

INSPECTION REPORT

SOMERBY PRIMARY SCHOOL

Melton Mowbray

LEA area: Leicestershire

Unique Reference Number: 119951

Inspection Number: 187936

Headteacher: Mr T Taylor

Reporting inspector: Mrs L Brackstone
21872

Dates of inspection: 6th – 8th December 1999

Under OFSTED contract number: 707552

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and Infant
Type of control:	County
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	High Street Sommerby Melton Mowbray Leicestershire LE14 2PZ
Telephone number:	01664 454334
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Vurley
Date of previous inspection:	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs Lorna Brackstone Rgl	English History Geography Art Music Religious education	Attainment and progress Attitudes, behaviour and personal development Teaching Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mrs Susanna Stevens - lay Inspector		
Mr Michael Raven - team inspector	Mathematics Science Design and technology Information and communications technology Physical education	Special educational needs Equal opportunities Under fives Curriculum and assessment Leadership and management Efficiency

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MAIN FINDINGS

What the school does well

- The school has very good links with the community.
- The recently appointed headteacher has a good clear educational vision and receives appropriate support from the governors.
- Relationships throughout the school are generally good.
- Pupils' attendance is above average.
- There is good provision for extra-curricular activities.
- The school uses homework well to promote pupils' attainment.
- The procedures for monitoring progress, personal development, discipline, behaviour and attendance are good.
- The quality of information for parents is good and they are well involved in their children's learning.

Where the school has weaknesses

- The school does not always use teachers and support staff to best effect. For example, at times there are two teachers and a support assistant in a literacy lesson.
 - There are not always appropriate expectations of pupils' behaviour and achievement.
 - Not all subjects have comprehensive schemes of work and those in place do not reflect recent initiatives. For example, the English scheme of work makes no reference to the literacy hour.
 - There is no whole school approach to the assessment procedures that inform future planning.
 - Pupils are not given sufficient opportunities to appreciate the richness and diversity of other cultures.

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

How the school has improved since the last inspection

Although the school has been through a very unsettled period with the sudden death of the previous headteacher and a period of instability that followed, the school has improved satisfactorily since the last inspection. Staff and governors have developed suitable school aims and these appropriately reflect the ethos of the school.

Governors are gradually increasing their involvement in the school and have started to show an awareness of their statutory responsibilities. Very good links exist with the local community and this is an improvement on the last inspection when they were judged to be good. The school's attendance record has also maintained a high level, despite significant changes in the cohort year on year. A key issue for action in the previous report was for the school to extend the schemes of work to cover all subjects of the curriculum. The school was at that time developing links between assessment and future planning. However, because of the management difficulties experienced during the past two years, the school has not tackled this issue as yet.

The recent appointment of a new headteacher, who is both a good class practitioner and has a good clear vision as a leader, ensures that the school is well placed to sustain future improvement.

Standards in subjects

Standards in all subjects are currently satisfactory throughout the school. In the previous inspection, standards were generally satisfactory in all subjects except art and information technology, which were good. This difference reflects the increased number of pupils with special educational needs and behaviour problems who are currently in school.

Quality of teaching

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

The overall quality of teaching is satisfactory. During the inspection, 16 lessons were observed and 94 per cent of the teaching was satisfactory or better. Teaching was good or better in about 38 per cent of the lessons inspected and only one lesson was unsatisfactory. The quality of teaching has remained similar to that reported in the previous inspection.

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

Other aspects of the school

Aspect	Comment
Behaviour	Overall, behaviour is satisfactory throughout the school.
Attendance	There are good rates of attendance.
Ethos*	The ethos promotes positive attitudes to learning.
Leadership and management	The recently appointed headteacher provides strong leadership. He is supported appropriately by the governors who are steadily developing their involvement in the monitoring and evaluation of teaching and learning within the school.
Curriculum	The curriculum at both key stages is satisfactory and is sufficiently broad and balanced. The school provides a good range of extra-curricular activities.
Pupils with special educational needs	Provision for pupils with special educational needs is satisfactory. They make appropriate progress in relation to their prior attainment.
Spiritual, moral, social & cultural development	Provision for the spiritual, moral and social development of the pupils is satisfactory. Provision for the development of pupils' own local heritage is good, but the promotion of the richness and diversity of other cultures is limited.
Staffing, resources and accommodation	The number, qualifications and experience of both teachers and support staff satisfactorily meets the needs of the school. The accommodation is adequate and there are satisfactory outdoor playing facilities. Overall resources are satisfactory and book provision is good.
Value for money	The cost per pupil is high because the school is very small. Teaching, financial control and the progress, attitudes and behaviour of the pupils are all satisfactory. The school has good scope to improve in the future. 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

- I. Their children like school
- II. Staff are easy to approach with questions
- III. They are satisfied with the work that their children are expected to do at home.
- IV. The school encourages them to play an active part in the life of the school.
- V. Parents are well informed about their children's progress and feel that the school enables the children to achieve a good standard.
- VI. The school achieves good standards and pupils and the school promotes positive values and attitudes.

What some parents are not happy about

One response from the parent questionnaires indicated some concern about the amount of homework the school requires their children to do. Inspection evidence does not find this concern justified.

KEY ISSUES FOR ACTION

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

- use both the teaching and support staff more effectively in both key stages by;
 - providing staff development in areas of weakness,
 - carefully defining clear roles and responsibilities within teaching situations.
 - making sure that staff expects appropriate behaviour and achievement from the pupils (paragraph 30).
- implement up-to-date schemes of work for all subjects, ensuring that they reflect recent national initiatives (paragraph 33).
- develop a whole school approach to assessment and recording to fully inform curricular planning (paragraph 35).
- prepare pupils to live and work in a multi-cultural society by providing them with opportunities to experience the richness and diversity of other cultures (paragraph 41).

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

- provide further opportunities for children to show initiative (paragraph 27).
- ensure that individual educational plans are written consistently and clearly and are specific to the needs of the children (paragraph 34).
- ensure that governors met all statutory requirements (paragraph 53).

N

Characteristics of the school

1. Somerby Primary School is situated in the working village of Somerby, which is located to the east of Leicester and about five miles south of the market town of Melton Mowbray. It is a very small village school and caters for children aged rising 5 to 11 years of age. At the time of the inspection there were 32 pupils on roll, 13 boys and 19 girls. The school is, according to national statistics, much smaller than the average small school.
2. There are two classes, which are divided into Key Stage 1 and Key Stage 2. Depending on when they are five, children enter the school at the beginning of the autumn, spring or summer term. These rising fives are accommodated in the Key Stage 1 class. At age 11, most of the pupils transfer to a number of local secondary schools. Two members of staff are full-time. A part-time colleague who is employed for the equivalent of two and a half days per week helps the headteacher in the teaching of the Key Stage 2 class. The pupil to teacher ratio is 14 to 1 and this is better than average.
3. Census data from 1991 suggests that the children at Somerby generally come from favourable socio-economic backgrounds but, in reality, the social mix is varied. Pupils live in private homes, local authority housing, and privately rented accommodation. Unemployment is generally low amongst parents; their jobs range from seasonal farm labouring and equestrian work to professional management positions. They work in Somerby and the surrounding towns and cities.
4. The school is situated on a main road and consists of a Grade Two building which includes the old school house. It uses the village memorial hall as its hall. It has small but attractive grounds. The school's previous inspection took place in March 1996 and, at the time of this inspection, the new headteacher had been in post for just under one year.
5. Pupils are from a single ethnic group and there are no pupils who speak English as a second language. The number of pupils receiving free school meals is broadly in line with national averages. There are eight pupils identified on the special educational needs register which is approximately 25 per cent of the total number on roll. This percentage is above the national average. The local authority maintains a statement of special educational needs for one pupil and this is also below the national average. Inspectors judge the attainment in basic skills and language to be generally average when the children start school.
6. The governors and staff are committed to:
principles:
 - " the provision of an accessible curriculum for all children regardless of gender, race or creed;
 - development of the skills needed by each child to progress in all areas of the curriculum;
 - preparation of children to achieve the highest possible standards;
 - encouragement of children to achieve the highest possible standards;
 - the support of links with the local community;
 - working closely with the local education authority;
 aims:
 - to recognise and develop the individual needs and abilities of the children;

- to enable children to find success and enjoyment in as many areas as possible;
- to help children to recognise and develop their role within the community;
- to promote an active role for parents in the education of their children;
- to stimulate children to develop a lively interest in their education.

1. Priorities under consideration for development during the current academic year are:
 - literacy, numeracy and information and communication technology;
 - review of the National Curriculum for the year 2000 in terms of overall planning and curriculum coverage;
 - the development of improved attitudes to learning and of behaviour;
 - establishment of a home/school agreement, homework policy and review of the behaviour and discipline policy;
 - development of links within the local community.

1. The previous key issues were to develop a set of whole school aims, extend schemes of work to cover all subjects of the curriculum, strengthen the links between assessment and future planning, develop procedures for the governing body to monitor the management of resources, maintain the good links with the community and the school's excellent attendance record.

8. Key indicators

Because the number of pupils assessed at both key stages is fewer than 10, the school is not required to publish its National Curriculum test results.

8. Attendance

Percentage of half days (sessions) missed			%
through absence for the latest complete reporting year: 1998	Authorised	School	3.5
	Absence	National comparative data	5.7
	Unauthorised	School	0.2
	Absence	National comparative data	0.5

8.

8. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year: 1998		Number
	Fixed period	1
	Permanent	0

8. Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	6
	Satisfactory or better	94

8. **PART A: ASPECTS OF THE SCHOOL**

8. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

8. **Attainment and progress**

2. Having attended a local playgroup of high quality, children enter the school in the term that they will be five. During their time at the playgroup they have appropriately developed their knowledge, skills and understanding in all areas of learning. When they start school, their attainment is broadly in line with nationally expected levels. Baseline assessment, administered soon after children start school, confirms this picture.
3. In 1999 the number of pupils at both Year 2 and Year 6 was fewer than five. It is not therefore appropriate to report national performance data for comparing the school's performance with national averages or the performance of pupils in similar schools. The numbers of pupils undergoing national testing and assessment are also too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school.
4. Evidence from scrutiny of work and discussion, with both pupils and teachers', indicates that standards of attainment at the end of both key stages in English, mathematics and science are broadly in line with national averages. However, due to the small number of pupils in each year group, standards do vary from year to year.
5. In English, the majority of pupils share news, recall previous events and listen attentively to stories by the end of Key Stage 1. They have made a positive start to reading and are developing their levels of fluency, accuracy and understanding. Writing standards are also sound and are used across the curriculum. By the end of Key Stage 2, pupils' skills of discussion and debate are developing satisfactorily and most have become enthusiastic readers. They are also able to write for a variety of different purposes.
6. By the end of Key Stage 1 in mathematics, the majority of pupils confidently add and subtract numbers up to 20. Pupils also successfully recognise patterns and sequences using numbers. They know the names of different shapes and skilfully know how to make use of non-standard measurements around the classroom. Pupils at the end of Key Stage 2 know about place value in large numbers and use a variety of mental and written computations to add, subtract, divide and multiply. They understand about the characteristics of different shapes and identify features of symmetry. Pupils are also steadily developing their own strategies to solve problems.
7. In science by the end of Key Stage 1, pupils know about the similarities and differences between materials and also understand that processes such as heating or cooling can change their properties. By the end of Key Stage 2, pupils demonstrate an understanding of certain aspects of materials such as the strength of magnets and the impact of friction as a force. They have an appropriate knowledge of the movement of the earth in relation to the sun and talk confidently about living things and the food chain that exists between plants and animals.
8. Discussion and demonstration by pupils also indicates that at the end of both key stages, standards in information technology are in line with those expected for their age and sound use is made of data handling and information communication technology to support the curriculum.
9. Standards of attainment in religious education at the end of both key stages are in line with the

locally agreed syllabus. By the end of Key Stage 1, pupils talk confidently about special occasions and are developing an understanding of religious festivals. Pupils at the end of Key Stage 2 retell a number of bible stories and have a sound understanding of the significance of a number of Christian festivals.

10. In the previous inspection, standards were generally satisfactory in all subjects except art and information technology, which were good. This difference reflects the increased number of pupils in school who have special educational needs and behaviour problems. The school has set clear and realistic targets for further improvement.
11. From a broadly average attainment on entry, pupils make satisfactory progress in all aspects of English. Throughout the school, pupils attain satisfactory standards in speaking and listening. By the age of seven, most pupils listen appropriately to adults and to each other, expressing themselves confidently. By the end of Key Stage 2, pupils satisfactorily share discussions about texts featured during the literacy session. Across the school standards in the basic skills of writing are sound. At age seven, pupils are writing independently and legibly, and use appropriate vocabulary. Standards of presentation clearly improve as they progress through the school and, by the age of 11, the majority of pupils have acquired satisfactory handwriting styles. By the end of Key Stage 2, pupils are able to write appropriately for a range of different audiences and purposes. Spelling is generally sound. By the end of Key Stage 1, the majority of pupils have developed strategies to work out unfamiliar words and read at a satisfactory level. Most pupils are sound readers by the end of Key Stage 2 and read with accuracy and fluency.
12. Pupils generally make satisfactory progress in the development of mathematical knowledge and skills. By the end of Key Stage 1, pupils work satisfactorily with numbers up to twenty, use their numeracy skills appropriately and confidently name two-dimensional shapes. By the end of Key Stage 2, most pupils have a satisfactory understanding of arithmetic, area and shape. Most have sound problem solving skills and are satisfactorily developing ways to organise and record their work. Pupils have appropriate opportunities available to them during the numeracy sessions to practise their number skills. This commitment to numeracy means that pupils practise their skills every day, and are developing their ability to use and apply mathematical skills to support progress in other subjects.
13. Progress in science is satisfactory. Pupils in Key Stage 1 acquire a sound knowledge and understanding and develop good investigative skills. They confidently explain about the needs for living things and use appropriate scientific vocabulary. By the end of Key Stage 2, most pupils recognise the need to have fair tests. They carry out a wide range of investigations, predict, observe and measure with appropriate precision and record their work accurately.
14. By the end of Key Stage 1, pupils talk confidently about special occasions and are developing an understanding of religious festivals. Pupils at the end of Key Stage 2 retell a number of bible stories and have a sound understanding of the significance of a number of Christian festivals. Progress is satisfactory in both key stages with religious education making an appropriate contribution to the pupils' spiritual development. However, progress in the understanding of faiths other than Christianity is limited in both key stages. Pupils lack the necessary skills that allow them to explore and discuss different religions.
15. Pupils throughout the school make satisfactory progress in art, design and technology, geography, history, music and physical education.

16. Pupils with special educational needs make sound progress, supported by satisfactory individual education plans, which show appropriate targets for learning. The special educational needs co-ordinator monitors these plans regularly to ensure that the pupils are making progress.

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

17. Most pupils throughout the school have satisfactory attitudes to learning. They listen attentively to their teachers, and are keen to participate in and make sensible contributions to class discussions. They concentrate appropriately, generally persevere with their work and frequently take pride in their finished product. However, when the level of learning is not matched well to the pupils' needs, or the organisation of lessons is inappropriate, there are a few instances of unsatisfactory attitudes.

18. Behaviour in class and around the school is satisfactory. Pupils move around the buildings in an orderly way and show respect for their surroundings. Most pupils play safely and sensibly in the playground and show consideration for one another. The new headteacher has identified some occasional unsatisfactory behaviour and is endeavouring to address this issue through the introduction of reward systems. There has been one fixed-term exclusion during the past year. Parents feel that behaviour in school is good.

19. Pupils' relationships are generally good, both with one another and with staff. The school has maintained the good relationships seen at the time of the last inspection. Pupils are polite and courteous towards adults and prepared to co-operate with one another if required. They are willing to listen to one another's views and often work well together in class. However, when teaching is unsatisfactory, relationships in class are often unsatisfactory too, and pupils react inappropriately to each other.

20. Personal development is satisfactory. Pupils respond positively to opportunities to take on responsibility when these are offered. There are few opportunities for them to show initiative in their work, but they do have the chance to undertake duties for the class or around the school. Older pupils willingly help the younger ones and take their responsibilities seriously. Through their support of national charities, pupils show an awareness of the needs of the wider community.

27. **Attendance**

21. The school has well maintained the good level of attendance noted during the last inspection. This has a beneficial impact on pupils' learning. The school's attendance rate is well above the national average. Unauthorised absence is minimal and there is no truancy. The pupils are eager to attend school and parents are supportive in ensuring regular attendance and good punctuality. Lessons start promptly throughout the day.

28. **QUALITY OF EDUCATION PROVIDED**

28. **Teaching**

22. The overall quality of teaching is satisfactory. In the 16 lessons observed during the inspection, 94 per cent of the teaching was satisfactory or better. Teaching was good or better

in about 38 per cent of the lessons inspected and only one lesson was unsatisfactory. The quality of teaching has remained similar to that reported in the previous inspection.

23. Teaching in both key stages is satisfactory in English and mathematics. The school is implementing satisfactorily the National Literacy and Numeracy Strategies, and teachers make appropriate use of whole class teaching at the beginning of the sessions. A particularly good feature of teaching is science where pupils are encouraged at Key Stage 1 to discuss their findings and at Key Stage 2, they confidently predict results from investigations. There was little direct evidence of teaching information technology but discussions with pupils indicate that it is satisfactory. The quality of teaching in religious education is sound and is helping pupils to make satisfactory progress in their knowledge and understanding of faiths. The teaching in the non-core subjects of geography, design technology and physical education is satisfactory overall. In the very few lessons observed in art and history, teaching was satisfactory. Teaching in music is satisfactory overall but the only music lesson observed during the inspection was unsatisfactory. This was because objectives were unclear, organisation and control of pupils were weak and there was unsatisfactory use of teaching and learning resources.
24. Teachers' knowledge and understanding are adequate in all subjects, except in science where they are good. Teachers plan lessons soundly and make learning objectives clear. Teaching is most effective when teachers plan pupils' work specifically to meet the needs of all pupils. Discipline is variable but when it is good it contributes well to pupils' good behaviour in lessons. The use of homework has improved recently and is helping pupils' progress especially in English and mathematics. Although the quality of marking is satisfactory overall, there are some good quality examples in the homework books, where the effective use of targets helps pupils improve.
25. In Key Stage 1, sessions often lack pace and resources are not used to the full to challenge the small number of pupils in this class. Recently, both teachers, who share responsibility for the Key Stage 2 class, are present together during whole class teaching sessions. This, coupled with ineffectual non-teaching class support particularly with pupils with special needs, means that teachers are making unsatisfactory use of time and resources.

32. **The curriculum and assessment**

26. The curriculum is broad and balanced, meets statutory requirements to teach both the National Curriculum and religious education, and appropriately prepares the pupils for the next stage of education. The school has managed to maintain a reasonable balance in the curriculum and, at the same time, cope with the demands of the National Literacy and Numeracy Strategies. There is appropriate sex education and the school nurse provides education for older pupils about the misuse of drugs. The school teaches religious education is taught according to the locally agreed syllabus. The act of collective worship meets statutory requirements. There are policies and schemes of work for most subjects, but many of these are out of date and need re-writing to reflect more recent changes in the National Curriculum. For example, there are no schemes for art, music or physical education. A key issue at the last inspection was that the school should develop schemes of work. However, the school has not been addressed this issue because of the very sudden death of the previous headteacher and the resulting period without a substantive leadership. Teachers plan together weekly and use the available schemes of work as a base. They base work in English and mathematics appropriately on the national strategy guidelines. Teachers use assessment information from the previous week to help them plan their work.
27. Teachers ensure that the tasks they set carefully match the differing ages and needs of pupils, including those who find learning more difficult. This ensures that all pupils have equal access to the curriculum. The withdrawal of pupils from classes for help with literacy enhances their

access to the full curriculum. The curriculum for pupils with special educational needs largely meets their needs through appropriate individual education plans. However, these are inconsistent and not all targets in these plans are sufficiently clear and specific. The school uses time outside the statutory curriculum for personal and social education. For example, 'circle time' in Key Stage 1 is a special time when pupils sit quietly and discuss important issues. An appropriate range of visits and visitors to the school enhances the curriculum. For instance, the school plans an exciting visit to the Millennium Dome. The provision for extra-curricular activities is good and includes netball, rugby, football, cricket and cross-country running. There are good opportunities for pupils to take part in competitive sport with other schools. There has been a netball tournament, a football tournament and rugby matches. Pupils regret that the choir has recently lapsed.

28. Assessment procedures are just satisfactory. Teachers meet the statutory requirement to assess pupils' attainment in the core subjects of English, mathematics and science annually. The school carries out Baseline assessment when pupils start school and this assesses their learning needs. It uses standardised reading and ability tests regularly and assesses pupils in Years 3, 4 and 5 with National Curriculum tests. Teachers make assessments as pupils work. For example, they assess weekly spelling and tables tests and pupils' progress. They assess attainment regularly in their marking. Teachers make some use of these assessments to help them plan their next steps in teaching. However, teachers' records vary and they are not in a standardised form. As a result, the amount and quality of information recorded varies considerably and monitoring of attainment and progress is inconsistent throughout the school.

29. The combination of withdrawal from classes and support by teachers within class enables pupils with special educational needs to have equal access with their peers to the full curriculum. Tasks generally match to their particular needs well. However, interaction between pupils and classroom support staff is unsatisfactory. The school generally meets individual curriculum needs identified in the individual education plans appropriately, but at times the plans are too general. The school does not disapply any pupils from the National Curriculum. It carries out statutory reviews of statements of special educational needs and reviews at other stages of the Code of Practice efficiently and there are good opportunities for parents to take part in this process.

36. **Pupils' spiritual, moral, social and cultural development**

30. The provision for pupils' spiritual, moral, social and cultural development is satisfactory. At the time of the last inspection, the provision was good. The present judgement reflects the unsettled period that the school has experienced during the past eighteen months.

31. Provision for spiritual development is satisfactory. The school makes appropriate provision within the assemblies for an effective period of quiet and spiritual reflection. For example, it encourages pupils to listen to music as they enter and gives them suitable opportunities to discuss it. It takes opportunities through assemblies to celebrate special events and traditions such as those related to Christmas time. Pupils also reflect on other major world religions through project work, such as the Hindu festival of light, and this helps them develop their self-knowledge and spiritual awareness. There are further opportunities in art, music and literature for pupils to develop awe and wonder, but the school does not maximise these by discussion and questioning.

32. Provision for moral development is satisfactory. Pupils are aware of and understand the principles that separate right from wrong. Teachers have appropriate expectations of the pupils who are clearly aware of what is acceptable and unacceptable behaviour. Pupils respond well to praise and to sanctions, which are required. Teachers monitor behaviour effectively and provide appropriate role models. The school fosters values of honesty,

fairness and respect for truth and justice and provides a moral code as a basis for behaviour.

33. Provision for social development is also satisfactory. Pupils are satisfactorily developing their ability to work independently and generally relate appropriately to each other. They are able to take responsibility when required to do so. For example, older pupils are given opportunities to carry out particular duties such as preparing classrooms for curricular activities. They also participate satisfactorily with both fund-raising activities and involvement in the local community through participation in festivals. They generally exhibit appropriate social behaviour, demonstrate initiative and soundly contribute to the life of the school. A minority of pupils experience difficulties with self-discipline and do not always show purpose and concentration in their learning.

34. The school makes sound provision for the cultural education of pupils, particularly enabling them to appreciate the richness of their own culture. There are celebrations for harvest festival and pupils are involved in a local trust. The curriculum is enhanced by a programme of educational visits, which includes journeys to local centres of historical interest. There is some provision for pupils to begin to appreciate the diversity and richness of other cultures through the good selection of literature in school. However, this provision is very limited, and at present includes only art, music and dance.

41. **Support, guidance and pupils' welfare**

35. The commitment of the school to the good pastoral care and welfare of the pupils has a significant beneficial impact on their development. The parents at the pre-inspection meeting confirm that the advice and guidance are generally good and the teachers are supportive and caring.

36. Pupils receive effective support when they start school. The school appropriately encourages pupils with special educational needs towards meeting their individual learning targets. The school fully integrates these into all aspects of its life. The staff know the pupils well, they are sensitive to their individual circumstances and are active in promoting pupils' confidence and self-esteem. Teachers generally enter into constructive dialogue with pupils during lessons to enhance a pupil's response or to elaborate on a point in learning. The pupils enjoy these exchanges. They give older children confidence as they prepare for their transition to secondary education and instil respect and courtesy.

37. Staff expect satisfactory standards of courtesy and consideration from pupils but expectations of behaviour are inconsistent. The headteacher has recently put in place strategies which encourage positive behaviour. The majority of pupils follow these. Parents at the pre-inspection meeting feel that the school deals promptly and effectively with unsatisfactory behaviour. The current inspection confirms parents' impressions. Bullying incidents are rare and teachers do not tolerate them. The pupils are confident in approaching most adults for help or guidance.

38. Procedures for monitoring attendance are efficient and good. There is no truancy and minimal unauthorised absence. The emphasis on regular, punctual attendance has a beneficial impact on the attainment of pupils. Appropriate links exist with the education welfare officer.

39. Parents confirm that the school promotes a good atmosphere for learning in a friendly and caring "family" environment. The good quality of pastoral care and the promotion of the safety and wellbeing of the pupils provide a community that is helpful to pupils in their learning. The school makes pupils aware of safe practices in classrooms and at break times. There are set days for football in the play area and precautions strictly observed during movement to and

from the memorial hall for assembly, for example. All staff have training in first aid procedures and older pupils are often on hand to assist younger ones. The support for pupils with special educational needs is satisfactory and endorsed by parents whom the school fully informs about their child's progress. The quality of the support given by the majority of teachers has a considerable impact on the pupils' progress towards the targets in their individual educational plans.

40. Satisfactory arrangements for child protection are in place; the staff are vigilant and knowledgeable about procedures. There is support from outside agencies when needed. The school maintains its premises well, considering the age of the building. It keeps all facilities to a good standard of cleanliness. Supervision at mealtimes ensures that pupils are able to enjoy their meals in a clean and orderly environment. The last inspection noted that the policies for pupils' health, safety and welfare were clear, helpful to staff and effective. The current inspection confirms that these policies continue to be effective.
41. Procedures for monitoring pupils' progress and personal development are in place, but neither formal nor informal monitoring is consistent across the school. The school carefully compiles records of achievement and passes them to receiving schools. Informal lines of communication between the staff are good, they know their pupils well and work as a team to monitor individual behaviour and general personal progress on a daily basis. The school uses behaviour books consistently to record incidents or developments, and teachers use this monitoring to inform some elements of planning and teaching.

48.

Partnership with parents and the community

42. The school's partnership with the parents is good. Links with the wider community are very good and have a beneficial impact on the pupils' learning and quality of school life. The school has well maintained the enhancement of the pupils' learning by parental involvement and community links described in the previous report. It takes an active part in local events and parents confirm that the school encourages them to play an active part. Parents feel well informed and welcomed by the school as partners in their children's education.
43. The quality of the information provided for the parents is good. The school supplements its regular newsletters with additional information and leaflets on the notice board at the entrance and monthly entries in the parish magazine. Parents appreciate the accessibility of staff, for example in the morning before school or at the gate each afternoon when the headteacher is present as pupils leave for the day. The quality of this daily contact, to exchange information or to voice concerns, is good and valued by parents. Annual written reports to parents are informative about all areas of the curriculum, together with attitude, behaviour and personal development. Each is specific to the individual pupil, setting areas for improvement and greater endeavour and meeting statutory requirements. However, they do not give levels of attainment and focused detail on progress.
44. The parents feel welcomed by the school and value the pastoral care and dedication of the staff. They speak of the warm family atmosphere promoting learning in a friendly environment. The parents' group is a hard working group of parents who organise social and fund-raising events to provide resources such as a new picnic table for pupils to enjoy at break times. Parental support for trips out of school or for sporting activities is good and there are regular helpers assisting in the classrooms.
45. Links with the community are very good and the benefits are mutual. The parish council is closely involved in the provision of a playing field for use by the pupils, with school governors represented on both committees. The village memorial hall provides regular contact with the

playgroup during whole school assemblies held there, often with the local clergy present. Pupils are participating in a farming and wildlife project organised by a local educational trust and their activities feature regularly in the parish newsletter. Maypole dancing and Christmas concerts give the pupils opportunities to join with the neighbouring community. Sponsorship from a large company in Corby for a trip to the Millennium Dome is one example of the valuable links the school has fostered with the world of commerce.

52. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

52. **Leadership and management**

46. The leadership and management of the school are sound. The headteacher gives clear and positive direction to the work of the school. Governors are supportive and several are regular visitors to classrooms. This helps them have a good idea of what goes on in school. However, governors are not, as yet, closely involved in either the preparation of the school development plan or the monitoring of its implementation. They do not have first hand knowledge of the success of the previous plan and, as a consequence, their ability to formulate long-term strategic plans is restricted. Their procedures for monitoring and evaluating the curriculum are not well developed. The governors have established appropriate policies for many areas of the school's work, including special educational needs, but many of these are out of date and in need of review or renewal. Governors do not meet all statutory requirements. For example, disabled access and rates of attendance are not mentioned in the prospectus. In the annual report to parents, progress of the implementation of the action plan from the previous inspection is not given. They do, however, have an appropriate committee structure to assist their work and their meetings have proper minutes.

47. The school has appropriate aims and principles and sets them out clearly for the information of parents. It meets them broadly, including the principle of an accessible curriculum for all children regardless of gender, race or creed. Parents support these aims.

48. The headteacher is not at present able to monitor and evaluate teaching and learning. This is because too much of his time is spent teaching in Key Stage 2. Consequently, he cannot carry out the systematic monitoring of teaching in order to raise standards. Co-ordinators have a satisfactory knowledge and understanding of their particular areas of responsibility and are effective in developing and promoting the curriculum. The school managers literacy and numeracy satisfactorily.

49. The school development plan is effective in guiding short-term strategic planning and in ensuring that resources are directed to the areas identified as priorities. The school relates its budget appropriately to the school development plan. It identifies priorities relevant to the pupils and concentrates on improving the quality of education provided.

50. The management of the provision for pupils with special educational needs is satisfactory. The headteacher acts as special educational needs co-ordinator. The identification and monitoring of pupils with special educational needs is sound. The visiting specialist teacher provides good assistance. The school manages satisfactorily the support given by outside agencies, such as the educational psychologist.

57. **Staffing, accommodation and learning resources**

51. The school has an adequate number of teachers who have appropriate qualifications and a satisfactory range of experience to teach the pupils. The number and match of support staff is appropriate. The school welcomes both parental involvement and volunteer help. Regular

visitors, such as artists and historians, provide specialist input. As yet, there are no arrangements for the induction of new staff and there has been no recent appraisal. However, staff development programmes generally relate to the needs identified in the school development plan.

52. The school offers appropriate accommodation for delivery of the National Curriculum, maintains it well and keeps it clean. Classrooms space is adequate and the recent redecoration is of a high standard. The old school house provides an appropriate administrative area and there is a useful music room. There is also a small library area, well stocked with both suitable fiction and non-fiction collections, and supplemented with loans from the local authority's lending service. A thoroughfare through the two classrooms at times interferes with pupils' learning. The school does not have a hall but uses the nearby spacious memorial hall for the teaching of physical education.

53. The school has adequate grounds, which include playground areas with activities on the surfaces. An attractive enclosed area has climbing apparatus placed upon a safe surface. There is also seating for children to enjoy quiet times together outside.

54. There are sufficient resources for all areas of the curriculum and the provision of books is good. There are an appropriate number of computers and software supports most areas of the curriculum. Displays of pupils' work satisfactorily enhance the indoor environment.

61. **The efficiency of the school**

55. The finances of the school are managed satisfactorily by the headteacher, staff and governing body. Careful financial planning with the school development plan provides a clear overview of budget priorities. There has been no recent auditor's report but the school has successfully addressed the recommendations of the last audit report. The bursar visits the school once a week and provides up to date information for the headteacher and governors on the state of the budget. Governors have established an appropriate finance committee, which advises the full governing body on financial and budgetary matters. The high carry forward sum within the budget, which accumulated during the absence of a substantive headteacher, has been carefully allocated to the improvement of learning resources.

56. The school makes good use of the accommodation available, including the outdoor areas. Good use is also made of the learning resources for teaching and learning and the school makes very good use of the county library's loans system. However, the overall use of teaching and support staff is unsatisfactory. The team teaching in Key Stage 2 does not make the best use of teachers' time, particularly that of the headteacher who, as a result, is unable to monitor and evaluate teaching elsewhere. Support staff do not offer adequate help to pupils in lessons, often taking little part in what goes on, and sometimes adopting a negative attitude towards pupils and their work. The school's pleasant working environment has been created by attractive displays of pupils' work and by a programme of redecoration and refurbishment. A very efficient premises officer keeps the school very clean.

57. The efficiency of financial control and administration is sound. Day to day procedures are managed well by the headteacher, assisted by the secretary and by the bursar, who visits weekly. There are good systems in place to ensure that routines such as the placing of orders or paying for goods are smoothly carried out. The bursar provides good up to date financial information for the governors and headteacher.

58. The school is very small, and its unit cost per pupil is consequently high. Taking into account the average attainment and satisfactory progress of pupils, the satisfactory quality of teaching,

the good relationships, satisfactory attitudes and behaviour in the school, and the sound financial control and administration, the school provides satisfactory value for money.

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

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

59. Having attended a local playgroup of high quality, children enter the school in the term that they will be five. During their time at the playgroup they have appropriately developed their knowledge, skills and understanding in all areas of learning. When they start school, their attainment is broadly in line with nationally agreed levels. Baseline assessment, administered soon after children start school, confirms this picture.

66. **ENGLISH, MATHEMATICS AND SCIENCE**

66. **English**

60. Whilst across the school most pupils attain appropriately, a significant minority have special educational needs. This effects overall evaluations from year to year but current attainment at the end of both key stages is in line with expectations for pupils aged 7 and 11.

61. This is a similar picture to the previous inspection. National performance data gives very little helpful information on attainment as a very small number of pupils at this school take the national tests each year and, consequently levels of attainment can and do, fluctuate from year to year.

62. Judgements in English are in part based on lesson observations, mainly those made of the literacy hour in both classes, talking with pupils and hearing readers. They are based also on a close and detailed examination of pupils' work, including booklets and topic work, on work on display and on data collected from the pupils' records and assessments.

63. Standards of speaking and listening are close to the average at the end of both key stages. In Key Stage 1, pupils' skills are developing appropriately. They share news and listen attentively to stories. By the end of the key stage, they recall previous events in stories accurately and express their views well across a range of topics. By the end of Key Stage 2, pupils present their ideas and arguments clearly with an awareness of factual knowledge and pupils' skills of discussion and debate are developing satisfactorily.

64. Reading standards are generally satisfactory. Pupils make a positive start in reading, developing appropriate levels of fluency, accuracy and understanding. Pupils develop a sound range of phonic skills and become competent in meeting the reading needs of the National Curriculum. By the end of Key Stage 1, most pupils have developed a satisfactory range of strategies for dealing with unknown words. They are starting to read with understanding and expression. By the end of Key Stage 2, most pupils are developing into enthusiastic and reflective readers. They use their reading skills to gather information from a variety of sources, which include the classified non-fiction section of the library and from an appropriate range of computer programs.

65. Standards in writing in both key stages are sound. At Key Stage 1, pupils develop early writing skills and frequently write about their own lives and experiences. They have sound opportunities to apply their writing skills across the curriculum; for example, in history when they write about people in the past and in religious education when they write about special events. From writing about their own lives, pupils learn the foundations of story writing and confidently try out their own form of spellings. However, standards are not always as high as they could be because teacher expectations are not high enough.

66. At Key Stage 2, pupils are able to write for a satisfactory range of purposes and audiences. For example, they write extended stories, book reviews, reports, poems and letters. Standards of spelling and punctuation are satisfactory but presentation is variable and handwriting is not always consistent throughout the school. Teachers do not always stress high expectations in the quality of neatness and presentation. There is also limited evidence of pupils' planning and redrafting aspects of their writing.
67. Pupils are making satisfactory progress in English at both key stages. They are given appropriate support and encouragement in their reading, with most pupils regularly taking books home to read. The development of writing from printing into linked script is appropriate. Teachers emphasise the correct use of commas, full stops, and capital letters. Pupils with special educational needs make satisfactory progress in developing reading and writing skills.
68. Pupils' attitudes are satisfactory throughout the school. Response is generally better when they listen well during the literacy hour and concentrate enthusiastically. For example, this happened in the Key Stage 2 class when pupils responded well to an extract from the Victorian novel "The Water Babies". They showed good application to the exploration of verbs within the text. They took turns during the discussion and were developing their ability to respect the views of others during a discussion. Pupils in both key stages satisfactorily organise themselves and generally respond appropriately to the various activities provided. Behaviour in lessons is satisfactory overall but pupils in the Key Stage 2 class become unsettled when there are too many adults present during whole group sessions.
69. Teaching is satisfactory in both key stages. Teachers generally have appropriate subject knowledge and use a range of strategies. The best teaching is based on high expectations, good relationships and suitable management of the pupils in both whole class and group situations. Teachers focus appropriately on specific skills and generally plan lessons satisfactorily. Teaching is less effective when the pace of lessons is slow and pupils do not sufficiently sustain their interest. The use of both teaching and support staff in the Key Stage 2 class is unsatisfactory. However, the use of homework supports the pupils' achievements well.
70. The policy and schemes of work need to be updated. The National Literacy Strategy materials serve as a basis for much of the work. The subject's good resources include fiction and non-fiction books, well supplemented by topic boxes and extra fiction from the local education authority's library loan services. Teachers make useful assessments and monitor reading carefully. However, the monitoring of pupils' attainment and progress is inconsistent throughout the school.

77. **Mathematics**

71. Attainment in mathematics is average at the end of Key Stage 1, when pupils are aged seven, and at the end of Key Stage 2, when they are 11 and leave the school. This finding is the same as that at the time of the last inspection.
72. By the end of Key Stage 1 pupils identify some two-dimensional shapes, such as a circle, a triangle and a hexagon. They identify two-dimensional shapes by their properties, such as, "no curved sides", "one side only" and so on. Pupils add and subtract beyond ten and add money to make a given sum, for example showing that four lots of 5p make 20p. They work out shopping bills and categorise objects in the classroom as longer or shorter. Pupils estimate and then measure objects in the classroom using first non-standard measures such as hand spans and strides and then centimetres. They know about and can identify simple number sequences, such as 12, 10, 8, 6 and so on. Pupils make sound progress as they move through

Key Stage 1, building on their knowledge and understanding term by term. Pupils in Key Stage 1 frequently present their work poorly and do not receive enough encouragement to take pride in how their work looks.

73. By the end of Key Stage 2 pupils know about place value in large numbers and partition numbers into thousands, hundreds, tens and units. They know the names and characteristics of many two-dimensional shapes, including the pentagon, octagon and quadrilateral. This work builds well on their early work on shapes in Key Stage 1. Pupils identify line symmetry and know that there are lines of both horizontal and vertical symmetry. They know about tessellating shapes. They solve shopping problems and sort numbers into multiples of, for instance, 2, 5 and 10. Pupils identify common multiples of a given set of numbers. Progress over the year is clear from the scrutiny of pupils' work and satisfactory. Pupils build on their knowledge and understanding as the year goes on. They handle more complex problems as time goes on. For example, they come, to identify fractions as part of a whole and work out equivalent fractions. They solve problems with length, weight and money, for example working out how many metres of wire the electrician has left after doing a wiring job. Pupils build on their understanding of money and shopping problems, first experienced in Key Stage 1, as they use shopping catalogues to shop for presents for their friends and family. There is some good use of mathematics in other subjects, for example pupils find the volume of a stone in science and use tally charts to record goals in a game in physical education. Pupils with special educational needs make satisfactory progress in both key stages.
74. Pupils' response to their mathematics lessons is satisfactory. Although there is a little poor behaviour by some boys and girls in Key Stage 2, teachers often manage this well and encourage pupils to concentrate and play a full part in the lesson. Very good teaching, for example in a lesson on data handling in Key Stage 2, engages pupils' interest effectively and they behave well. Where teachers insist on appropriate behaviour, such as not calling out answers, pupils respond appropriately.
75. The teaching of mathematics is satisfactory overall. Teachers make good use is made of time in Key Stage 2, but less so in Key Stage 1, where pupils do not always have enough to do to occupy the time available usefully. Teachers have secure knowledge and understanding of what they teach. They have a clear idea of what it is they want pupils to learn in lessons. Explanations and demonstrations are clear, seen for example as a teacher explained and demonstrated Carroll diagrams in Key Stage 2. Teachers make good use of questioning to check for understanding and make pupils think. The role of support staff is unsatisfactory, as they are too little involved in lessons and give little support to pupils. Tasks set usually match well the needs and capabilities of pupils. Those who find learning more difficult receive good support from teachers and help to have full access to the mathematics curriculum. Teachers manage behaviour satisfactorily on the whole. There are some occasions when teachers fail to get the full attention of all pupils before teaching the whole class. When they talk while pupils are talking, it is difficult for the others to concentrate. In the best lessons, such as that on data handling in Key Stage 2, class management is secure. Teachers encourage pupils to put their hands up if they want to speak, and gain the attention of all before teaching begins. The pace of such lessons is swift and teachers make good use of time throughout. The best lessons make use of information technology where this is appropriate, for example in Key Stage 2 when a pencil and paper task was suitably modified to become a computer task to give better support to pupils' learning and understanding. Teachers make good use of homework to develop the work done in class.
76. The teaching of mathematics is appropriately based on the National Numeracy Strategy guidelines. The school has effectively implemented this strategy and it is having a positive impact on standards.

83. **Science**

77. By the end of Key Stage 1 when pupils are aged seven and by the time they leave the school at the end of Key Stage 2 attainment in science is average. This finding is consistent with the findings of the previous inspection.
78. By the end of Key Stage 1, pupils know that sound gets quieter as they move away from its source. They know about some of the properties of materials, such as smooth, soft, rough, sticky and slippery. Pupils investigate the properties of wood and know that it may be hard or soft, rough or smooth. They confidently discuss what happens to different woods when you put them in water and they understand that wood can be shaped. Pupils know that water saturates paper and that water takes up the shape of whatever container it is in. They understand that water does not go through plastic but that it goes through holes in any material.
79. By the end of Key Stage 2, pupils know that magnets are a type of force and understand that it cannot be seen. They investigate the strength of different magnets. Pupils understand that gravity is also an invisible force and they investigate this by dropping heavy and light objects from the same height. Pupils know that friction is a force and they investigate the grip of different shoes on a sloping surface. Sound progress is evident as pupils move through the school. They build on their knowledge of materials and their properties gained in Key Stage 1 as they test different materials, such as stones, for hardness. Pupils know that the earth spins on its axis and that the earth orbits the sun. They understand that the earth is tilted on its axis and they know a lot of facts about the planets. For example, they know that Venus is the hottest planet and is surrounded by thick cloud. They also confidently discuss the phases of the moon. Pupils make electrical circuits and understand why conductors and insulators are necessary to make a circuit work. They categorise living things as amphibians, fish, reptiles and mammals and have an appropriate understanding of food chains. Throughout the science work in Key Stage 2, there are many good examples for pupils to investigate and find things out for themselves. Pupils with special educational needs make satisfactory progress in both key stages.
80. Pupils respond well to their science lessons. They generally behave well and are fascinated by much of what they learn. They respond with a real sense of wonder. This happened during a lesson in Key Stage 2 when the focus was the change in materials as they were heated and cooled. Pupils are enthusiastic and sustain their concentration well, as for example, when pupils investigated the properties of water in Key Stage 1.
81. The teaching of science is good. Teachers have a secure knowledge and understanding of the subject, appropriate to the age of their pupils. They prepare and use learning resources well and make good use of videotapes to illustrate things that cannot be done in the classroom, such as the smelting of metal. They generally manage pupils well and give them praise for good behaviour. They use questioning well to check for understanding and make to pupils think. Explanations and demonstrations are clear and effective, as seen, for example, in the Key Stage 2 lesson on changing materials. Teachers often encourage the pupils to predict what will happen before they investigate and find out.

88. **Information technology**

82. As the inspection team saw no direct teaching of information technology, it is not possible to give a judgement on teaching. The judgements on standards, progress and pupils' response are based on working with pupils and on the scrutiny of documentation, including teachers' planning.

83. Attainment at the end of both key stages is in line with national expectations. This finding is consistent with the findings of the previous inspection. By the end of Key Stage 1, pupils can use a simple word processing program. They word process their own names, labels and their poems. Information technology is used well to support their work in other areas of the curriculum. For example, they do shape work on the computer and use the programmable toy to add to ten. In science, they write up their investigations and produce very good graphs to record their findings. In geography pupils use the 'roamer' to program routes on a map. Pupils load up programs, such as 'Story Maker' on the lap top computer. They use the mouse successfully to manipulate images on the screen. Pupils also combine text and graphics in a simple form and use an art package to draw and colour their own pictures. Pupils clearly make sound progress in their information technology skills as they pass through the key stage.
84. By the end of Key Stage 2 pupils can "log on" unaided. They further develop their skills in using the art package. Pupils use "Colour Magic" to draw pictures and print them out. They load up the word processor and input and edit text on the screen. They also highlight text to be edited and change font and font size. Pupils load up and run CD ROMs unaided. Progress is satisfactory as they build on information technology skills gained earlier in school and they extend their use of information technology across the curriculum. For example, they use a CD ROM on the human body to support their work on life and living processes in science. Pupils use data handling programs, for example to represent the number of different pets in the class. They also successfully produce and print out pie charts, line graphs and block graphs. Pupils with special educational needs make satisfactory progress in both key stages.
85. Pupils' response to information technology is positive in both key stages. Pupils enjoy what they do and especially relish the opportunity to demonstrate their skills to others. They behave well as they are well motivated and in both key stages they share machines and take turns well.
86. There is adequate hardware for the teaching and learning of information technology, recently enriched, and the provision of software to support pupils' learning across the curriculum is good.

93. **Religious education**

87. Standards at the end of Key Stage 1 are in line with the expectations of the locally agreed syllabus. By the end of Year 2, pupils confidently discuss special events in their lives and know that christenings and weddings are "special events". They talk about Remembrance Day and know that the poppy is a sign of something special to remember. Pupils have a developing knowledge of the Christmas story and know that other faiths have their own celebrations. For example, they talk about the Hindu festival of Diwali.
88. Standards of attainment at the end of Key Stage 2 are in line with the expectations of the locally agreed syllabus. Pupils acquire a satisfactory knowledge about stories from the old testaments and know the stories of both Joseph and Abraham. They also show an appropriate knowledge of the New Testament and understand that Jesus had special friends who were called disciples. Pupils have some limited opportunities to explore issues about beliefs other than Christianity and are able discuss the effect that individuals such as Martin Luther King and Joan of Arc have had upon the beliefs and behaviour of the world.
89. Pupils in Key Stage 1, including those with special educational needs, make satisfactory progress. Religious education makes an appropriate contribution to the pupils' spiritual development and speaking and listening skills. Progress in Key Stage 2 is satisfactory with pupils of all abilities steadily developing the necessary skills that allow them to explore and discuss religion.

90. Attitudes are satisfactory at both key stages with pupils listening appropriately. Pupils also show enthusiasm for the subject and are keen to ask questions. Religious education satisfactorily enhances pupils' personal development.
91. The quality of teaching is satisfactory in both key stages. In Key Stage 1, subject knowledge is satisfactory and the teaching style is suitable for the age of the pupils. However, in the planning, the expectation of the pupils is not appropriate to match fully the needs of all pupils and lessons lack pace. In Key Stage 2, teachers set out clearly their appropriate expectations of behaviour, and they provide easier tasks for the younger or less able pupils. By clear questioning they ensures that they constantly monitor pupils' attainment and progress.
92. The school has an outline for the subject, which addresses the required aspects of the subject and indicates how to develop pupils' knowledge and understanding over time. Religious education has a regular timetable and coverage is appropriate. The subject has an identified co-ordinator but there is, as yet, no system to monitor either the teaching or learning of this subject.

99. **OTHER SUBJECTS OR COURSES**

99.

Art

93. By the age of both seven and eleven, pupils attain standards in line with those expected for their age. By the end of Key Stage 1, pupils work carefully with a range of media and successfully develop artistic skills in drawing, painting, printing and collage work. Pupils are able to use shape, line, form and texture appropriately and work with a variety of materials such as pencils, crayons, charcoal and material. Their observational skills develop satisfactorily and pupils are able to sketch with confidence. Teachers encourage them to appreciate the work of artists and pupils have clearly studied the specific skills of Paul Klee. They are also learning to select appropriate materials and express their ideas and feelings.
94. In Key Stage 2, pupils make good use of a wider variety of materials, including paint, clay and textiles. Observational drawing is detailed and pupils appreciate the use of patterning and space to create different effects. They identify form, line and colour and understand the use of colour, shades and tones to create different visual perspectives. Pupils select tools satisfactorily and experiment with different types of materials. They also develop sensitivity to the work of other artists. For example, pupils have discussed the work of Monet and have confidently copied his themes in their own work.
95. Pupils make satisfactory progress. Their ability to paint a portrait or a face demonstrates an appropriate level of progress in use of colour, line and tone. They also achieve clear progression in observational drawing. They develop skills with different media and also show a deepening appreciation of works of art. Pupils with special educational needs also make appropriate progress in relation to their prior attainment.
96. Pupils in both key stages have a positive and productive attitude to art. They tackle the tasks set with enthusiasm and enjoyment and most have a regard for sensible working practices. They share resources and equipment satisfactorily and the majority of pupils demonstrate appropriate routines in the care for them. Their attitudes make an important contribution to the quality of pupils' work.
97. The quality of teaching is good across both key stages. Teachers generally have a sound understanding of the subject, plan lessons well and have good control of their busy classes.

During the inspection, some good teaching took place in the Key Stage 2 class when the teacher used the introductory session to best effect to instruct the pupils on the main features and objectives of the lesson. The teacher used good questioning techniques to promote the pupils' understanding and dealt well with inappropriate behaviour.

98. The co-ordinator has a clear overview of this subject and has carefully created an appropriate scheme of work to ensure that the curriculum includes the teaching of art skills. In both key stages, art links clearly to topics. Appropriate displays contribute successfully to the quality of the learning environment and the development of pupils' spiritual and cultural development.

105. **Design and technology**

99. Attainment in design and technology is appropriate for the age of pupils at the end of both key stages. The inspectors saw no teaching of design and technology during the inspection, and therefore base judgements on evidence of pupils' past work and documentation scrutinised. It is not possible to judge the quality of teaching or pupils' response.

100. In Key Stage 1 pupils design and make a model house. They make models with moving parts and design and make hinges which work, for example to open doors and windows. There is good experience of food technology at Key Stage 1. Pupils learn what recipes are and use recipes to make such things as vegetable soup, short crust pastry, banana buns, mince pies and Easter biscuits. Progress is sound as they move through the key stage.

101. In Key Stage 2 pupils design and make a device to measure how hard they can blow. They design and make Easter bonnets with a moving pop-up bunny. They design and make a house, successfully building on skills gained in Key Stage 1. They design and make a Roman chariot and Celtic shields. This work links helpfully with their work in other subjects of the curriculum, such as history. Pupils make satisfactory progress as they move through Key Stage 2. Pupils with special educational needs also make appropriate progress in relation to their prior attainment in both key stages.

108. **Geography**

102. The standard of work achieved in both key stages is about that generally expected for pupils of the same age. Pupils in Year 1 and Year 2 successfully use terms such as house, road, shop and park to identify local features. Through undertaking fieldwork in the local area, pupils talk confidently about different types of houses, such as flats and bungalows. Pupils successfully draw simple maps of routes to school and talk confidently about different types of travel. In studying weather, pupils correctly record different kinds of weather, and recognise seasonal patterns. Pupils in Key Stage 2 satisfactorily extend their knowledge of geographical features. Many pupils have a clear understanding of a range of maps, extending from the United Kingdom to Northern Europe and correctly identify a range of countries, rivers and capital cities. Pupils with special educational needs make satisfactory progress in both key stages.

103. The response of pupils is satisfactory in both key stages. Pupils generally concentrate well. They produce writing, drawing and soundly presented maps. Pupils are keen to answer questions and express ideas clearly. They set about their tasks with enthusiasm and work with others when required to do so.

104. The quality of teaching is satisfactory overall. Teachers plan work satisfactorily and provide a variety of resources. They make good use of local fieldwork to develop skills. Teachers have a sound knowledge of the subject and pupils are interested in the work covered. Teachers make appropriate use of a variety of activities and good use of atlases when pupils are

learning mapping skills. Teachers develop their relationships well with pupils, helping them to focus appropriately. However, the match of tasks to the needs of the pupils is limited when all pupils in Key Stage 2 have to work on large numbers of commercially produced sheets.

105. The work in geography supports the school's initiative in literacy by providing pupils with opportunities to undertake writing on geographical topics. Pupils also extend their work in numeracy, for example, through the work they cover on coordinates. They have good opportunities to extend their skills in information technology.

History

106. Evidence collected from the scrutiny of work, discussions with both staff and pupils, and a lesson observation in Key Stage 2, indicate that, by the end of both key stages, pupils' work is about at the level expected for their age.
107. By the end of Key Stage 1, pupils are aware of the difference between "now" and "then". They know about famous people from the past such as Alexander the Great and Dr Barnardo and are learning to use original sources to seek out information through observations and questioning. For example, pupils in Year 2 are able to discuss the old photographs of their school and know that they have not been taken recently because of their colour. They are also able to discuss different ways people travelled a long time ago and talk confidently about the "Quest for the West" when "The Horniks" first landed in New York and were able to cross the Hudson River by paddle steamer.
108. Pupils in Key Stage 2 have a satisfactory knowledge of everyday life in Roman times. They know about the different occupations during these times and have compared the life of a Roman soldier to that of a British warrior. Pupils have also focused on Roman roads and know that they were important for both communication and trade. During the inspection, pupils in Key Stage 2 were observed empathising with the children in Victorian times and could understand that those children's lives were very different from to their own.
109. Progress through Key Stage 1 is satisfactory. Pupils use photographic evidence to discuss old and new features as they start to learn about the past and develop a sense of chronology. These investigations heighten the pupils' awareness of the past and how they can find out about history. Progress through Key Stage 2 is satisfactory as pupils gradually develop skills of historical enquiry and come to a better understanding of historical concepts. They are beginning to use historical sources to answer questions about the past. For example, they have learnt to consider evidence which determine the key features of Victorian times. Pupils with special educational needs make satisfactory progress and tasks generally match their needs.
110. Although no lessons were observed in Key Stage 1, discussions with pupils indicate that attitudes to learning history, their behaviour, and the quality of their relationships are good. They listen attentively and show a lively interest in history. Pupils participate confidently in discussion and there is a good rapport amongst the children. In the one lesson observed in Key Stage 2, pupils showed well sustained concentration, and there was clear evidence of good relationships and obvious enjoyment. Scrutiny of work indicates that pupils respond appropriately to their topic work but do not always take care when producing it.
111. The overall quality of teaching throughout the school is satisfactory. The scrutiny of work at Key Stage 1 indicates that teaching is satisfactory. There is a sound knowledge of the topics teachers are teaching and the quality of planning is satisfactory. However, expectations are not always sufficiently challenging. At Key Stage 2 some good teaching was observed when

effective use was made of a video, which contrasted the differences between schools today and those in Victorian times. The teacher had a good secure understanding of the needs of this age group. The lesson had good pace, management of the pupils was effective and standards of discipline high. Teachers throughout the school use an appropriate variety of teaching methods and resources are used satisfactorily. However, a weakness is the occasional overuse of undemanding, commercially produced worksheets.

112. There is a brief policy document and a scheme of work that gives teachers a broad idea of coverage. However, planning to ensure the progression of pupils' understanding and historical skills are limited and assessment is inconsistent throughout the school. The headteacher takes responsibility for this subject but, as yet, no systems of monitoring and evaluating are in place. Resources are satisfactory and supplemented by loans from the local authority collections and nearby museums. Teachers make good use of both the school itself and visits to historical sites nearby. This contributes appropriately to the cultural development of the pupils.

119. **Music**

113. Observation of the only available music session during the inspection, together with evidence from discussions with pupils, indicates that all pupils, including those with special educational needs, are making satisfactory progress in both key stages.

114. By the end of Key Stage 1, pupils develop satisfactory skills in listening to recorded music, and standards of singing are appropriate for their age. By the end of Key Stage 2, pupils sing songs from memory, rehearse and improve on their performances. For example, they successfully achieve appropriate standards in productions and Christmas events.

115. Pupils' response to music is satisfactory in both key stages. They generally sing with enthusiasm. When they have access to instruments, their concentration is good. Most children have appropriate attitudes, are well motivated when devising their own music, take pride in performing and generally listen attentively to instructions. However, when teaching is unsatisfactory, both behaviour and concentration deteriorate, relationships become tense and pupils show little respect towards their teacher.

116. From evidence in discussions with pupils, the teaching of music overall is satisfactory throughout the school. Teachers plan lessons appropriately, make the learning outcomes clear and the pace is satisfactory. There is secure subject knowledge, appropriate expectations and emphasis on practical skills. However, during the inspection the lesson observed was unsatisfactory. This was due to weak pupil control, unclear objectives for the session and inefficient use of support resources.

117. There is a draft policy document but no whole scheme of work to promote consistency and progression. There is no specialist co-ordinator but the school makes some satisfactory use of support staff to play the piano. Resources are satisfactory, readily accessible to pupils and appropriately stored. There is a suitable range of music to listen to and pupils have the opportunity to hear examples of music. This contributes significantly to their cultural development.

124.

124. **Physical education**

118. Attainment in physical education is appropriate to the age of pupils at the end of both key stages. Pupils make satisfactory progress as they move through the school. The school has plans for the full physical education curriculum, although it was possible to see only games

lessons during the inspection. Swimming for pupils at both key stages is planned for in the spring and summer terms. The majority of pupils are able to swim 25 metres unaided by the end of Key Stage 2. There is a sports day in the summer term for all pupils.

119. At the end of Key Stage 1 pupils are able to send and receive a ball, hoop or beanbag with developing skills appropriate to the playing of traditional team games such as netball and rugby.
120. At the end of Key Stage 2 pupils develop further their skills for playing traditional team games. They successfully control, send and receive a beanbag or ball using plastic hockey sticks. All pupils, including those with special educational needs, make good progress in lessons as they practise and refine their skills.
121. Pupils play well together in physical education lessons. They take turns well, for example taking turns to shoot the beanbag through the goal and to record the number of goals scored in a Key Stage 2 games lesson. Most pupils behave well. Teachers' deal well with the little unsatisfactory behaviour, and it does not persist.
122. The teaching of physical education is satisfactory. In the best lessons teachers make good use of pupils to demonstrate their performance to others, thus encouraging the other pupils to try harder and to improve. Lessons start with appropriate warm up activities, and there is good attention to pupils' safety. Explanations and demonstrations are clear and effective. Teachers make good use is made of time and set appropriate time limits for the completion of tasks.
123. Resources for physical education are satisfactory. There is at present no scheme of work to support teaching and learning in the subject, and ensure the smooth progression of pupils' learning as they go through the school.

130. **PART C: INSPECTION DATA**

130. **SUMMARY OF INSPECTION EVIDENCE**

124. A team of three inspectors, including a lay inspector, spent a total of two and a half days in the school to undertake the inspection. During this time:

- .the team observed 16 sessions in whole or part;
- .they saw registration periods were seen;
 - .they inspected the work of children representing the range of ability in the school;
 - .they interviewed the headteacher, curriculum co-ordinators, teachers and support staff;
 - .they held discussions with governors, parents, children, the school secretary, caretaker and visiting support agency staff;
 - .they scrutinised teachers' plans, policy documents, the school development plan and other documents supplied by the school;
 - .they checked attendance registers and records of children's progress;
 - .they reviewed the internal accommodation and the external site;
 - .they analysed 12 responses from parents' questionnaires along with comments made by five parents who attended the meeting for parents held prior to the inspection.

- **DATA AND INDICATORS**

- **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	32	1	8	1

- **Teachers and classes**

- **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	2.5
Number of pupils per qualified teacher:	14.1

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

Total number of education support staff:	1
Total aggregate hours worked each week:	8.5

Financial data

Financial year:	1999
	£
Total income	100978
Total expenditure	95028
Expenditure per pupil	2969.62
Balance brought forward from previous year	7057
Balance carried forward to next year	13007

SURVEY

PARENTAL

Number of questionnaires sent out:	32
Number of questionnaires returned:	12

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	58	42	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	75	25	0	0	0
The school handles complaints from parents well	23	77	0	0	0
The school gives me a clear understanding of what is taught	42	58	0	0	0
The school keeps me well informed about my child(ren)'s progress	50	50	0	0	0
The school enables my child(ren) to achieve a good standard of work	50	50	0	0	0
The school encourages children to get involved in more than just their daily lessons	42	42	8	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	67	25	0	8	0
The school's values and attitudes have a positive effect on my child(ren)	33	67	0	0	0
The school achieves high standards of good behaviour	33	67	0	0	0
My child(ren) like(s) school	75	25	0	0	0

One response from the parent questionnaires indicated some concern about the amount of homework the school requires their children to do. Inspection evidence does not find this concern justified.