

## INSPECTION REPORT

### **BARMBY on the MARSH PRIMARY SCHOOL**

Barmby on the Marsh, Goole

LEA area: East Riding of Yorkshire

Unique reference number: 117824

Head teacher: Mrs. E. Hunter

Reporting inspector: Mrs. C. Worthington  
20609

Dates of inspection: 27<sup>th</sup> February – 1<sup>st</sup> March 2001

Inspection number: 188134

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	mixed
School address:	Barmby on the Marsh Goole DN14 7HQ
Telephone number:	01757 638336
Fax number:	01757 638336
Appropriate authority:	Governing body
Name of chair of governors:	Mr. N. P. Russell
Date of previous inspection:	18 <sup>th</sup> March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20609	Carol Worthington	Registered inspector	Mathematics Science Design and technology Information and communication technology Foundation stage	How high are standards? How well are pupils taught? How well is the school led and managed?
9624	Graham Norval	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
15011	Marion Wallace	Team inspector	English Art and design History Geography Music Physical education Religious education	How good are curricular and other opportunities offered to pupils?
			Special educational needs Equal Opportunity	

The inspection contractor was:

Bedford Primary Inspections  
2 Grange Lane  
Cople  
Bedford  
MK44 3TT

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33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>19</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>27</b>

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

### **INFORMATION ABOUT THE SCHOOL**

This very small primary school has 52 children, aged between 4 and eleven years, taught in two classes of 26 – reception and Key Stage 1, and Key Stage 2. Numbers for each year group range from 2 to 11; all children are white. The number of boys exceeds that of girls, equally divided in each class (15:11). Four per cent of children have free school meals, which is below average. Most children come from two small local villages, some from further afield, from a mixed variety of backgrounds. Attainment on entry varies considerably from year to year as there are such small numbers involved. Nine pupils are on the special educational needs register, one of whom has a statement; eight pupils have been identified as being more able or talented in at least one curriculum area. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

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

This is a good school with many very good features. There is a small staff with a headteacher who teaches in the infant class for half the day. The quality of teachers' assessment and planning is a strength of the school and results in all pupils making at least good progress in learning. Leadership and management by the headteacher and governors are good. All staff work very hard as a team and create a caring, hard-working environment where children are valued and gain self-esteem, preparing well for secondary education. The school adds significant value to each child's education, and therefore gives good value for money.

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

- The standard of reading is above average at Key Stage 1, and Key Stage 2 pupils are good independent learners.
- Very good teaching ensures that pupils make very good progress in literacy, which underpins the whole curriculum.
- Pupils make good use of ICT across the curriculum.
- Very good provision for pupils with special educational needs, including the gifted and talented.
- Very good assessment procedures are used very well to plan for all children's progress through the curriculum, regardless of ability.
- It promotes very good attitudes to learning which ensure that pupils get the most benefit from their lessons.
- It has a very good partnership with parents, who are kept well informed about their children's progress.
- Leadership and management by the headteacher and governors is good and ensures clear educational direction.
- Pastoral care is very good.

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

- Accommodation is poor and hampers the provision for outdoor play for the reception children, and physical education: provision for gymnastics has to be made using facilities five miles away.
- The curriculum: provision in the Foundation Stage for structured creative, physical and social activities; more time for music; religious education taught in greater depth at Key Stage 2 .
- Some teacher expertise, which is lacking in science at the higher levels .
- Handwriting and presentation, which detracts from some children's work.
- The standard of writing at Key Stage 2, currently below average.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the current headteacher took up her post three years ago, the school has done its best to address all the key issues from the last inspection in March 1996, and has made good progress since then. To improve the achievements of the higher ability pupils, they are identified and given extra tuition. Eight have individual education plans with specific targets to raise attainment. Pupils are now good independent learners, particularly juniors, through a focus on this aspect. Assessment has improved greatly and its use is now very good for all abilities, including pupils with special needs and the gifted and talented. It is not possible to judge teachers' expertise in music since the only teaching seen was by the local education authority specialist teacher, but pupils in Key Stage 2 did not demonstrate adequate knowledge of music during discussion. There are now more artefacts in history, borrowed from a local library. The disruption caused at lunchtime and for assemblies has been minimised by not moving furniture; but, because of the limitations in accommodation, unsatisfactory features remain, in that children eat hot meals in their classroom. Physical education and structured play activities in reception remain severely curtailed by the lack of suitable accommodation. The most significant areas of improvement are teaching, and standards of achievement. The capacity for further improvement is good, but it is always hampered by the constraints of the building.

## STANDARDS

Pupils enter reception in the September of the year they become five. Attainment on entry is about average, with fluctuations according to individual children's ability. Standards overall are similar to those found in most schools, though the small number of children in Year 6 and Year 2 in any one year cannot give a meaningful comparison, as each individual represents a high percentage, and the range of ability in any one group varies considerably. In the last reporting year, the average National Curriculum points score obtained in Key Stage 2 tests showed English to be above the national average. In mathematics, standards were below average; in science, standards were average. Although this looks like an improvement over the previous two years when standards were well below average, it is of little significance considering the small number of children involved, which included a high proportion of pupils with special educational needs in 1998 and 1999; in 2000, there was none. The teachers spend considerable time tracking the progress of individual children, and very thorough assessments, supported by local education authority figures, through the years from reception to Year 6, show that all pupils make good progress overall. Considerable value is added to their education. Assessment data shows similar value added to the pupils in Key Stage 1, commensurate with at least good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are interested and involved in their activities because they are varied and challenge their intellect.
Behaviour, in and out of classrooms	Very good in Key Stage 2, though the sense of good conduct is not yet so well developed in the under fives.
Personal development and relationships	Good. Every pupil has some responsibility, and all respect the feelings of others; older pupils care for younger ones. There is insufficient opportunity for older pupils to have a say in the running of the school, for example, through a school council.
Attendance	Good. Pupils are keen to come to school and there is very little unauthorised absence. Parents support the school well by not taking holidays in term time.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall 20	Satisfactory	Very good	Very good

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

Of the twenty lessons observed, 75 per cent were good or better; 50 per cent were very good. One lesson was excellent; none was unsatisfactory. Particular strengths are planning, assessment, management of pupils and subject knowledge of English, mathematics, ICT, art, history and geography. Relatively weaker aspects are subject knowledge of religious education, music, and science at higher levels. English is taught very well and mathematics well in both key stages; literacy is developed well in other subjects, such as history, geography and science. Teachers plan work suitable to challenge all abilities, from those with special educational needs to the gifted and talented. All pupils have individual learning targets, which enable them to progress well in their learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Although good provision is made for literacy and numeracy, ICT, art, history and geography, the curriculum has unsatisfactory features because of restrictions governed by the building - beyond the school's control - in the Foundation Stage and physical education, and a lack of teacher expertise, limiting music provision. Extracurricular activities are good and well supported. German is taught in Key Stage 2.
Provision for pupils with special educational needs	Very good. Pupils are identified early and given very good support, which enables them to make very good progress. Assessment through individual education plan (IEP) targets is very good and enables suitable work to be planned. Gifted and talented pupils also have IEPs to raise their attainment to the highest level.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for moral and social is very good; that for spiritual and cultural is satisfactory. There is not enough time for quiet reflection in assembly. Although many foreign cultures, including Japanese and Mexican are studied, the school does not prepare its pupils very well for life in multi-cultural Britain
How well the school cares for its pupils	Very well. The school has excellent procedures for child protection and for monitoring and improving attendance. Very good procedures are exercised for guiding pupils' education, maintaining good behaviour and supporting their academic progress, and there is good liaison with the local secondary school. The school works very well in partnership with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED



Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher leads with good educational vision for the school's development and is well supported by the whole staff, all of whom assume curriculum responsibilities and carry them out well.
How well the governors fulfil their responsibilities	Good. The chairman of governors fulfils his role with dedication and makes great efforts to keep up with educational change. The governors fulfil their monitoring roles well. Statutory requirements are not met in physical education.
The school's evaluation of its performance	Very good, carried out by the whole staff. The school improvement plan contains good targets for improvement, and progress is charted at every staff meeting. It is not fully costed, however, and so value for money is not easy to track.
The strategic use of resources	Very good. Specific grants are used well for special educational needs and resources. The use of staff is carefully considered and targeted towards specific groups of children. The school is working towards a full application of the principles of best value.

The carefully considered match of teachers and support staff to the curriculum is satisfactory overall and good in certain aspects of teachers' qualifications and expertise. Weaknesses in music and physical education are exacerbated by poor accommodation. Learning resources are adequate, though storage space is a problem.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Standards in English, mathematics and science</li> <li>Behaviour</li> <li>The leadership and management of the school with its teaching head</li> <li>Good teaching in a happy atmosphere of hard work and high expectation</li> </ul>	<ul style="list-style-type: none"> <li>The range of extracurricular activities</li> <li>More opportunities for music</li> <li>Standards in physical education</li> <li>The amount of homework set in preparation for secondary schools</li> </ul>

The inspection team agrees with the parents' positive views. Whilst the school provides for physical education as well as possible, standards are low because of the limitations of the school building. Inspectors consider the amount of homework pupils receive to be satisfactory preparation for their next school. The homework club is a great asset in this respect. The school enriches the curriculum by well attended extracurricular activities; inspectors cannot agree that the school could provide any more without extra help, perhaps from parents themselves.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

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

1. Pupils enter reception in the September of the year they become five. Attainment on entry is about average, with fluctuations according to individual children's ability. Taking standards in the whole school into consideration, they are similar to those found in most schools, but the small number of children in Year 6 and Year 2, in any one year, cannot give a meaningful comparison with other schools of larger numbers, as each individual represents a high percentage, and the range of ability in any one group varies considerably. In the last reporting year, the average National Curriculum points score obtained in Key Stage 2 tests showed English to be above the national average. In mathematics, standards were below average; in science, they were average. Although this looks like an improvement over the previous two years, it is less significant considering the small number of children involved, which included a high proportion with special educational needs in 1998 and 1999; in 2000, there was none. The teachers spend considerable time tracking the progress of individual children, and very thorough assessments, supported by local education authority figures, through the years from reception to Year 6 show that all pupils make good progress overall. Considerable value is added to the education of all children, as shown by assessment data from reception to Year 6.
2. At Key Stage 1 in 2000, standards in reading were average, in writing were above average and in mathematics well above the national average. School figures show similar value added to the pupils in Key Stage 1, commensurate with at least good progress.
3. During the inspection, standards in English, mathematics and science were found to be close to average at Key Stage 2, though the standard of writing was below. This is good considering three of the eight pupils in Year 6 are on the special needs register. At Key Stage 1, standards in reading were above average; those in writing and mathematics were average overall. Average 11 year-olds are satisfactorily able to write a character sketch, having studied a text from 'Harwell Hall'; they set out their work accurately using paragraphs; higher ability pupils use similes and metaphors well in their description. Pupils below average also manage this task successfully, with more adult support. The average pupils read a satisfactory variety of books and describe plots and character in detail. Library and research skills develop well, making most junior pupils independent workers; this is a great improvement since the last inspection. Ability in speaking and listening is above average at both key stages. Pupils confidently speak in front of their class whilst others listen carefully. A strength is the confident way that they discuss work in pairs and small groups, and report back to the class, which ensures maximum contribution to the lesson. Pupils' confidence and speaking ability are also enhanced by drama productions, such as the millennium story – a history of the locality. Average seven-year-olds' writing is about the same standard seen in most schools. They write sentences with full stops and capital letters. Reading is above average.
4. In mathematics, average 11 year-olds have satisfactory knowledge of multiplication tables up to x10, and are beginning to see number patterns such as those relating to the 3, 6 and 9 times tables. Higher ability pupils work out more complex patterns involving tens and units separately; exceptionally gifted pupils in Year 5 and 6 have extra tuition enabling them to cope with difficult methods for long division using large

numbers and are working beyond the average level 4. As a result of good support from classroom assistants in the junior room, all pupils are able to work at their own level. Especially good use of information and communications technology (ICT) at Key Stage 2 enables younger members of the class, who achieved a high level at Key Stage 1, to maintain their level and progress as juniors. Average pupils also make satisfactory progress in measurement and capacity and measure the perimeter and area of a combination of regular shapes, such as squares and rectangles. Above average pupils know the numbers of the faces, vertices and sides of three-dimensional shapes, such as a square pyramid. No evidence of data handling was seen in books of Year 6 pupils, though it had featured in planning in the previous term, and was obviously being used at an appropriate standard in science and geography. This was a strong feature in Key Stage 1, however; pupils know the difference between bar charts, pie charts and pictograms. They use their knowledge of triangle, squares and circle to form repeat patterns for their mats in design and technology, and identify odd and even numbers satisfactorily.

5. In science at Key Stage 2, the standard of work seen was average for the age of the pupils. Those in Year 6 have satisfactory knowledge of the parts of a flowering plant, and adequate knowledge of friction, though ideas on gravity are not well formed. They were seen competently investigating the ways in which solids can be separated from each other and liquids. They put forward hypotheses, conduct a fair test and write an account of their work, suitable for someone their age to follow. In Key Stage 1, seven-year-olds have a satisfactory knowledge of their own bodies and know which foods are healthy and which are unhealthy. They classify materials on the basis of concepts such as smooth, shiny, and rough; average pupils identify forces as pushes and pulls, and accurately describe in words or pictures, according to their ability, the effect of twisting forces on plasticene.
6. In most other subjects, standards are similar to those found nationally, but there are examples of above average work in art where Key Stage 2 pupils are challenged to do four types of stitching when making their own tapestry of Androcles and the lion. No art was seen in Key Stage 1, and no design and technology lessons in Key Stage 2, and although some photographic evidence was available, it is not possible to judge the quality or standards of the moving monster models made last year in Key Stage 2 from it. Key Stage 1 pupils satisfactorily cut and join textiles to make colourful Mexican mats. Geography and history have a strong school focus, and standards are better than in many other schools. In geography, 11 year-olds satisfactorily use the internet to find out about the Rhine as part of their study of rivers. Seven-year-olds enthusiastically learn about the clothes and customs of Japan, using artefacts brought by a visitor to that country. In history, pupils in Key Stage 2 study the Roman invasion, and show satisfactory understanding of the role of Queen Boudicca in her attempts to repel it.
7. Standards in music remain below average at both key stages, despite there being a local authority music specialist. However, she only comes in to school once every half term and this is not enough to raise standards. Year 6 pupils do not have sufficient knowledge of music terminology or of different types of music. Pupils in Key Stage 1 sing with enjoyment and recognise the violin, the guitar, and short and long sounds demonstrated on these instruments, but their experience is limited. Standards in physical education are below average at Key Stage 2, particularly in gymnastics and dance. There is little opportunity to practise these subjects since accommodation does not allow it. Arrangements with other schools are unsatisfactory because of the curriculum time wasted on buses; the use of the village hall is also unsuitable because it is too small for anything other than the reception class. Standards at Key Stage 1 are

just about satisfactory, but outdoor play is limited for reception children, cramping their physical development. Standards in religious education are below average in Key Stage 2. The agreed syllabus is followed, but lacks the depth which would be imparted by secure teacher knowledge. Average and below average pupils know some of the names of major religious festivals; above average pupils understand the significance of some festivals, such as Easter and Christmas. At Key Stage 1, standards are average.

8. Pupils identified as having special educational needs make very good progress in their learning. All achieve well in national tests for their level of ability, and complete work alongside others, with support. Handwriting is legible and developing well; capital letters and full stops are used correctly. In mathematics, the knowledge of the four rules of number and measurement is satisfactory. In science, pupils independently write about pushing and pulling actions used to move toys; words are joined up but the meaning is clear. They sort materials correctly, and data handling is well established as shown by pupils' production of a graph to show eye colour in the class.

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

9. Pupils' very good attitudes to work and their very good behaviour are a strength of the school, making a positive impact on progress. This is an improvement since the last inspection. During lessons, pupils concentrate on their work despite the distractions of mixed age classes. They are eager to come to school and take part in all activities. During a Key Stage 1 lesson about communicating feelings, pupils showed sensitivity to others. They worked hard to find words to describe how they feel during illness. Some of the older pupils described how they feel in their heads as opposed to their bodies.
10. There is an atmosphere of calm and order in school that aids learning. Children entering the Foundation Stage are expected to obey the school code of good behaviour. They quickly learn to tell right from wrong. Older pupils show tolerance of the behaviour of some of the younger pupils, and as they grow older, show increasing awareness of how their actions affect others.
11. Parents strongly support the code of behaviour. One hundred per cent of those responding to the parents' questionnaire feel that behaviour in and out of school is very good. Parents and their children are confident that, should any bullying take place, the staff would deal quickly and effectively with it. Inspection evidence supports their views.
12. Pupils are keen to accept responsibility and show initiative. Their response to opportunities is good, though limited. However, all the pupils take some responsibility for small tasks, such as taking registers to the office. During a whole school assembly, one pupil operated the CD player and another handed out hymn books. Older pupils voluntarily help younger ones in the playground and at lunchtime. There is a procedure for shared reading where older pupils may help younger ones to improve their reading ability. This is an improvement since the last inspection. However, the school recognises the need for further opportunities for pupils to accept responsibility.
13. Pupils develop good independent learning skills in Key Stage 2. They work well both in small groups and alone. In a geography lesson, for example, pupils successfully carry out research about the river Rhine, using maps, CD-ROMs and the Internet to find information about the different countries and towns it flows through. Teachers in both key stages ask pupils to talk to their partner and share each other's thoughts about

different topics. In a health and social skills lesson in Key Stage 1, paired pupils produce a range of ideas that they share with the rest of the class. They use the library, but its use is restricted by its location in the Key Stage 2 classroom.

14. Pupils with special educational needs are happy and secure within their class groups and the smaller support groups. They relate very well to their classmates and adults. This very good relationship gives pupils the confidence to join in with all school activities and explore new areas of their learning. They work well in the classroom, with good levels of concentration and an eagerness to learn. They are encouraged to work independently and with a partner, or in small groups, to which they respond very well. Support staff and teachers are skilled in applying methods of behaviour management, and pupils receive clear guidelines and expectations for behaviour and attitudes to work. Pupils respond well to the firm and consistent message that they experience throughout the school. Many attend the extra curricular clubs, which positively extend their learning and contribute to personal development.
15. Attendance is good and supports pupils' learning. It is slightly greater than the national average and there are no significant gender or age patterns. Most absence is caused by illness, and there is no unauthorised absence. Lateness is rare and only attributable to adverse traffic or weather conditions. Parents support the school's high expectations and very few pupils are absent on holiday during term time. There are no recorded cases of exclusion.

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

16. The quality of teaching is very good overall. Of the twenty lessons observed, seventy-five per cent were good or better: Fifty per cent were very good or excellent; none was unsatisfactory. The scrutiny of pupils' work books showed that teaching over time is good, and children make good progress in learning.
17. Teachers' knowledge and understanding is generally good. Enthusiasm and very good subject knowledge for literacy, exemplified in a Key Stage 2 lesson, enabled pupils to make great gains in their understanding of metaphors and similes. Another teacher's fine knowledge of art allowed pupils to accept a high level of challenge in the learning of specific techniques in textiles. Another teacher in Key Stage 1 was seen giving a very good introduction to a lesson using ICT, relevantly informing pupils in the use of the 'smartboard' to make pictograms of their favourite toys. Expertise in some subjects, such as religious education and music, is not always as sound.
18. The teaching of literacy is very good in both key stages, and literacy is used well in history and geography, with good examples of written work, but there was very little science in some Key Stage 2 books from 1998-9, and too little religious education, also in Key Stage 2. Writing and the presentation of work is not as well developed or neat as it should be. The teaching of numeracy is good and used relevantly in other curriculum areas, such as measurements in design and technology. A pertinent emphasis was placed on scientific vocabulary in one lesson seen, which helped pupils enrich their use of language, and careful attention was placed on investigation to help pupils find out about the effect of twisting forces which deforms plasticene. ICT skills, particularly those of research and investigation, develop well in most subjects, because of the importance teachers attach to them.
19. Teachers' planning is very good, usually setting out clear objectives and catering for all ages and abilities. In a Key Stage 1 geography lesson, for example, this enabled above average pupils to learn how to use the index and contents pages of an atlas whilst the

average ones found Japan and England on the map. Below average pupils tried to do the same, and succeeded with some planned adult help. In a Key Stage 2 science lesson, pupils in Years 3 and 4 were successfully set tasks to enable them to learn about the properties of liquids and solids, whilst those in Year 5 and 6 were to devise methods of separating them. No objectives were seen or were apparent for a Key Stage 1 music lesson observed, however, and reception children in guided play activities do not always have objectives which can be shown to be met during the lesson and used to assess their progress.

20. Teachers' expectation of their pupils is very good in both key stages in both behaviour and acquisition of knowledge. Children in Key Stage 1, for example, were expected to handle photographs and Japanese costumes carefully, and did so. At Key Stage 2, it is evident that the teacher expects pupils' written work in science to be structured in a way that other children their age can understand and follow instructions. Expectations of the under-fives are not so good. When they are playing, for example, some misbehaviour is tolerated.
21. Teaching methods are good in both key stages. Good reinforcement of the concept of more or less was made in a reception numeracy lesson by the rolling of dice to determine whether to add or remove circles to a starting point of two or three. This excited pupils, and allowed them to learn well. Inclusion of a sense of awe and wonder with the introduction of the 'smartboard' was a great stimulation to the infant class, as was, also, the dressing up in authentic Japanese 'best' clothing for a boy and girl in Key Stage 1. The encouragement of 'brainstorming' and working in pairs was seen effectively used in several lessons.
22. The use of support staff and other resources is good. Four adults – including grandparents - were seen contributing usefully to a history lesson where pupils gained an appreciation of toys used long ago. In an excellent art lesson, good adult support gave pupils individual help to make maximum progress in learning. The pace of lessons is usually good, well exemplified in a Key Stage 2 mathematics lesson, where a brisk pace carried pupils effectively to the discovery of number patterns in 2, 4, 5 and 10 times tables. Sometimes, however, lessons are not so well paced, and timing that is so crucial in a school with such mixed classes is not tight enough. Lessons were seen to overrun in Key Stage 1 on two occasions. In one, group work was cut short and in the other, reception children caused a disruption to the plenary session as they joined the class.
23. Assessment and its use is very good. Teachers' planning includes an assessment cycle and, because of the nature of the school, every pupil's ability, needs and achievement are well known to the teacher. In Key Stage 2, for example, careful questioning is skilfully matched to the literacy targets of each pupil to make greatest use of on-going assessment. Very good differentiation and grouping, based on ability in numeracy was seen, helping all pupils make good progress in multiplication. In science, the teacher was seen referring to pupils' personal targets, asking relevant questions. Target cards for literacy and numeracy in Key Stage 1 are usefully employed in history and geography, for example, enabling basic skills to be reinforced through the curriculum. Targets are efficiently crossed out as they are met, and new ones written down to ensure continuity and progress. Homework is well set according to ability and targets, and the after school club is well attended.
24. Management of pupils is very good in most lessons, especially English and mathematics at Key Stage 2. Good control was also seen in a personal and social education lesson where certain boys showed embarrassed silliness when presented

with some of the material. The teacher effectively quelled this, making sure all pupils worked quietly and diligently in their groups.

25. All teachers and other members of staff provide a very good level of support for pupils with special educational needs that effectively contributes to their achievement. The support is flexible and is adjusted depending on individual needs, making a positive contribution to the very good rate of progress pupils make in their learning. They work well towards their targets within the classroom and in smaller withdrawal groups, depending on the specific needs of individual pupils. Individual support outside the classroom has a specific focus. Pupils are helped for literacy, numeracy, information and communication technology and any other curriculum area depending on their particular need. A significant strength is the support they receive in the classroom, where they have a very good relationship with their teacher. This contributes positively towards standards achieved. Class teachers have suitably high expectations of pupils. They plan work that closely matches pupils' needs. They are well supported in their work by the co-ordinator for special educational needs and the support staff. The targets are clearly stated for staff, pupils and parents to understand. Pupils are able to achieve their targets, which also helps to raise their self-esteem. Eight pupils have been identified as gifted and talented in the school, and they receive very good support and encouragement in extending their talents further, such as in mathematics where they sometimes have an extra individual lesson.

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

26. The school provides a generally broad and balanced curriculum, including all National Curriculum subjects, religious education and German. Personal, social and health education is satisfactorily taught in both key stages, including sex and drugs misuse education. Religious education meets the requirements of the locally agreed syllabus, but there is insufficient depth in the provision at Key Stage 2. Curriculum time for music teaching is too low. Physical education is unsatisfactory because of the limitations of the accommodation. There is no apparatus and no suitable space for gymnastic work, and the use of the village hall for lessons is unsatisfactory and unsafe for gymnastic work for large groups. Provision for physical development and also structured play is unsatisfactory in the Foundation Stage.
27. Since the last inspection, there has been improvement in the curricular provision for English, mathematics, art, and information and communication technology; provision for pupils with special educational needs has also improved. There has been a little improvement in the provision for music, but nothing significant in physical education, religious education or outdoor play for the Foundation Stage. It is not possible to judge design and technology for improvement. Curriculum provision for the Foundation Stage is unsatisfactory overall because that for creative, personal, social, emotional and physical development is limited. The poor accommodation, which inhibits imaginative exploration and development of large motor skills in outdoor play and adventure, is having a significant impact on this provision.
28. Provision for pupils with special educational needs is very good; the school fully meets the requirements of the Code of Practice, and pupils are well integrated into the life of the school. The early identification of need is a strength, including that for gifted and talented pupils. Pupils have equal access to all areas of the curriculum and the range of learning opportunities. The provision within and outside the classroom is as good as it could be in most subject areas for a small school with no hall. In withdrawal sessions, during classroom support, and in class lessons the very good quality care and support

ensures pupils develop confidence and joy in their learning. The school places a strong emphasis on the acquisition of basic skills of literacy and numeracy and has good methods for teaching them. The class teacher, learning support assistants and support staff work closely together when identifying needs, drawing up individual education plans and implementing them. The school works very well in partnership with local authority support staff.

29. Since the last inspection, there has been a good improvement in the provision for pupils with special educational needs and in the progress pupils make in their learning. The quality of support has improved from satisfactory to very good, and the school has made good progress identifying and providing individual targets for pupils who have been identified as gifted and talented.
30. The provision for extracurricular activity is good. Although there is not a great variety, those provided are of high quality, namely library, chess, homework, football coaching, and they are very well attended. All teachers, one parent and a governor help in this provision.
31. The curriculum provides very well for equality of access for all pupils to learn and make progress. In the very good lessons, teachers' planning takes good account of pupils' age, attainment and special educational needs through the provision of appropriate teaching methods, support and resources. All staff and governors of the school give very good attention to issues related to equal opportunities. A significant development since the last inspection is the identification and individual planning for more able and talented pupils. Pupils identified as gifted in mathematics receive an additional teaching from the co-ordinator. This very intensive tuition improves mathematics and extends their learning to a very high level for their age. All pupils identified as gifted and talented have special educational plans identifying individual targets. More able pupils in Years 1 and 5 are well challenged as they work alongside Year 2 and 6 pupils or work at their own level of ability. Pupils contribute to their own targets and these are reviewed regularly. The school ensures all pupils have the opportunity to take part in extracurricular activities. However, the accommodation limits the access to the school for physically disabled pupils.
32. The school successfully promotes personal, social and emotional development and the planned programme for sex education is appropriate for all ages of children, and there is a good drugs awareness programme. The very good overall planning of the curriculum is a strength of the school.
33. The school is very much part of the community; local residents attend all its productions, bazaars, and sports days. Members of the community come to school, for example, to tell pupils about toys of their young days. The school has constructive relationships with the local secondary school.
34. Provision for spiritual development is satisfactory. The ethos of the school offers a secure environment where pupils are made to feel part of the school community. Assemblies are well planned and provide a framework for pupils to reflect on aspects of their own life such as how unique each person is. The school has good links with the local church. Although time is planned for pupils to reflect and consider how they could make the world a better place, this is often not long enough during assembly. Joy in learning was observed many times during the inspection week, for example, Key Stage 2 pupils showed real appreciation for a range of textiles pictures, and a sense of achievement was evident as pupils explained how they designed and made their textile pictures of the Androcles and the lion. Key Stage 1 pupils thought the 'smartboard' was



'magic' as they touched it.

35. The provision for moral development is very good. The school Code of Conduct is clearly visible in both classrooms and older pupils sign to say they agree with the code and will abide by it. Reward systems are well established; pupils enjoy the class team points and the system contributes to their enthusiasm and desire to gain more points before the end of the week. They respond swiftly to their teachers and other adults, showing a clear understanding of right and wrong. Teachers and adult helpers are very good role models for pupils and provide a supportive atmosphere to cultivate pupils' moral development. There are very good opportunities to discuss issues, such as bullying.
36. The provision for social development is also very good in Key Stages 1 and 2 . From the time pupils enter the school, very good relationships are established with all adults and other pupils, but reception children's social development is limited by the opportunities for constructive play with each other. Their relationship with older pupils is very good. Pupils work very well individually, with a partner, in a small group or alongside others in a large group. Teachers regularly give pupils opportunity to discuss ideas with a partner and share them with others. They work very well in small groups; Key Stage 2 pupils, for example, collaborate well contributing to the design and making of their textile art picture. Younger pupils were seen listening appreciatively in small groups as one pupil talked about a modern toy in their history lesson. Older pupils relate very well to younger pupils and the sense of the school as a family is evident. There are many opportunities to take responsibility and help with jobs around the school.
37. The provision for cultural development is satisfactory, though pupils are not especially prepared for life in multi-cultural Britain. Different cultures such as Japanese and Mexican are well presented and give younger pupils opportunity to familiarise themselves with life in other countries. Pupils remember and explain that a Mexican meal consists of salsa, guacamole, tortillas and Mexican fruit salad, for example. Older members of the community regularly visit the school and make a valuable contribution to pupils' learning. They talk about toys and play when they were boys and girls in the 1940s and 1950s, for example. This makes a significant contribution to pupils' growing knowledge and awareness of the past and the differences with the present. Teachers use visual stimuli such as photographs of works of art and historical artefacts profitably. Pupils benefit from visits to the local church and a school where they take part in sporting activities.

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

38. The procedures to ensure the health and well being of pupils are excellent. This helps pupils and children under five to settle in quickly. They feel secure and are free to concentrate on their work.
39. The school has improved the high standards of pastoral care reported previously. All the parents responding to the questionnaire believe that behaviour is good and that they can approach the school with any problems. This message is evident in the parents' meeting also. Pupils are confident that they can turn to any member of staff and receive help if they need it. Inspection evidence strongly supports this view.
40. All staff receive elementary first aid training. They record any accidents and follow detailed procedures to inform parents of any concerns. In cases where adults other than their parents collect children, the school ensures that all parties know. This

reassures the many families where both parents work. The school cannot provide an area where pupils waiting to be collected can rest in comfort and privacy because of the poor accommodation. There is no space for a bed for injured or sick pupils, but there is a sofa bed in the library.

41. A member of the governing body is responsible for overseeing health and safety. This governor visits the school monthly to note any concerns for action. There is an annual recorded risk assessment. The school complies with all the statutory equipment tests.
42. The Key Stage 2 class teacher is the designated person for child protection. She recently attended a training course and ensures that every member of teaching and non-teaching staff is aware of the procedures and any changes to them. Provision is excellent.
43. The school has excellent procedures to monitor and promote good attendance. Class teachers maintain the registers carefully. The administration officer checks them daily and keeps detailed records of absence. Parents are aware of and support the high expectations of the school. There are very few instances where the school has to ask for explanations for absence. Very few families take holidays in term time. When this is unavoidable, the school ensures that pupils receive appropriate work to take with them. A high proportion of absence is due to illness supported by notes from parents.
44. The very good procedures to promote and monitor behaviour are effective. Since the last inspection, the headteacher has introduced a system of awards and an improved code of conduct. Pupils' achievements are recognised at a special weekly assembly. The code of conduct is displayed in classrooms and in the home school agreement. There are, however, occasions in the Foundation Stage when the methods of controlling children are not used effectively. This causes disruption to other pupils' learning in Key Stage 1.
45. Personal development is supported by very good procedures for monitoring and recording, although achievements outside school life are not recorded. Assessment procedures are thorough and extend to every subject of the curriculum using QCA guidelines for what all pupils know and can do. In English, mathematics and science, pieces of assessed work are kept, and some is sent home every half term with comments from teachers and children; the response from parents is most appreciative. A particular strength of the assessment procedures is the way in which they are used to plan the next stage of the curriculum for individual pupils as well as the whole class. Work is regularly assessed in relation to National Curriculum levels and contributes to target setting. The school targets for reading and writing are productively used. Pupils know their own targets and refer to them in lessons. An efficient tracking system identifies the progress of groups and individual pupils and usefully contributes to assessment. The school has yet to develop portfolios of pupils' assessed work. Individual, group and year targets are reviewed regularly and effectively provide small achievable steps to progress at all ages and levels of ability. External tests for reading and writing are used for Key Stage 2 pupils, and information from these tests is used to track pupils' progress systematically.
46. The school keeps detailed records and documentation on all pupils with special educational needs. This ensures staff are knowledgeable about individual difficulties these pupils might encounter and that they receive the appropriate support and guidance. All members of staff are totally committed to pupils in their care, and know about each individual's learning difficulties. Pupils are encouraged by all members of staff to become independent in their learning and social skills. From an early stage,

assessments are used effectively to identify attainment, progress and targets for further development. Pupils are moved up and down the special educational needs register as their needs change. Informative records of each pupil enable progress to be tracked over time, problems to be identified, and future targets to be planned effectively.

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

47. A very large majority of parents believes that the school has an excellent relationship with the parent body. Evidence from the inspection supports this. A small minority is concerned that the school does not provide an interesting range of activities outside lessons. This opinion is not supported by inspection evidence. There are four clubs run by school staff after lessons. Nearly one third of the pupils attended the homework club during inspection week. More activities cannot be provided without additional help.
48. Parents receive excellent information from the school, particularly about pupils' progress. The prospectus is a detailed document carefully composed to contain information specific to a small school. Annual reports contain an analysis of each pupil's achievements, noting strengths and areas for improvement. Targets are set for the following year. As well as the two formal progress meetings each year, parents are invited to request a meeting if they are concerned about aspects of the annual report.
49. A strong and unusual feature of teacher-parent communication is a piece of pupils' work that is sent home every term. This work is marked by the teacher with suggested points for parents to discuss with their children.
50. Parents and members of the community play a very active role in support of all school activities. The parent governors visit regularly and many parents, grandparents and residents of the village help in class regularly.
51. The very active Parent, Teacher and Friends Association raises substantial funds for the school. The small committee is supported at events by most parents. At a recent gala day, although nearly every parent was present, they were out-numbered by members of the community, demonstrating the close links with the village community.
52. Ninety-four per cent of parents responding to the questionnaire feel that homework is appropriate. One parent is concerned that there is insufficient training to prepare pupils in Year 6 for the homework load at secondary school. Insufficient evidence was available to judge this concern. Links with the secondary school were found to be strong.
53. All parents of pupils with special needs are invited to attend meetings to discuss the achievement and progress of their children, and the school maintains very effective links with parents. It does all it can to involve parents in their children's learning, supported very well by parents who are involved in the regular reviews and discussions.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

54. The leadership and management of the school are good. The headteacher has a good vision for its educational direction, and is well supported by all members of staff. She shows great determination to achieve the best for the school, reflecting the school's aims by, for example, having visited other schools to see prospective applicants for a

vacant post in action. Owing to the small size of this school, all teachers have co-ordinator roles, taking responsibility for several different subjects; full and part-time staff work well together and monitor each other in a very professional way.

55. Since the headteacher took up her post three years ago, the school has done its best to address all the key issues from the last inspection in March 1996. Improvement has been good since then; the only issues remaining are those which are beyond the school's direct control to do with accommodation. To improve the achievements of the higher ability pupils, they are identified and given extra tuition. Eight have individual education plans with specific targets to raise attainment. Pupils, particularly juniors, are now good independent learners. Assessment has improved greatly and its use is now very good for all abilities, including pupils with special needs and the gifted and talented. The most significant areas of improvement are teaching, and standards of achievement. Because of good teamwork practised by staff, the school is now well placed to improve further, provided the accommodation difficulties can be overcome.
56. The governors support the school well, especially the chairman who visits regularly. Governors take their curriculum responsibilities very seriously and visit classrooms for observation, which they report to the governing body. This good practice ensures the school does not find itself in the situation after the last inspection when the curriculum in Key Stage 2 was not in place for nearly a year. Governors set realistic targets for achievement, which reflect the unique nature of the school. In many cases, this depends on the targets for individual children and their movement. Several children have left in Year 5 to go to the junior department of a local private secondary school which is popular with parents. Both Year 5 pupils are due to leave this year, thus leaving the 100 per cent target for level 4 and above in the National Curriculum tests in 2002 reduced to nought per cent.
57. Governors are kept well informed by the headteacher. She and the chairman meet fortnightly, and her report to the meetings of the governing body gives good information about the progress of the school improvement plan. The governors have satisfactorily drawn up the sex education policy and another for lunchtime supervision. They further show their support for the school by their involvement in social events, such as discos.
58. The school's financial planning is good. Although the budget is small, all is carefully accounted for, and the headteacher bids for any available extra funding, for example, the provision of the 'smartboard', which is a recent valuable acquisition. She and the governing body have wisely spent money available for administration and monitoring time on covering classroom needs fully by appointing well qualified classroom teachers part-time, and by finding classroom assistants to supervise groups of pupils in both key stages and reception. This arrangement also enables gifted pupils to have specialist teaching to meet the targets on their individual education plans and is instrumental in ensuring that these pupils make good progress.
59. Priorities on the school improvement plan are well focused on raising standards of all pupils' attainment, though success criteria are concerned more with the setting of targets than the outcome. Some costings and responsibilities are clear but it is not possible to evaluate progress in achieving development targets fully as value for money because there are not dates for them to be met. A careful check is kept on day-to-day finances, and the services of the local education authority financial officer satisfactorily employed. The school secretary is very experienced and efficient. There have been two recent audits in three years, from which no major action was required.
60. The whole teaching team constantly evaluates the progress made against the school

improvement plan at staff meetings, which is drawn up mostly by the headteacher after discussion with staff and governors. The headteacher makes good use of the local education authority advisory service to help with, for example, school evaluation and analysis of data from national testing, which is used to show the progress made by individual pupils, and to set targets for them. Staff also discuss progress against these targets at every staff meeting and this rigour is instrumental in ensuring that every child makes at least good progress, commensurate with their ability. The headteacher values parents' views highly and has consulted them about the effectiveness of the school in a questionnaire; staff are always available to see parents after school. Such strong links are attractive to parents from outside the catchment area and school's numbers are rising. Children themselves are not yet consulted about the running of the school through a body such as a school council.

61. Management of pupils with special educational needs by the co-ordinator, headteacher and governing body is good. The governor for special educational needs is knowledgeable, fully appreciative and supportive of the work of the school. Specific funds are well used and pupils' interests are foremost when planning the budget and funding allocation. The co-ordinator is very committed to all pupils and teachers, and is very well supported by adult helpers and specialist advisers from the governing body and local authority. Together they form a very good partnership that is the bedrock of the very good provision. Satisfactory resources for special educational needs are used well by all staff to help pupils make very good progress. Accommodation is poor, with insufficient quality space for withdrawal from the classroom. Pupils have to be taught sitting in a small, cramped cloakroom surrounded by pegs and coats. Although there is wheelchair access to the school, the building affords no possibility of making the toilets accessible.
62. Overall the school has satisfactory staffing levels and resources. Great care has been taken to match personnel to the particular year groups, and there are enough well qualified teachers with expertise in most subjects, and sufficient support staff to meet the demands of the curriculum. There are areas of weakness in the teaching of music, religious education and the Foundation Stage. Qualification for teaching the higher levels of science in Key Stage 2 are also weaker. There are good induction procedures for new staff and a high level of training for professional development for all staff. All teachers monitor each other; professional dialogue extends good practice and promotes improvements. Administration and housekeeping staff work long hours and provide strong support to the school.
63. The accommodation is well maintained, but its provision is poor, preventing the full delivery of the curriculum in the Foundation Stage and physical education. The school has no hall, no private rest area for ill pupils, no private office where confidential meetings with parents or staff can be held, and no staff room. Storage for resources is inadequate and inaccessible. This inhibits use of resources and impacts adversely on the curriculum. The library is located in the Key Stage 2 classroom. This mutually disrupts learning whenever Key Stage 1 pupils are present.
64. Children in the Foundation Stage have no appropriate outdoor play area and no large toys to develop muscular strength and co-ordination. The playground is safe, and a designated area is kept for ball games. The Parent, Teacher and Friends Association funded an attractive adventure play area. There is a securely fenced small wild life area close by with a pond for science research. The grassed area is suitable for games and the school has access to the village playing field for football.
65. The school has taken the limited measures possible to overcome the delays

consequent upon changing a classroom into a dining hall. This procedure was criticised in the last report and has improved because of the best efforts of the school to move no furniture.

66. There are adequate resources in all subjects; inadequate storage and accessibility inhibit their effective use.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

67. In order to raise standards further, the head teacher, staff and governors must
- (1) take steps to improve accommodation to provide for gymnastics and dance in physical education, for structured outdoor play in the Foundation Stage, and for easy access to resources.  
(Paragraphs 7, 26, 27, 31, 40, 55, 61, 63, 66, 68, 73, 74, 125, 127.)
  - (2) improve the standard of writing at Key Stage 2 and the presentation of work, as identified in the school improvement plan by teaching handwriting more formally, including more extended writing and using writing targets in all areas of the curriculum. (Paragraphs 3, 18, 78, 80, 86, 98)
  - (3) continue to improve teacher expertise in music to develop their skills and confidence by working alongside the specialist, and to improve expertise in religious education, science at the higher level, and in the Foundation Stage by consultation and training. (Paragraphs 17, 44, 62, 94, 98, 125, 134)
  - (4) improve provision in the Foundation Stage for structured creative, physical and social activities by using learning objectives in planning that are easily assessable and graduated so that progression can be seen and followed.  
(Paragraphs 26, 27, 64, 73, 74)

In drawing up their plan, the governors should also take this minor issue into consideration:

- To make more provision for preparing pupils for life in multi-cultural Britain  
(Paragraph 37)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	19

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	40	30	25	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		52
Number of full-time pupils known to be eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		9

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	2

### Attendance

Authorised absence	%
School data	5.0
National comparative data	5.2

Unauthorised absence	%
School data	0
National comparative data	0.5

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	52
Any other minority ethnic group	0

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

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

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

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	2.6
Number of pupils per qualified teacher	20:1
Average class size	26

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

Total number of education support staff	2
Total aggregate hours worked per week	52

*FTE means full-time equivalent*

### **Financial information**

Financial year	1999/2000
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	£
Total income	146266
Total expenditure	130174
Expenditure per pupil	2619
Balance brought forward from previous year	-1023
Balance carried forward to next year	15069



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	52
Number of questionnaires returned	36

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	16	0	0	6
My child is making good progress in school.	67	30	3	0	0
Behaviour in the school is good.	53	47	0	0	0
My child gets the right amount of work to do at home.	55	39	3	0	3
The teaching is good.	72	28	0	0	0
I am kept well informed about how my child is getting on.	75	22	0	0	3
I would feel comfortable about approaching the school with questions or a problem.	89	11	0	0	0
The school expects my child to work hard and achieve his or her best.	83	14	0	0	3
The school works closely with parents.	72	25	3	0	0
The school is well led and managed.	86	14	0	0	0
The school is helping my child become mature and responsible.	75	22	0	0	3
The school provides an interesting range of activities outside lessons.	39	41	8	6	6

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

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

68. At present, there are six children in the Foundation Stage who all, except one, entered the school at the beginning of the current academic year. Their attainment at that time was broadly average, with one very bright child. One child has just been put on the special educational needs register. Because this is a very small school, these children are taught for much of their time with the Year 1 and 2 pupils. They have separate literacy and numeracy sessions, albeit in the same room, with a qualified nursery nurse who also supervises their withdrawal sessions during most lessons, in which they are taken out after the teacher's introduction to do work based on the Early Learning Goals for children under five. Withdrawal is to a very small room attached to their classroom. There is no free access to an outdoor area with large wheeled toys and climbing frames.

#### **Personal, social and emotional development**

69. Children are learning the routine of school life and concentrate for a reasonable length of time when sitting on the carpet. They are keen to learn and show great interest in all new activities. Social development is enhanced by older children in Key Stage 1 helping them, for example, in music to learn a particular dance, which others all knew, and by Key Stage 2 children looking after them at lunch and playtimes. When reception children are on their own, however, this aspect does not develop as well, despite an objective for every lesson to listen carefully. Children still have difficulty with this and tend to shout out all at once. It is noticeable in their play sessions that they do not yet share or play with each other to the extent that might be expected after half a year in school. Teaching in this aspect is satisfactory overall both in the Key Stage 1 class and when pupils are withdrawn, but planning is not so thoroughly broken down into small objectives as in other areas, for example, when children were playing in the Japanese house, the objectives from the Early Learning Goal were to gain respect and understanding of different cultures, which were not easily assessable.

#### **Communication, language and literacy**

70. These areas of learning develop satisfactorily. During the inspection, children were seen during a literacy hour for Key Stage 1 having their own literacy session in which they were preparing to write a letter to a friend in Japan. They had been learning about Japan in geography. Through patient teaching, there was good learning of letters and some basic phonic blends, such as 'th'. The nursery nurse used an object naming game and a picture of a thumb effectively to reinforce the 'th' sound, so that all children were able to identify this by the end of the session. Books show that writing is developing satisfactorily, and reading too. Children know how to handle books, most know that print conveys meaning, and most can read simple words. Higher ability children write sentences. All children speak clearly for their age, but have not yet learned to listen carefully when others are speaking. Consequently, learning is not as rapid as it could be because of the necessity to ensure that they do. Most children should reach the Early Learning Goal in language and literacy by the age of five; at least one will exceed it. Teaching is satisfactory overall; a strength is the planning for literacy to be developed through the whole curriculum, particularly in subjects like geography and history taken with the Key Stage 1 class.

#### **Mathematical development**

71. This is satisfactory. Children have a separate numeracy lesson, although in the same room as the others. During the inspection, they were seen counting to 20. Most could do this and also identify numerals chosen at random by the nursery nurse. A good game involving rolling dice, which indicated numbers being added or subtracted helped to reinforce the concept of more and less. Children were enthused by this, and excitedly counted circles before deciding how many would be left if the dice's instructions were carried out. Most children should reach the Early Learning Goal for mathematics by the time they are five; at least one will exceed it. Teaching is satisfactory, with good features being the appropriate methods used.

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

72. Children have lessons in science, geography, history, design and technology and ICT with the Key Stage 1 pupils, and this is beneficial in giving them understanding of, for example, how forces can be used to squash materials, and how to use a pictogram to display their favourite toys. In geography, they learn about the customs of Japan and satisfactorily identify this country and England on a world map, and in history, they compare Victorian toys with those they bring in themselves to school. They extend work done on repeating patterns in mathematics when planning to make decorative mats. During these sessions, they are usually withdrawn for a while in the middle, and whilst this is sometimes a productive time when, for example, they make three-dimensional pictograms using multi-link cubes of their favourite toys, at other times, when, for example, playing with bricks and construction kits, the objectives are not clear to enable learning to move on. Teachers plan these sessions satisfactorily, but no easily assessable criteria are included. They are usually too wide.

### **Physical development**

73. Whilst every effort is made to provide opportunities for physical development, accommodation is a great inhibitor. There is no free access to an outside area with climbing equipment and large wheeled toys where children can develop their large motor skills sufficiently. Opportunities for games and physical education are limited to what can be done outside, because the school has no room suitable for indoor physical education. Opportunities for developing fine motor skills, such as cutting and sticking, are developed satisfactorily through lesson such as art and design and technology, but these activities are not routinely available to the children. Physical skills are not developing as fast as they could, given better facilities. The Early Learning Goal is unlikely to be met by the time these children are five; although teaching is satisfactory, it cannot be done with certain regularity as it is dependent on the weather being fine.

### **Creative development**

74. Children's creative development is fostered satisfactorily by painting and music which they usually do with the Key Stage 1 class. Reception children have excitedly painted pictures to send to a school in Japan in exchange for some sent by children at that school. They also sing with enjoyment, both in a music lesson with Years 1 and 2 and in counting and nursery rhymes. However, facilities are limited for further creative development, since the accommodation limits the provision of sand, water until the weather is fine, and the role play activities. There is a very small playhouse which takes on different roles, depending on the theme, but this aspect of the curriculum is not as regularly planned for by teachers as others, such as literacy, because it is difficult to fit in to the very small and cramped room that the reception children are withdrawn into from the main Key Stage 1 class. They do have their turn, however, at dressing up in, for example, Japanese clothes in the Key Stage 1 class, and teaching

on this occasion was very good. Children also make Japanese fans. With these varied activities, most children should achieve the Early Learning Goals by the age of five.

## ENGLISH

75. In the National Curriculum tests for 2000, the performance of pupils at both key stages was above the national average for their age group. At Key Stage 2, overall attainment was well above average, and the percentage of pupils attaining the higher level 5 was close to average. Test results at Key Stage 1 showed average standards in reading and above average standards in writing when compared to schools nationally. When compared to similar schools, the number of pupils reaching the expected level of attainment was very high. However, the number of pupils reaching the higher level of attainment was below the national average. Inspection evidence shows that standards in reading are above average at Key Stage 1 and average at Key Stage 2. Standards in writing are average at Key Stage 1 and below average at Key Stage 2. Of the eight pupils in the current Year 6, three are on the register for special educational needs. These pupils and those above average make good gains in their learning. The small cohort size causes considerable variation in results from year to year, and so no reliable comparisons with national trends can be made.
76. Since the last inspection, the standard of teaching has improved from satisfactory to very good, fuelling an improvement in progress overall. Considering the significant number of pupils with special educational needs in the current Year 6, pupils achieve very well for their ability, though their writing has been identified as in need of improvement. Throughout the school, pupils of all ages and abilities are working well. Lower ability pupils and those with special educational needs are well supported and are making very good progress in their learning.
77. At both key stages, pupils noticeably enjoy reading and make very good progress in well taught daily literacy lessons and through group reading sessions. By the end of Key Stage 1, the standard of reading is above average. By the end of Key Stage 2, it is about average, which is good considering that half the year group has special educational needs. The most able pupils read fluently, with confidence and expression. Group reading is well established and above average pupils confidently read 'Pirate'. They are well motivated because the teacher expects a good working pace. The well-organised reading sessions encourage pupils to develop independence in their learning. Older pupils use the contents, glossary and index lists in books well. Pupils in Year 6 identify different ways the author uses descriptions in the text. They have developed and learned a keen awareness of different styles of dialogue. Pupils with special educational needs are supported well through structured schemes and regular help. They are shown a variety of ways to decipher unfamiliar words and most have a good understanding of how to use letter sounds. A group reading session was seen to improve significantly after the teacher drew attention to expression. Amongst the sample of pupils heard reading by the inspectors, most were confident, enthusiastic and very knowledgeable about books and authors. The love of books and reading is being well promoted by the school in the library club.
78. Attainment in writing is average at Key Stage 1 and below average at Key Stage 2. Writing is less well developed throughout the school and scrutiny of pupils' work confirmed that standards of written work do not always reflect the very good learning seen in lessons during the inspection week. Although handwriting is legible in most cases, a consistent style is not evident, and presentation is not good. The school is aware of the need to improve writing and has identified this as an area for development. Above average Year 6 pupils write a good character sketch using similes, metaphors,

adjectives and adverbs. Gifted and talented pupils in Year 5 extend this to a personality description and lower ability pupils write a physical description of someone. Pupils know and identify paragraphs, but do not always use them in written work. An example of satisfactory use of information and communication technology is in taking clipart characters as a stimulus for written work. Language used for these descriptions, however, is not very imaginative, for example in the use of the words such as 'big', 'small', 'gigantic', and 'green' in a description of a Green Slippery Alien.

79. In Key Stages 1 and 2, pupils' listening ability is above average. They pay close attention to their teachers and listen with interest to other pupils, though children in the Foundation Stage still find difficulty with this. Speaking is above average at Key Stage 1 and average at Key Stage 2, despite the number of special needs pupils in Year 6. This is very well developed because teachers give ample opportunity in lessons for pupils to speak, and their confidence grows, for example in pairs, they informally discuss aspects of the text and competently report their thoughts and ideas to the whole group. Average Year 2 pupils explain clearly and authoritatively, with a good range of vocabulary, the events of the story of *Dogger* by Shirley Hughes. Above average pupils explain their thoughts, giving lucid reasons for their answers. They talk articulately about their modern toy in history, and identify design features and background information about the production and use of their toy. They make the most of the very good opportunities in lessons to reflect on the text to consider what the characters are thinking. Average pupils in Year 6 identify and explain clearly the different ways the author uses description in the text of the group reading book. Drama is effectively used to support other areas of the curriculum, such as history and personal and social education. Although no drama was observed during the inspection week, evidence suggests that pupils have adequate opportunity to take part in end of term plays and concerts.
80. Pupils with special educational needs are developing a satisfactory knowledge of the English language. With support, those in Year 6 identify the dialogue of *Harwell Hill* that suggests evidence of the characters involved. Writing targets are well used to identify achievable steps. Above average pupils in Year 3 have a good awareness of composition and plan a well-structured story with a beginning, middle and end. High ability pupils in Year 2 use capital letters and full stops correctly, and they are beginning to use description in their writing about the sunflower seed growing into a flower. Although their handwriting is clear and joined up, style is less well developed.
81. The consistently very good teaching of English at both key stages is a strength of the school. Teachers demonstrate very good subject knowledge and management of pupils and well-organised lessons ensure pupils work well throughout the lesson. Planning is very good and clearly identifies tasks suitable for all age and ability groups. Teachers are enthusiastic, and this enthusiasm is reflected in the pupils' positive attitude. The use of reinforcement of lesson objectives to check pupils' understanding combined with high expectations and very good organisation contributes significantly to very good learning. Questions are skilfully targeted at all age groups and abilities, and the use of partner discussion and subsequent reporting to the group actively contributes to pupils' independent learning. The pace and productivity of lessons are very good and the work of lower ability pupils and those with special educational needs is well appreciated and shared with others in the group.
82. The co-ordinator and all teachers have good subject knowledge and work hard to ensure the Literacy Hour is implemented effectively. Parental support for reading is good and contributes to the progress some pupils make. English is used very well across the curriculum as, for example, pupils write independently about rivers in

geography, the Romans in history, and about a Mexican meal that they have helped to prepare and eaten.

## **MATHEMATICS**

83. Standards in mathematics at the end of Key Stage 2, shown by National Curriculum tests in 2000, were below average compared with all schools and well below compared with schools of similar intake. Standards have been very low since the last inspection, owing to three successive small cohorts with a high proportion of pupils with special educational needs. However, the two pupils who achieved level 4 for English and science in 2000 only achieved level 3 in mathematics, because the teaching of mathematics suffered more during a period of a succession of supply teachers before the current Key Stage 2 teacher (and mathematics co-ordinator) came.
84. At Key Stage 1, the National Curriculum tests in 2000 showed well above average standards, both compared nationally and with similar schools. Results have fluctuated with the different abilities of children over the last four years; with such small numbers taking the tests, the results of one child crucially affects the overall standard.
85. During the inspection, the standards seen in lessons and in books were close to average and show signs of improvement at Key Stage 2. The teacher has good expertise in mathematics and good knowledge of the national numeracy strategy, which enables her to plan work suited to the needs of all pupils in her class and teach it with the help of two classroom assistants. Very good emphasis is placed on the learning of tables, and average 11 year-olds know their tables up to 10x, finding number patterns between, for example, 9x, 6x, and 3x tables, which help them to find short cuts in calculation and to check if their answers are right. They use metric units accurately for weights and measures in calculations, able, for example, to add and multiply metres to work out the perimeter and area of regular shapes.
86. All Key Stage 2 pupils use the four rules with reasonable accuracy. Higher ability pupils find long division difficult and have now settled for one method of calculation, which they have agreed with their teacher. Below average and pupils with special educational needs use most of the methods of calculation that the others use and get very good support from their classroom assistant. No data handling was seen in Key Stage 2 lessons during the inspection, though it was covered well in a large module of work on this earlier in the term, and pupils had line graphs in their science books; these were drawn with reasonable accuracy but presentation was not very neat, since they were mostly drawn in pen, not pencil, and not on squared paper. Data handling was seen in Key Stage 1, however, and pupils showed good knowledge of the various types of graph and their use, able to identify and describe bar and pie charts as well as the pictogram they were making.
87. Average pupils aged 7 count in tens forwards and backwards. They are helped in this by the teacher's good use of the counting stick which enables them successfully to start counting from any number she chooses. Higher ability pupils count forwards and back in fives as well, and write a sequence of seven numbers from three given. Boys could noticeably do this better than girls during a lesson observation. Pupils' books show they have covered a wide variety of mathematics at an appropriate level, and are making good progress according to ability and age. Average pupils identify faces and vertices on three-dimensional shapes, such as cuboids, whilst those above average do so with more complex shapes, such as a square pyramid. Below average pupils and those with special educational needs identify common two-dimensional shapes, such as square and hexagon.

88. Teaching is good in Key Stage 1 and very good in Key Stage 2. A particularly good feature, as with most subjects, is the planning for the wide range of ability and age in each class, which in Key Stage 1 also includes reception children, and all four junior classes in Key Stage 2 are taught together. Teachers use assessment very well to plan on an almost individual basis; all pupils have individual targets for mathematics. Pupils with special educational needs are given very good support for their learning, with suitable material, maybe in the form of specific worksheets or the addition of multi-link cubes to enable them to compute more easily. Higher ability pupils, including some identified as gifted in mathematics, are taken out of their numeracy lesson during group activities to work at a higher level with the mathematics co-ordinator who is freed by a part-time teacher of art in Key Stage 2. This increases their understanding and enables them to progress to the higher level 3 and beyond.
89. Teachers have good mathematical expertise and motivate their pupils to succeed by work that challenges them, such as putting an emphasis on problem solving, which now takes place weekly. At Key Stage 2, in particular, they pick up their teacher's enthusiasm for mathematics and are fascinated by some number patterns. Teachers use a wide variety of teaching methods which prevents pupils from becoming complacent or bored, and ensures fresh challenges. Whole class sessions, groups sessions and individual work are carried out every day. Resources are used well; all those designed to go with the daily numeracy lesson are used, such as digit cards, number squares and counting sticks. Good use is made of ICT to enhance mathematics, such as the production of colourful repeated patterns in Key Stage 1, and in data handling. In Years 3 and 4, pupils were seen successfully using mathematics software to find multiples of three and four under the supervision of a classroom assistant.
90. Pupils are managed well; no time is wasted between carpet sessions and group work since all materials are prepared and ready for use on the children's tables. In Key Stage 1, the unsupervised Year 1 pupils were a little unproductive at one stage, but this did not detract from the overall good learning taking place. Pupils are given sufficient homework and have the opportunity to do this in the homework club. About one third of pupils take this. Parents are generally pleased with the amount of homework set.
91. The co-ordinator is knowledgeable and experienced and has made a significant impact since her recent appointment. She has monitored teaching and looks at plans and books, but since this is a small school, much monitoring goes on informally through discussion amongst staff after school. Although standards cannot be reasonably compared, there has been a good improvement in teaching since the last inspection with the advent of the numeracy strategy, which is well in place, and more practical work is done in problem solving. There is good capacity for further improvement.

## **SCIENCE**

92. Standards in science, as shown by the national tests at Key Stage 2, have fluctuated since the last inspection, reaching very low standards in 1998/9, but improving in 2000 to be in line with the national average and also that of similar schools. Very small numbers of pupils take the national tests each year, so it is impossible to draw firm conclusions about trends in results, since these are dependent on the ability of a number of individuals of a wide range of ability. Moreover, some brighter children tend to leave in Year 5. There are no significant differences between achievements of boys and girls

93. The Key Stage 1 standardised teacher assessments for science in 2000 indicated that most children in Year 2 reach the expected level 2, and a significant number achieve the higher level 3, which was well above average.
94. During the inspection, evidence based on the observation of science in both key stages and scrutiny of science books showed that pupils are achieving standards in science which are similar to those found in most schools. Average 11 year-olds and above average 10 year-olds showed that they have a sound knowledge of scientific investigation, and could devise satisfactory methods to separate solids from liquids. From their good discussion in groups and subsequent action, it was obvious that they are familiar with common scientific equipment, such as filter papers and funnel, and understand how to test fairly and repeat tests for greater accuracy. In their science books, satisfactory work on forces had been covered, and also the properties of flowering plants. Pupils identified friction and gravity as forces, but ideas about the nature of gravitational force on the moon were incorrect. The pollination process was described in part, but the part it plays in fertilisation and seed production was not well described, even by higher ability pupils. Inaccuracies in the teaching of these higher level concepts indicate insecure teacher knowledge at this level.
95. At Key Stage 1, seven-year-old pupils demonstrated that they understand that forces can stretch, squash or deform materials, and the majority of Year 2 and higher ability Year 1 pupils record results neatly in tables using correct vocabulary. Their books show that they have done satisfactory work on 'themselves'; they identify different parts of their bodies and know about healthy diets.
96. The quality of teaching is good at both key stages. Lessons were observed in both classes; the Key Stage 1 and reception children were together for most of the lesson, and all Key Stage 2 pupils similarly. Teachers show very good knowledge of their pupils' capabilities in both key stages through thorough assessment of their work, and plan on a nearly individual basis so that every child is suitably challenged by the work. This particularly difficult task is very well done in the junior class where four year groups are taught together successfully. The teacher maps the curriculum very well, using the QCA guidance and plans work for all pupils in Year 3 and 4 and Years 5 and 6 regularly, identifying common criteria and producing work suitable for all ages and abilities. This further differentiation also takes into account differences in ability, there being six pupils with special educational needs in the class as well as six gifted and talented, and they all receive suitable work. In a lesson on solids and liquids, for example, Year 5 and 6 were set the task of separating liquids from solids whilst Years 3 and 4 did more theoretical work on the subject using the computer under the direction of the classroom assistant; below average and special needs pupils given added adult support where necessary to complete the task. A particularly good feature was the way in which pupils of all abilities were encouraged by their teacher to discuss, in small groups, the problem of separation, so that those with more practical skills helped the more academic and vice versa. All managed the task.
97. Key Stage 1 and reception children are also taught together and this is carefully planned, too. Even though there are not so many different age groups in the class, the ability range is very wide with reception children unable to write, exceptionally bright Year 1 and several Year 2 able to understand concepts in the higher level 3 and to record work confidently using correct vocabulary and structured writing. Teachers produce work well matched to individuals' capabilities here also, and with learning objectives appropriate for both Key Stage 1 and the Foundation Stage children. This degree of planning is only possible by using assessment of pupils' capabilities very



well, and the teachers all do this; it is a strength at both key stages. Pupils are assessed at three levels of differentiation after every unit of work, and, in addition, take home pieces of work which have been assessed with comments by pupils and teachers, so that parents can add their own comments. This ensures that everybody, including the children, has very good knowledge of their learning. Literacy and numeracy targets are also applicable to science, and teachers often remind pupils of literacy targets in particular in science. Another strength of provision is the management of pupils at different stages of learning in one classroom, which requires much time in preparation for different activities, some practical science, and some work using ICT – either directed or in individual research. Pupils are encouraged to do research for homework, but ICT is not yet used for monitoring experiments or in control work or for drawing graphs. The good variety of tasks matched to pupils' ability ensures that all pupils are occupied on meaningful tasks, and, therefore, lessons are productive, characterised by a very good attitude to work and behaviour.

98. Teachers have high expectations of their pupils' behaviour as well as of the level of work they produce. Expectation about presentation of work, however, is lower, and handwriting is often untidy, graphs drawn on plain paper in ink, and diagrams of inappropriate size. Teachers' knowledge of science is good at Key Stage 1 and satisfactory at Key Stage 2 since some work at higher levels contains errors about the nature of gravity and the pollination process in plants, which is marked correct.
99. The curriculum is satisfactory in that it is based on the QCA guidance, and assessment is carried out according to these criteria. The co-ordinator is fairly new and shows enthusiasm for the subject. She has sound plans for its development. Improvement since the last inspection has been good in providing work matched to the abilities of all children.

## **ART AND DESIGN**

100. Throughout the school, pupils at both key stages attain standards above those expected for their age. All pupils, including those with special educational needs, achieve well and make good progress in their learning and acquisition of skills, knowledge and understanding. During the inspection one lesson was observed at Key Stage 2. A close scrutiny was made of sketchbooks and portfolios of pupils' work, and discussions took place with pupils and staff. All pupils have their own sketch book, which they have made themselves by carefully stitching the paper together, and their own portfolios of work. Artwork is attractively displayed around the school and pupils' work is appreciated.
101. By the end of Key Stage 2, pupils experience a good range of materials, tools and techniques when creating art work. They design and make a textile panel to show different events in the Roman story of Androcles and the lion. Above average pupils use a range of different stitching in their picture, such as cross stitch, back stitch and running stitches that can be used to add textured features and different elements of the picture. Average pupils explained clearly how they scrunched and padded material to give a texture to the work. Pupils with special educational needs produced working drawings to guide their work. They confidently explained how they use the paper pattern and stitching effectively to show the mane of the lion. Average pupils are competent in stitching and threading needles. The excellent support from adult helpers ensures all pupils are guided and supported. Three-dimensional work is well developed. In groups, pupils use cardboard boxes to create an individual bust representing different nationalities and ethnic groups of the world. Evaluation is well developed and on-going as pupils talk about their work and explain to visiting adults how

to improve and develop it further. Professional artists' work is used to develop awareness of styles. Painting is well developed, and sketch books well used as pupils produce working drawings for their compositional artwork depicting relationships.

102. By the end of Key Stage 1, pupils mix paints competently, and line-drawing and painting is well developed. Pupils experience a wide range of techniques and media. Drawings using crayons, pastels and chalks are well done. Good use is made of the school's digital camera as pupils take still life pictures and use them as a stimulus for their own painting and drawing work. Key Stage 1 pupils have produced an attractive collection of tiles to celebrate the millennium. With help, pupils took pictures of the local church and school. The clay tiles they made showed the two village buildings superbly well.
103. Teaching observed was excellent. The teacher's specialist knowledge combined with enthusiasm for the subject and excellent organisation was reflected in the pupils' good standard of attainment and very positive attitude to the work. Although the teacher had four age groups and a range of abilities from gifted and talented pupils to pupils with special educational needs, all were challenged and well motivated by the work. There was an enthusiastic buzz of activity and all pupils were highly motivated. When a sample of different textile pictures was shown at the start of the lesson all pupils showed real appreciation of the work involved. The excellent support from the teacher and many adult helpers contributed to pupils' very positive attitude. The pace and high expectation ensured all pupils busily remained on task and there was a sigh of disappointment from the whole group when the teacher announced clearing up time at the end of the lesson. The success of this lesson was helped by the valuable contribution of members of the local community who give their time regularly to help with the practical lessons.
104. The co-ordinator for art is a part-time teacher who is an art specialist. This particular knowledge makes a significant contribution to the quality of teaching and the curricular provision for art, and there has been very good improvement since the last inspection in both standards and curriculum. Resources are good, but the storage and availability is unsatisfactory: the co-ordinator has to store materials at home as there is no appropriate space available in the school.

## **DESIGN AND TECHNOLOGY**

105. Insufficient design and technology was seen to make firm judgements about the standard of work in this subject, though there was limited evidence to show that it is similar to that found in most schools. Pupils in Key Stage 2 had made toys with moving parts and glove puppets; photographs were seen of three of these, but it is not possible to judge their quality. In Key Stage 1, pupils were seen making mats in a Mexican style, following their study of Mexico in geography. They spoke in an informed way about their reasons for choosing their designs, how they were joining them (stitching, as opposed to glue, for example) and could see the advantages and disadvantages of both methods, making suggestions as to how to improve the accuracy of the cutting out of shapes. They showed average skills for their age, but their level of discussion was high, reflecting the above average speaking ability of these pupils.
106. The curriculum is following the QCA guidance, including assessment, and the co-ordinator has suitable plans for the development of the subject; she has monitored some developments so far. She is new to the subject but enthusiastic, and co-ordinates other subjects well.

## **GEOGRAPHY**

107. Pupils in both key stages attain standards above average for their age. Since the last inspection, there has been a good improvement in teaching from satisfactory to good overall, and lesson planning clearly identifies what pupils will do and learn. Pupils make good progress in learning about places, themes and features and environments.
108. By the end of Key Stage 2, pupils have a good understanding of the main features of a river. They explain the physical features of a river and how the characteristics of the river change from its source to the sea. High ability pupils in Year 6 have a good understanding of the Rhine and can describe its pathway through Europe. Average pupils know this river flows in a north-westerly direction and, with help, competently talk about its different speeds - faster in mountainous country areas and sluggish in the flatter terrain. Research skills are well developed. Pupils use information from the internet, reference books, maps and atlases to locate information about the different features of the river.
109. By the end of Key Stage 1, pupils develop good awareness and knowledge of contrasting locations. They use a range of resources including maps, globes, atlases and index and contents pages in reference books to find out about Japan. They identify the position of Mexico and the British Isles on a map, and recognise Mexican artefacts. They write satisfactorily about the Mexican village of Tocuaro and they report that the main occupation is fishing and the population is about 600. They identify special features, such as the church and the ring road around the village linking to the church. They have a clear understanding of differences in customs because the teacher uses resources profitably. Pupils have a sound understanding of Japan and can talk about customs and differences in food, clothes and the way of life.
110. The quality of teaching is good overall; some is very good. Teaching has a positive impact on pupils' learning. Teachers have a good understanding of the subject and imbue their pupils with enthusiasm and enjoyment, which inspires pupils to learn. Teachers ensure that pupils understand the lesson objectives and give good opportunities for group work. Geographical skills are developing well because the teacher reinforces so well and checks pupils understanding and knowledge. The large attractive displays of Japan contribute to cultural development and to pupils' growing awareness of the wider world. The photographs and paintings help to reinforce learning effectively and bring it closer to the pupils' own experiences. Pupils show excitement about the e-mail contact, which the school has planned with Japan. The well-planned tasks enable pupils to work at an appropriately challenging level for their ability. Above average pupils use the index and contents page of the atlas. Average pupils locate Japan and England on the map, and pupils with special educational needs manage this with adult help. Plenary sessions are used effectively to reinforce the main learning thrust of the lesson.
111. Geography has a prominent focus around the school. Resources are satisfactory and displays are very good, contributing significantly to the pupils' very good response to the subject. The co-ordinator is conscientious and hard working; her enthusiasm for the subject is reflected in the good profile of geography around the school.

## **HISTORY**

112. By the end of both key stages, pupils achieve standards that are better than average, achieving well for their age. They make good progress in developing a sense of chronology and in the depth of their historical knowledge and understanding.

Discussions took place with pupils in Key Stage 2 and a lesson was observed at Key Stage 1. History has a high focus around the school and there are attractive and informative displays in both classrooms.

113. Standards in history cannot be compared with those at the last inspection on account of the wide fluctuation of ability from year to year. The standard of teaching has improved from satisfactory to good. Planning has improved significantly and the school uses artefacts from the local museum, which has enriched learning.
114. By the end of Key Stage 2, pupils develop a good awareness of life in Tudor times and life in Roman Britain. A good supply of reference materials is easily accessible for pupils to research information about the Romans. Maps of a typical Roman British town and informative wall displays create an interest in history. History is well linked to other subjects, and pupils have produced a textile picture telling the events in the story of Androcles and the lion in their art lessons.
115. By the end of Key Stage 1, pupils have a clear understanding of time past. The teacher leads pupils to count back the years on the time line. They know that Queen Victoria lived a hundred years ago and would not be alive today. High ability pupils in Year 2 know modern toys move because they contain batteries, and that toys did not have batteries years ago. The excellent involvement of older members of the local community who talk about life and conditions when they were boys and girls greatly enriched the lesson and accelerates pupils' learning and understanding about life years ago. Pupils know the visitors because they are regularly involved and this encourages pupils to ask questions, to listen and absorb information sensitively given. Pupils with special educational needs show a similar understanding of time gone by to the others.
116. No teaching was seen at Key Stage 2, but from observation of work done after a lesson, scrutiny of pupils' work, and from other evidence, it is judged to be good. Very good planning ensures progression and coverage. A particular strength is the very good use of artefacts, and effective teaching methods, such as small group discussion to develop their historical learning and understanding. Open-ended questions guide pupils to understand and identify facts about differences years ago. Good organisation ensures that the lessons proceed at a good pace. Learning was accelerated by the very good interaction with visiting grandparents, when pupils asked questions and initiated some of the discussion, showing their enjoyment of history and interest in their work.
117. Resources and attractive wall displays contribute to the high profile of history around the school. Pupils have the opportunity to handle old and Victorian toys and this develops their growing awareness of different materials used and captures the essence of the times past. All items such as Victorian stilts, small metal cars and a German doll are all easily accessible and clearly named. The co-ordinator has made a conscientious and positive contribution to developing human and museum resources, in response to findings at the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

118. Standards in ICT are about the same as those expected in most schools, but the use of computers across the curriculum, particularly in research using the internet or CD-ROM and data analysis is above average. Pupils aged 11 use a word processor satisfactorily to write poems describing clipart characters, which is an aid to their developing literacy, and are starting to use the internet competently to search for information on the river Rhine for their geography project. Pupils aged seven are confident users of keyboard and mouse, and use relevant software in most lessons, for

example, odd and even numbers in mathematics, and repeated patterns for design and technology. They show their knowledge of different types of graph that they have done a considerable amount of data handling.

119. Pupils all have a good attitude to the use of computers and it is recognised as being a good source of information for older pupils, whose ability to take responsibility for their own learning has improved greatly since the last inspection when it was judged to be a weakness. Two very good lessons in ICT were seen, one in each key stage. A great strength is that all teachers have good skills themselves and by the use of their own laptops in lesson planning subsequently revealed to the pupils through the projector, demonstrate daily that the computer is a valuable tool and aid to learning, and not a toy to be played with. This results in pupils treating it as such.
120. Resources are satisfactory; there are sufficient computers in each class and although some are getting old, there is some good new equipment which is well used. The 'smartboard', for example, is regularly used by teachers, especially in Key Stage 2 where its use was seen in mathematics and geography, for example, and in Key Stage 1 for an ICT lesson on data handling. Here, there was a sense of awe from some of the younger reception children. One was heard to say it was 'magic', and all were very well motivated to learn more about graphs and charts.
121. Teachers manage ICT within their classes very well. It is used as a focus for one group at a time, for example, a mixed Year 3/4 group were exploring multiples of three and four, whilst a whole class lesson was in progress to learn specific skills such as using a search engine. It is also focused individually, for example, when reception children decide which set of items has more or less than others. Planning is a strong feature of teaching, and assessment is used well. The QCA guidance is used to provide the scheme of work, and the well-qualified and enthusiastic co-ordinator monitors development of the subject well. She has written lesson plans for science to be used by other schools as part of the package incorporating the 'smartboard'. The subject has developed well since the last inspection, and now only needs to give attention to the monitoring and control aspect by purchasing more equipment for it.

## **MUSIC**

122. Standards are below what is expected by the end of Key Stage 2; by the end of Key Stage 1, pupils attain standards that are average for their age. Pupils sing daily during the assembly period. Two lessons were observed during the inspection. A further scrutiny of planning and discussion with staff and pupils enabled judgements to be made. No judgement was made during the last inspection due to insufficient evidence.
123. By the end of Key Stage 2, the quality of singing was seen to be average in 'London's burning' and the Roman soldier song. Most pupils maintained the beat, and diction was clear, but musical expression limited. Some pupils were unsure of the names of percussion instruments and have not developed the ability to play instruments confidently. The teacher reminded pupils how to hold and play the instruments in order to obtain the best sound. Opportunities for creating and working musical ideas are under-developed and pupils do not have any experience of notation or recording compositional work.
124. By the end of Key Stage 1, pupils recognise long and short sounds in music. They were seen singing satisfactorily, maintaining rhythm and showing satisfactory control of pitch and dynamics, but no attempt was made to improve the quality or relate it pertinently to anything else they had done in the lesson. They accompanied the songs

'Ten little Indians' and 'Keep on dancing' with actions, but the extent of this was limited by the space available. Older pupils helped younger ones to do the actions properly. High ability pupils identified percussion instruments and talked about different sounds produced by a range of instruments. Lower ability pupils and those with special educational needs talked about a recent music lesson, but were unable to describe the instruments used. Listening to music with understanding is average; pupils recognise Tchaikovsky's Swan Lake because it was played regularly in assembly, and teachers refer to this meaningfully. They could recall hearing The Nutcracker previously. A county specialist visits the school twice a term to take a music lesson with each class.

125. Lessons observed during the inspection week were taken by this teacher. Teachers in school lack subject knowledge, expertise and confidence. The school has used national planning but music has a low profile within the school. The time allocated to music is well below what is normally seen in most primary schools, and there is currently no provision for instrumental tuition. Resources are satisfactory but not easily accessible.

## **PHYSICAL EDUCATION**

126. No lessons were observed during the inspection week due to timetable arrangements, but from discussion with pupils and other evidence, attainment is judged to be below average.
127. The poor accommodation, with no school hall or indoor space suitable for physical education, has a significant impact on the quality of this subject experienced by all pupils. The school works hard to do all it can to provide physical education experiences. The football club for older pupils is well attended and is a successful after-school activity. Key Stage 2 pupils swim for ten sessions during the spring term and these are completed in just over three weeks. Scrutiny of swimming records indicates that most pupils can swim twenty-five metres by the time they leave the school and achieve competence in water skills. Suitable indoor space for pupils to experience dance and gymnastics is unsatisfactory. Opportunities for pupils to develop skills, knowledge and understanding of dance, gymnastics and games regularly are, also, therefore, unsatisfactory.
128. Discussion with Year 6 pupils indicates that they have insufficient knowledge about creating floor sequences for gymnastics, and vocabulary of different aspects such as jumps, rolls and balances is limited. Although pupils have used apparatus at a local school, some pupils had no recollection of it. Those who did remember doing so could not describe what they had done. Ability to describe compositional features of dance is also limited. Pupils have limited knowledge of skills and tactics in games and are unable to talk about applying basic principles. They show the action of a chest pass, for example, but cannot name it. Pupils' knowledge and understanding of fitness and health and how exercise affects the body in the short term is weak. Discussion with Key Stage 1 pupils indicates that they experience some linking and travelling movements.
129. Pupils have to go some distance to the local village hall for their indoor lessons. The space is unsatisfactory for whole class groups and prohibits pupils fully developing spatial awareness. For gymnastics, they have to go much further; arrangements are made to go one term to another school five miles away. In fulfilling the statutory requirements to manage complete coverage of the curriculum this way, other curriculum time is inevitably lost.

130. The co-ordinator is enthusiastic and is eager to improve the provision for physical education within the school. Poor facilities deprive pupils of regular physical education experiences, essential to developing confidence, competence and a positive attitude towards physical activity. Provision for physical education appears to have deteriorated since the last inspection, when it was judged that there were many opportunities for sporting activities, though only one lesson was seen.

## RELIGIOUS EDUCATION

131. Standards of attainment are average at both key stages. All pupils, including those with special educational needs, make satisfactory progress in their learning. No judgement can be made on any improvement since no judgement was made on standards during the last inspection.
132. Key Stage 2 pupils write their own book of prayers, for example, for those involved in the Indian earthquake, which show sensitivity to the feelings and plight of others. There are good links with the local church and pupils have written about their visit for harvest celebrations. Evidence of reflecting on qualities needed for life's journey was evident in pupils' written work. There are weaknesses in learning at Key Stage 2. Above average pupils remember researching information about the Sikh, Buddhist and Hindu religions, but recollection is vague and pupils cannot remember specific details nor do they have a clear understanding of the main differences of the religious philosophy. Knowledge of Christianity is sound. Pupils write and talk about the work of Paul, and describe some events in his life. Pupils with special educational needs know Diwali is a religious celebration, but some confusion is evident in learning, for example, they confuse St David's day with celebrations of Muslim and Sikhs. Pupils write about the sign posts of the Jewish people and about some of the customs of Sikhs, describing weddings and visits to the temple. Above average pupils know and understand the significance of the major Christian festivals, such as Easter and Christmas.
133. By the end of Key Stage 1, all pupils, including those with special educational needs, have good knowledge of some biblical stories. They show evidence of sound learning when they explain how Moses' mother placed him in the bull rushes to save him from death. They know and talk about Moses' experience with the burning bush and how God talked to him. In English, pupils write about the visit of Father Michael and the baptism of dolls in the school; they have a sound understanding of the significance of the baptism ceremony.
134. The quality of teaching in religious education is satisfactory in Key Stage 2. The school uses the local Agreed Syllabus as a guide to very good planning which has clear objectives. In assembly, pupils listen and reflect on stories from the Bible. They listen to the parable of Jesus with the mustard seed and are encouraged to reflect on the hidden meaning of the parable. In lessons, teachers use open ended questions well to involve pupils in the discussion, for example, about different celebrations. Teachers are well organised and planning identifies activities and learning very well. However, not enough depth of learning is evident. In the discussion about celebrations and religious events, for example, pupils identified Shrove Tuesday, but opportunity was lost to extend pupils' awareness and knowledge about the significance of Ash Wednesday and Palm Sunday. It was noted during an assembly that pupils were not aware of Ash Wednesday, which fell during the inspection week. Pupils gain awareness of celebrations of different religions. Lessons are well organised but do not give enough emphasis to the religious reasons for the celebration and the significance of the

celebration to deepen knowledge and extend awareness. No teaching was observed at Key Stage 1.

135. Religious education does not have a prominent focus around the school, but resources for it are satisfactory.