhythmic precision and steady beat. Pupils during Year 6 improve their performance of complex rhythmic patterns as a class keeping together very well. They gain an understanding of the use of seven and eight beat patterns and practise adding accent and timbre to a performance.
130. Pupils enjoy listening to and performing music. Younger pupils listen carefully and try hard when following a rhythmic pattern or clapping or tapping to a beat. Older pupils participate enthusiastically in musical activities, and respond keenly to the challenge to perform to a high standard. Pupils are full of ideas to offer and try these out when they work together in groups.
131. The quality of teaching is good. The structure and planning of lessons are good; for example, lessons are structured so as to develop and practise skills that are later applied. Teachers encourage pupils to

concentrate when listening and performing by skilful management and deployment of a variety of strategies suited to the age of the pupils. Teachers, particularly at Key Stage 2, are good at motivating children and creating lively and productive participation in performing and composing.

132. The subject is managed satisfactorily by the headteacher. A newly developed scheme of work guides teachers' planning. The school provides additional opportunities for pupils to enjoy music and take part in performances through a weekly singing club and recorder group and through instrumental tuition for strings, woodwind and brass. School productions at Christmas and in the summer are of a high standard and give a good opportunity for pupils to enjoy singing. Singing in assemblies is tuneful and rhythmic though a significant number of pupils do not participate; and the playing of recorded music in assemblies is not used to best advantage neither for developing musical knowledge and enjoyment nor for contributing to the spiritual tone of the occasion. Good standards have been maintained, and with the recently revised scheme of work the subject is well placed for further development.

140. **Physical education**

133. Pupils, including those with special educational needs, make good progress and they reach standards above those typical of 11-year-olds. At Year 1 pupils attempt to bounce and catch a ball on their own. As they grow in confidence, they practise bouncing within the confines of a hoop on the floor. Later they work with a partner and try to catch a ball which is bounced towards them over an ever increasing distance. They judge successfully the strength of the bounce and gather the ball with two hands. At Key Stage 2, pupils refine their skills by adding chest, wall and overarm passes to their repertoire. Older pupils have good catching and throwing skills. They practise ball control skills in games lessons. Pupils demonstrate very good skills in ball control when playing 'Follow my Leader'. They use both feet to guide the ball and higher attaining pupils show exceptional ability. They also shoot into a very small goal with varying success. In gymnastics pupils demonstrate great determination as they learn new skills such as a headstand. In movement lessons pupils show good knowledge of working on the floor and at different heights, and move between the levels with grace. They work hard to combine movements into a sequence in which they think about the position of their arms and legs as well as their body. At Year 5 pupils evaluate their own performance as well as the performance of their friends. They show remarkable maturity as their friends suggest ways in which performance could be improved. The good behaviour of the pupils in lessons contributes to the good progress pupils make in physical education.

134. The inspection of this school included a focussed view of swimming. Pupils at Year 3 have ten swimming lessons during the summer term. No other swimming takes place and, therefore, during the inspection no lessons were seen. It is rare for a pupil to be unable to swim at least the required 25 metres by the time they leave the school. If any pupil is unable to swim by the end of Year 3 they continue to go to swimming lessons during Year 4. If a pupil is still unable to swim by the time they leave school the local secondary school, which has its own pool, is informed and asked to make any necessary provision. The school has reduced the number of lessons available to pupils in recent times. One reason for this is the time taken to transport pupils to the baths. The journey is six miles long through narrow country roads which means that pupils miss a complete afternoon of normal school. The school relies on the good will of parents to make voluntary contributions towards the cost of transport and to provide an accompanying adult to help with the supervision of pupils on the coach. Pupils have the exclusive use of a large training pool and are supervised and taught by suitably qualified staff while they are in the pool. Changing facilities are adequate but because the teacher and supervising parent are usually female, boys are expected to change without supervision. Pupils at this school are well behaved and so this does not usually cause any problem. Costs for swimming are met from the school's delegated budget and, since the school relies so heavily on the good will of parents through voluntary contributions of transport costs, this is another reason for reducing the number of lessons. Since pupils are expected to leave school being able to swim the minimum length of 25 metres, and since many exceed this minimum, the swimming provision must be considered good value for money.

135. Pupils behave well in physical education lessons. They are aware of health and safety issues and behave



accordingly. They dress appropriately for lessons and move around hall, playground and field with consideration for others. They work hard and concentrate well when it is time to practise basic skills and they play with enjoyment during small games' sessions at the end of lessons. They listen carefully to instructions and try hard to carry them out. They evaluate their friends' performance and take great care to say something positive before they suggest improvements.

136. The quality of teaching is good at both key stages. Teachers set targets with high expectations at the beginning of lessons as well as during practice sessions to encourage pupils to improve their performance. They share the purpose of tasks with pupils and explain that success in one activity will enable pupils to undertake ever more complex activities. Pupils are encouraged to evaluate their efforts and to suggest ways in which they could improve. The lack of opportunities for pupils to evaluate their performance was commented upon during the previous inspection. The current practice is an improvement since that time. Teachers praise pupils for good performance and encourage them to be exemplars to their friends, especially in gymnastics lessons. They have good knowledge and understanding of the subject and plan lessons which enable pupils, especially those who are not natural sports people, to achieve success. The teachers' management of pupils, including those who have a short attention span, is good and this helps lessons to move at a brisk pace. During outdoor lessons pupils are given clear limits within which they can practise their skills and this ensures that they work safely. Relationships between pupils and teachers are always at least good and often they are very good.
137. The leadership and management of the subject are satisfactory. The school uses a commercial scheme and the co-ordinator is able to advise colleagues whenever necessary. The co-ordinator has recently begun to monitor planning but does not have the opportunity to monitor attainment and progress. The school is developing the grounds to provide interesting areas which will develop pupils' gymnastic skills. Pupils have the opportunity to participate in outdoor activities when they visit an activity centre. Standards in physical education have risen since the previous inspection and the school is well placed to maintain the good progress that pupils make.

145.

145. **PART C: INSPECTION DATA**

145. **SUMMARY OF INSPECTION EVIDENCE**

145.

146. A team of four inspectors inspected the school, one of whom was a lay inspector. The equivalent of 14 inspector days was spent over a four-day period making observations of 60 lessons or parts of lessons. Inspectors also observed pupils at the beginning and end of the day, and during assemblies, break-times and lunchtimes. Samples of pupils' work were scrutinised. In all, 46 hours were spent observing classes, listening to pupils read, sampling pupils' work and talking to them. A range of documentation supplied by the school was studied and 81 questionnaires returned by parents were analysed. Prior to the inspection, meetings were held with the staff, the headteacher and the governing body. A meeting for parents was attended by 25 parents.

146.

146. **DATA AND INDICATORS**

146. **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	190	3	36	8

146. **Teachers and classes**

146. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	8.1
Number of pupils per qualified teacher:	23.4

146. **Education support staff (YR – Y6)**

Total number of education support staff:	4
Total aggregate hours worked each week:	87.5
Average class size:	27.1

146. **Financial data**

Financial year:	1999
	£
Total income	286,576
Total expenditure	269,616
Expenditure per pupil	1404.25
Balance brought forward from previous year	6,598
Balance carried forward to next year	23,558

146. **PARENTAL SURVEY**

Number of questionnaires sent out: 197  
 Number of questionnaires returned: 81

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	32	53	11	4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	37	47	5	11	0
The school handles complaints from parents well	5	46	37	11	1
The school gives me a clear understanding of what is taught	23	66	5	6	0
The school keeps me well informed about my child(ren)'s progress	11	54	20	11	4
The school enables my child(ren) to achieve a good standard of work	12	70	7	10	1
The school encourages children to get involved in more than just their daily lessons	16	50	22	11	1
I am satisfied with the work that my child(ren) is/are expected to do at home	15	68	11	5	1
The school's values and attitudes have a positive effect on my child(ren)	24	69	5	2	0
The school achieves high standards of good behaviour	16	63	16	5	0
My child(ren) like(s) school	40	52	6	2	0