

INSPECTION REPORT

**St Peter's CofE Primary School
Farndon**

LEA area: Nottinghamshire

Unique Reference Number: 122760

Headteacher: Mr J Edmonds

Reporting inspector: Mr J Morris

Dates of inspection: 20th – 24th September 1999

Under OFSTED contract number: 707709

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
Type of control:	Voluntary Church of England
Age range of pupils:	4-11
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr E Keyes
Date of previous inspection:	4 th -7 th March 1996

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	Mathematics	Teaching
	Physical Education	Leadership and management
		Efficiency
		Areas of Learning for children under five
Catherine Dumbleton, Lay Inspector		Attendance
		Support, Guidance and Pupils' Welfare
		Parents and the Community
		Staffing, Accommodation and Learning Resources
Ethel Milroy	Science	Attitudes, Behaviour and Personal Development
	Information Technology	Curriculum and Assessment
	Religious Education	Spiritual, Moral, Social and Cultural Development
	Art	Special Educational Needs
	Design and Technology	Equal Opportunities
	Geography	
	History	
	Music	

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MAIN FINDINGS

What the school does well

- The headteacher provides very effective leadership and the staff provide strong and united support.
- Over 80% of the teaching during the inspection was good or better.
- The provision for pupils' spiritual, moral, social and cultural development is very good in all areas.
- There are very good relationships amongst pupils and between pupils and adults. The school very successfully develops pupils' personal skills and qualities.
- There is very good provision for pupils with special educational needs.
- The school cares deeply for the pupils.

Where the school has weaknesses

- The achievement of boys is less than that of girls and they make slower progress.
- Insufficient attention given to the use and application of number in mathematics.

The weaknesses are far outweighed by the things the school does well. The governors' action plan will set out how the weaknesses identified in the inspection will be tackled. The plan will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has taken action to improve all weaknesses identified in the last report and progress has been at least satisfactory in all areas. Staffing and health and safety issues were resolved quickly and effectively. There has been satisfactory progress on the issues concerning curriculum, assessment and monitoring. The governors and staff have responded positively to the past report and national initiatives and the capacity for further improvement is good.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

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

The inspection findings are that standards achieved by 11 year olds are broadly average in English, mathematics and science and that this is not reflected in the National Curriculum results for 1998. This difference may be explained by any or all of the following: (1) less reliable interpretation of statistical data for smaller schools, (2) variations in different groups of pupils, and (3) the effectiveness of the school's response to the national changes in the curriculum. A very significant factor is that boys achieve consistently lower standards than girls do and there is a significantly high percentage of boys in the school population. In all subjects there is a wide range of attainment from above average to well below average and a small number of pupils can have a significant effect on the statistical analysis of the results.

Quality of teaching

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

The methods and organisation used by the teachers are consistent strengths throughout the school. Teachers plan well and make good use of time, classroom resources and other adults. Relationships with pupils are often very good.

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

Other aspects of the school

Aspect	Comment
Behaviour	Good overall. A very small minority of pupils in all classes sometimes behaves badly but this is managed well by the teachers.
Attendance	Good.
Ethos*	Very good. The school is welcoming and friendly. The school is committed to raising standards and developing pupils for the next stage of their education and adult life.
Leadership and management	Very good. The headteacher, other staff and governors together give a clear direction to the work of the school.
Curriculum	Good. Strong emphasis on English and mathematics. Provides a worthwhile experience in other subjects. Assessment arrangements good.
Spiritual, moral, social & cultural development	Very good in all areas.
Staffing, resources and accommodation	Staffing good. Accommodation good. Resources satisfactory.
Value for money	Good.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none">• Their children like school.• The staff are approachable when there are problems.• The school encourages them to get involved.• The school promotes positive values and attitudes in the pupils.• The school enables a good standard of work.• The school keeps them well informed about progress.	<ul style="list-style-type: none">• A few think there is not enough homework and a very small number that there is too much.• A few parents feel the school does not provide sufficient activities outside normal school hours, but some are very positive about the residential activities.• Some parents feel they do not receive sufficient, clear information about their child's progress, particularly in the annual reports.

Inspection findings support the positive views held by parents. They do not support the negative views. Homework is satisfactory for a school of this type. Extra-curricular provision is good. Information is good overall and the quality of reports meets statutory requirements and is improving.

KEY ISSUES FOR ACTION

The headteacher and governors should now:

1) **Raise the attainment of boys particularly in English and mathematics (*) by:**

- using the analysis of available information to review pupil groupings and, whenever possible, teach literacy and numeracy in groups formed on the basis of prior attainment;
- developing the pupils' vocabulary and speaking and listening skills in general;
- setting individual short-term targets for work and behaviour and providing appropriate rewards when these are met.

(Paragraphs 6, 8, 10, 20, 43, 66, 72, 75, 77, 114, 116 and 117)

2) **Improve the provision in mathematics (*) by:**

- carefully and systematically planning how pupils will use and apply their knowledge and understanding in solving real-life problems;
- developing the pupils' mathematical language and reasoning skills.

(Paragraphs – 18, 73 and 76)

*** The school has already identified these areas of weakness and taken some action towards addressing them through the school development plan and implementation of the National Literacy and Numeracy Strategies.**

Other areas for improvement, which the governors may wish to consider in their action plan but do not give rise to key issues for action, are detailed in the following paragraphs:

18, 79,80, 82 and 83 (experimentation and investigation in science);

23, 28, 70 and 106 (allocation of time to subjects);

21 and 85-91 inclusive (information technology).

INTRODUCTION

Characteristics of the school

1 Farndon St Peter's Primary School is situated in the village of Farndon on the southern outskirts of Newark. The majority of children who attend the school live in the village. At the time of the inspection there were 149 pupils attending the school, 84 being boys. The school is small and the number on roll is below average. Pupils come from a variety of backgrounds and a significant number come from single-parent families. The percentage of pupils eligible for free school meals is below average. The percentage of pupils with special educational needs is above average - although no pupils currently have a statement of special educational needs. There is a pre-school group, managed by a senior nursery nurse, which provides for 14 children every morning.

2 The school's aims as stated in its Mission Statement published in the Prospectus are:

- We aim to provide a secure and caring school environment;
- We want children to enjoy being part of a happy community in which every individual is valued;
- We aim to foster respect for Christian values and understanding of other religions and ways of life;
- We endeavour to develop confidence and trust in children and expect them to work hard and to participate fully in school activities;
- We seek to help all children reach their full potential, encouraging creativity, flexibility and a life-long love of learning.

The Prospectus also lists the Local Education Authority's extensive curriculum aims, which the school governors have accepted.

3 The school's priorities for development are detailed in the school development plan. The main priorities this year are concerned with:

- Further developments in English following the implementation of the Literacy Hour last year;
- Implementation of the Numeracy Hour;
- Developments in information technology, science and religious education;
- Implement and review new behaviour policy.

There are other targets relating to pupils with special educational needs, staffing, assessment and some other subjects of the curriculum.

Key indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1998	18	17	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils At NC Level 2 or Above	Boys	10	11	11
	Girls	15	13	15
	Total	25	24	26
Percentage at NC Level 2 or above	School	74	71	76
	National	80	81	84

Teacher Assessments		English	Mathematics	Science
Number of pupils At NC Level 2 or Above	Boys	10	12	13
	Girls	15	16	15
	Total	25	28	28
Percentage at NC Level 2 or above	School	74	82	82
	National	81	85	86

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1998	11	13	24

National Curriculum Test Results		English	Mathematics	Science
Number of pupils At NC Level 4 or Above	Boys	2	4	8
	Girls	12	8	11
	Total	14	12	19
Percentage at NC Level 4 or above	School	64	55	86
	National	65	59	69

Teacher Assessments		English	Mathematics	Science
Number of pupils At NC Level 4 or Above	Boys	2	3	4
	Girls	10	10	11
	Total	12	13	15
Percentage at NC Level 4 or above	School	55	59	68
	National	65	65	72

Attendance

Percentage of half days (sessions) missed

Through absence for the latest complete

Reporting year:

		%
Authorised Absence	School	5.0
	National comparative data	5.7
Unauthorised Absence	School	0.2
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during

The previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	13
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

- 4 The results of the National Curriculum tests and assessments in 1998 are that standards compared with national figures are:
- Well below average in reading at the end of Key Stage 1;
 - Average in writing at the end of Key Stage 1;
 - Below average in mathematics at the end of Key Stage 1;
 - Below average in English at the end of Key Stage 2;
 - Well below average in mathematics at the end of Key Stage 2;
 - Average in science at the end of Key Stage 2.
- Compared with similar schools the same judgements apply except for writing at the end of Key Stage 1 which is below average and English at the end of Key Stage 2 which is well below average. Although the national comparators were not available at the time of the inspection, the school's results for 1999 are very similar to those in 1998.
- 5 Inspection findings are that attainment is broadly average throughout the school and that pupils make satisfactory progress. The national comparative data creates a poor picture of standards in the school. The differences may be due to the less reliable interpretation of statistical data for small schools, the performance of different groups of pupils and the effectiveness of recent changes in the school's provision. It is clearly significant that the attainment of girls is consistently higher than that of boys and that there are many more boys than girls in the school. There is an above average number of pupils with special educational needs. The numbers of pupils taking the National Curriculum tests are such that the performance of a small number of pupils can have a considerable impact on the results.
- 6 Within the overall judgement that attainment is broadly average there is a wide range of attainment. Attainment on entry is broadly average but a significant percentage of pupils, particularly boys are below average in their language and social skills. By the end of Key Stage 1, at least three quarters of the pupils read and write at the expected level. Pupils' attainment at the end of Key Stage 2 ranges from above to well below average, *for example in their understanding of decimal places, simple probability and co-ordinates in mathematics or standards of writing in English.*
- 7 These variations in attainment are not due to any significant weaknesses in provision. The quality of teaching is good throughout the school. The headteacher and assessment co-ordinator have carefully studied the available information and targeted identified weaknesses such as spelling.
- 8 Pupils make satisfactory progress as they move from year to year and key stage to key stage. Progress was good or better in two-thirds of the lessons observed during the inspection. The Literacy Hour has been effectively implemented and the school has made a good start with the Numeracy Hour. These initiatives are having a positive impact on pupils' attainment and progress in reading, writing, spelling and number. Some pupils, particularly boys remain below average throughout their time at the school and their language development is a consistent weakness. Consideration is being given to locally produced materials related to under-achievement by boys. Pupils with special educational needs progress at a similar rate to their peers. This is due to the good quality of their individual education plans and the contribution of support staff as well as teachers to their learning. These pupils make better progress in art, religious education and physical education.
- 9 Progress in other subjects is at least satisfactory and sometimes good, particularly in religious education, art, music and physical education. Progress in information technology is better than at the time of the previous inspection but evidence strongly suggests that pupils who have computers at home make better progress.

Key issues for action:

- *Raise the attainment of boys, particularly in English and mathematics by (1) using the analysis of available information to review pupil groupings and whenever possible teach literacy and numeracy in groups formed on the basis of prior attainment: (2) developing the pupils' vocabulary and spelling and*

listening skills; (3) setting individual short-term targets for work and behaviour and providing appropriate rewards when these are met.

Attitudes, behaviour and personal development

- 10 Pupils have good attitudes to learning and behaviour is good overall. Pupils generally behave very well in and around school. They are polite, courteous and considerate to visitors. In lessons they work well with each other. However, there is a very small minority of boys in all classes, and particularly early in Key Stage 2, whose attitudes and behaviour in some lessons are less positive. They become over-excited and disturb the lesson. Nevertheless such pupils are generally well managed and made aware of the high expectations placed on them. The children under five settle happily in the reception class and make good progress in developing their social and personal skills.
- 11 The school fosters independence, self-discipline and care for others. The staff have devised a Code of Behaviour booklet which parents receive and go through with their children. Expectations and the consequences of lapses in behaviour are both made clear. The staff have worked hard to establish consistent management of pupils and the caring ethos created supports pupils effectively.
- 12 Within lessons across both key stages pupils are well motivated and listen attentively to their teachers and to each other. They are industrious and get on with their work, moving sensibly from one activity to another. *Pupils at the end of Key Stage 2 showed their developing maturity by evaluating their own organisation of a practical experiment. They agreed what could be done more smoothly and suggested the need to allocate responsibilities to each member of the team.* Pupils with special educational needs move to their work in small groups for literacy support in a responsible and orderly manner. Pupils feel safe, secure and valued.
- 13 Relationships in the school are very good. Teachers set very good examples for their pupils. Pupils show a high degree of respect for the property and equipment they use and they are sensitive to each other's needs. Year 6 pupils volunteer to take on responsibilities in the school. *For example two boys help each day with the supervision of younger pupils at lunchtime.* Christian values are promoted well and, in assemblies and lessons, pupils are encouraged to think about how they live and to develop a spirit of gratitude.
- 14 Pupils' personal and social development is very good. The very good residential visits made in Key Stage 2 increase the opportunities for pupils to develop independence and self-reliance. By the end of Key Stage 2, teachers and pupils plan much of the learning during these events in partnership. Pupils respond well to lessons in personal and social education when they show that they can reflect on their feelings and consider the feelings of others. This helps to pre-empt any very minor bullying or name calling which is dealt with quickly and sensitively. There were no exclusions in the last school year. One boy has been excluded this term. All the proper procedures were followed and the pupil has received appropriate support.

Attendance

- 15 The pupils' overall attendance at school is good. Instances of unauthorised absence are rare. Almost all pupils arrive at school punctually allowing the school day to start on time. Pupils respond without delay to the end of playtime signal and arrive promptly in classrooms for the start of lessons. These factors have a positive impact on pupils' learning.

QUALITY OF EDUCATION PROVIDED

Teaching

- 16 Teaching is good. There was no unsatisfactory teaching during the inspection and it was good or better in 81% of the lessons observed. It was very good or better in 13%. There were no significant variations between year groups, key stages or different groups of pupils.
- 17 One of the strongest features of the teaching is the way in which teachers structure the activities and organise the lessons, classrooms and pupils. Lessons are planned well in accordance with the National Literacy and Numeracy Strategies and the National Curriculum programmes of study. There is very good use of whole class time, which features very high quality explanations of new material and questioning of pupils to check their understanding of both previous and current work.
- 18 All teachers have good knowledge and understanding of the subjects they teach within the primary stage of education. They plan lessons well including for different groups of pupils. In some lessons a very positive feature is that the very clear learning objectives are stated to the pupils verbally and written on the board. A weakness in the consistently detailed planning is that sometimes insufficient attention is given to using and applying mathematics and experimental and investigative science.
- 19 Teachers have high expectations of both work and behaviour. Activities are nearly always presented in such a way as to challenge all pupils effectively at some point during the whole class parts of both literacy and numeracy lessons. Individual and group activities are nearly always matched well to individual needs. However, in a few lessons whole class work is too difficult for lower attaining pupils who then become less attentive. Similarly the spelling groups set up to address an identified weakness in this aspect of English, whilst effective for most, lack sufficient challenge for some higher attaining pupils.
- 20 Minor disruptive behaviour, particularly by boys, occurs in most lessons. However, this is very well managed by nearly all teachers in different learning situations. The effectiveness of the teachers' control and very good quality of the teacher-pupil relations is seen in the immediate response teachers get when they correct pupils, the frequent use of good humour and a total lack of serious incidents. The teaching makes a significant contribution to the pupils' spiritual, moral, social and cultural development and the school's aims and ethos are evident at all times. *For example, a teacher very effectively deals with booing during a mathematical game by saying, "We have no booing in this school unless it is part of a play".* There is a good awareness of safety in subjects such as physical education, design technology and science.
- 21 Teachers make good use of the available time, learning resources and additional adults. Lessons start on time and are always conducted at a good pace. Support staff and teachers are used particularly effectively to help lower attaining pupils and those with special educational needs. However, there were one or two examples of teachers not providing all the materials the pupils needed for the planned activity or ensuring that all pupils could see the board properly in a whole class session. Opportunities to use computers to reinforce and extend pupils' knowledge and skills are missed during many lessons.
- 22 Teachers mark the pupils work and often do so in their presence. Good use is made of praise for success and attention drawn to significant errors. However, some opportunities to tell pupils what they need to do next are missed (either verbally or through written comments). The use of homework is satisfactory throughout the school. Reading is expected daily and work is set often to support literacy. Pupils are given simple tasks in other subjects - which may be simply to find out something in their own time. The scrutiny of previous work showed that Year 6 pupils are given a "holiday pack" with substantial English and mathematics work to complete.

The curriculum and assessment

- 23 The school provides a satisfactory curriculum. It is broad and balanced and has an appropriate emphasis on literacy and numeracy. All subjects of the National Curriculum and religious education are taught and statutory requirements are met. Good provision is made for sex education and drugs awareness. Curricular provision for the under fives is carefully planned and initially takes account of the nationally recommended areas of learning and outcomes. Children are introduced to the National Curriculum when they have achieved these outcomes or at the age of five. In spite of the pressure created by the time needed for the literacy and numeracy curriculum, the school maintains breadth to its taught activities and provides

worthwhile experiences in the other subjects. However, the school could usefully review the allocation of time to subjects, particularly English, on a termly basis.

- 24 At both Key Stage 1 and 2, the curriculum is taught as a series of topics and as separate subjects. The requirements of the National Curriculum are carefully planned into the topics. However, on occasion the focus on the topic does not closely match the requirements of the subject and there is insufficient attention to the teaching of specific skills, *for example in design and technology*. Good provision for personal and health education in science and specific weekly lessons ensure that pupils of all ages experience appropriate activities.
- 25 Policies and schemes of work based on recent national exemplars exist for all subjects. Teachers co-operate well in short, medium and long-term planning to ensure satisfactory continuity and progression through the years. Care is taken to ensure equality of access and opportunity. In the mixed age classes the teaching is directed to ensuring an appropriate curriculum for each year group. Close attention is paid to the curriculum of pupils with special educational needs. They are very well supported and their needs are effectively met through their individual educational plans. The requirements of the national Code of Practice for pupils on the register of special educational needs are fully met.
- 26 A good range of extra-curricular activities including sports - *such as football, netball and badminton, music, computers and board games* - further enriches provision. The residential visits to Youlgreave, Eyam and York and very good use of the rich resources of the locality extend and deepen pupils' experience, *especially of history and geography*.
- 27 Statutory requirements for assessment and reporting are carried out efficiently. A considerable amount of work has been done by the assessment co-ordinator in setting in place the current programme. Teachers meet to moderate their assessments and agree common standards. The baseline assessment for under-fives is in place, the school having acted as a pilot school for the Local Education Authority. Results are analysed electronically by the Local Education Authority. Although the data are submitted in the September of the year of entry the group results are not returned to the school until June of the next year. Teachers have to rely on their own results to give precision when they are refining their curriculum planning to meet individual needs. The full tracking system for primary children in the Local Education Authority has been awaited for two years and although the school was promised the software by September it was not available by the time of the inspection.
- 28 For about five years the headteacher and staff have carefully built up detailed profiles of pupils' development and behaviour. These have proved both useful and predictive as they yield information on aspects *such as pupils' concentration and attention, and fine muscle development*. These profiles give additional early warnings about emergent difficulties or delays. The school has the relevant information to modify the curriculum to meet individual needs. As a result of their general assessments the school identified a weakness in spelling across the school and has set in place a programme which is being very productive in raising standards. However, the time given to the programme needs to be kept under review especially for higher attaining pupils. The school makes very good use of outside experts for particular assessments, especially of pupils with special educational needs. These are used to modify their programmes. Individual education plans set realistic targets and pupils' gains are assessed regularly.

Area for improvement:

- *Review the allocation of time to subjects every term.*

Pupils' spiritual, moral, social and cultural development

- 29 The school's provision for the pupils' spiritual, moral, social and cultural development is very good. Pupils are surrounded by an ethos which values them and helps them to develop a personal faith and belief system. In the relationships and respect which their teachers give to them and in the care they are taught to give to each other they learn spiritual values. Lessons sometimes make a strong contribution to these aspects. *For example, in a lesson on the diary of Anne Frank pupils considered the response of the human spirit in adversity. When pupils studied the conditions of evacuees in World War Two they were given the opportunity to explore what it means to leave parents behind not knowing the future.* The artwork and other displays around the school lift the human spirit and illustrate the potential of creativity. Whole school and class assemblies, which incorporate sensitive and engaging acts of collective worship, enhance overall provision through consideration of themes *such as thanksgiving and forgiveness and the opportunity for prayer.*

- 30 The school provides a strong moral framework and there are high expectations of behaviour and relationships. The school's Code of Behaviour is prominently displayed in each classroom and acts as a daily reminder of the rules which make for an orderly and harmonious community. All pupils are given clear instructions and explanations about right and wrong, but not all pupils find it easy to apply their understanding to their own behaviour. The rules of fair play, competition and co-operation are learnt in physical education lessons and in extra-curricular activities. Pupils are given good opportunities to work as partners, as a member of a team or group and to co-operate when sharing resources such as computers or in participating in their literacy lessons. Teachers accentuate praise but when rebuke is needed sanctions are used. Rewards balance these sanctions and pupils take both seriously.
- 31 Opportunities for social development are also very good. Social development is supported by a weekly lesson in personal and social education, when pupils can learn to confront issues which arise as they mature and consider the impact of their behaviour on others. Young pupils take responsibility for setting out and clearing away materials for practical activities and acting as monitors taking the registers to the office. The residential visits to York and Eyam provide opportunities to learn what it means to be part of a close community. They are helped to learn some of the wider responsibilities of citizenship *by making visits with the choir to a local home for the elderly, performing musical presentations at local events, services at the parish church and giving to charities.*
- 32 Good opportunities are provided for pupils aesthetic development, *for example through music and art.* The school's provision for developing an understanding of different cultures is very good. Religious education gives pupils very good opportunities to gain an elementary understanding of world faiths and the cultures from which they spring. The school has a close link with a school with many Hindu pupils and Key Stage 1 pupils visit to share with them the Festival of Diwali. History gives a good introduction to the lives and cultures of people in ancient civilisations, *such as the studies of ancient Egypt and Rome.* The work done in the ancient market town of Newark very successfully roots pupils in their local history and heritage.

Support, guidance and pupils' welfare

- 33 The provision made for the support, guidance and welfare of pupils is good and is a strength of the school. The headteacher together with the hard-working staff, provide a caring and secure environment for the pupils. Since the last inspection, opportunities for pre-school children have been developed. A pre-school group runs each morning and this is doing much to prepare children prior to their admission to the school by familiarising them with the school environment, routines and other pupils and staff. New pupils settle quickly. Personal details, including medical information, are regularly updated. The staff know the pupils well. Where appropriate, external professional agencies support the needs of individual pupils. The quality of lunchtime supervision is good. The school provides highly conducive conditions in which learning opportunities are maximised and personal development is assured.
- 34 Pupils' progress is consistently monitored and well supported by teachers. Arrangements for identifying and supporting pupils with special educational needs are very good. Individual Education Plans are reviewed at least termly. The involvement and support of external agencies in the reviews is increasing and much valued by the school. Older pupils are involved in the setting of their personal targets for improvement. Homework is set, although the school has no formal homework policy. All pupils have reading diaries and take home reading books. Other homework generally stems from the Literacy Programme, although additional subject related work is sometimes provided. Year 6 pupils are well prepared for the next phase of their education because homework is more formal and homework timetables are introduced. Staff generously give their time to provide a good range of extra curricular activities after school. These positive features support, extend and enhance the pupils' education.
- 35 There are satisfactory arrangements for recording attendance and explanations are sought for absences.
- 36 The school's policies and ethos successfully promote good behaviour. Procedures for monitoring and promoting discipline are good. Pupils are able to play and undertake their studies in an orderly environment. All staff act as good role models and actively encourage co-operation and consideration in pupils. Pupils value the school's system of rewards. Instances of challenging behaviour are nearly always appropriately managed by staff. The school takes bullying seriously. When incidents occur they are dealt with quickly and parents are involved. The vast majority of parents who responded to the pre-inspection questionnaire were satisfied with pupils' behaviour and all indicated that their child liked school. This is clear recognition of the work of the school.

- 37 The governing body gives health and safety a high priority. Their good monitoring arrangements include professional external audits. A range of procedures, including those to limit risk, promotes pupils' well-being. The governors plan to install an electronic fire alarm system to replace the current inadequate hand bells. At present, the hand bell is not always heard in the kitchen area. A designated member of staff is responsible for matters relating to Child Protection and procedures are in place.

Partnership with parents and the community

- 38 The school's partnership with parents is good. Parents are welcomed into the school and some give good support in classrooms and with other activities and out of school visits. Parents positively assist in their children's learning by hearing them read at home and assisting them with projects - *as did the parents of children in years 4 and 5 studying the Ancient Egyptians by helping them design and build a 'shaduf' water collector. Pupils had great enjoyment when these were put to the test as part of a lesson.* There is an active Friends Association which organises social and fund raising activities. They give excellent assistance in producing additional resources for the benefit of the pupils. *Most recently, their efforts have done much to increase the number of computers available at the school.* All aspects of the parents' support are very highly valued by the school.
- 39 A good range of information is provided for parents. *For example, the parents have recently been consulted about the contents of the Home School Agreement. Information evenings in the past year or so have mainly focused on how parents can support their child's reading at home and providing information about the National Literacy Strategy.* There are good opportunities for parents to discuss their child's progress during the course of the school year, both formally and informally. Annual reports on progress meet statutory requirements and follow up meetings can be arranged. Parents of children with special educational needs are properly involved in regular reviews.
- 40 There are good links between the school and the community which extend and enhance pupils' learning and personal development. In particular, there are very good links with a number of other schools. The school is part of a "family of schools" and staff regularly meet to discuss curriculum issues, develop policies and share good practice. A local special school provides an outreach support teacher to assist with special educational needs. A special needs unit in Newark provides support with pupils who present behavioural difficulties. Positive relationships with local secondary schools aid the pupils' transition to the next stage of their education. *For example, swimming lessons take place at one and joint projects such as music festivals are undertaken. A range of taster lessons arranged for pupils have included a French week.* A good relationship has been established with a school with many Hindu pupils providing opportunities to learn about and share in the Festival of Diwali.
- 41 Good use is made of the local and wider community to support the curriculum. The good relationship with the local parish church provides regular visits from the rector and visits to the church to celebrate major festivals. These and other visits contribute to work in history, art, mathematics and design technology. *For example, pupils recently visited a foundry to see the casting of the new church bell.* A representative of Nottinghamshire Police delivers a drugs education programme to older pupils and the school nurse is involved in the delivery of sex education. A range of residential visits is arranged and care is taken to make these appropriate to different age groups.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

- 42 The headteacher provides very good leadership. The deputy headteacher and other teachers provide strong support and carry out their additional responsibilities beyond the classroom with professionalism and commitment. The school has responded to the previous inspection and national initiatives positively. All of the weaknesses identified in the previous inspection have been addressed and there are plans or measures already in place to address all of the current weaknesses and areas for improvement. The staff and governors together provide a clear educational direction to the work of the school. The governing body are highly supportive of the work of the school and the various committees and full body are fully aware of their responsibilities. All governors have given additional time to participate in training in *for example, the National Literacy and Numeracy Strategies. The governor for numeracy has observed lessons and arranged meetings with the mathematics co-ordinator.* Governors have good knowledge of the school's work and identified priorities. However, their strategic role in planning remains an area for development. This was stated in the local education authority's school improvement report earlier this year.
- 43 The headteacher and subject co-ordinators work well as a team in supporting and monitoring curriculum developments. Individual co-ordinators give a good lead to changes in the curriculum and all staff are involved in agreed action. The school carefully analyses its own circumstances and pupils and identifies specific areas for development whilst following national requirements and recommendations. *For example, the headteacher and special needs teacher currently share the Year 5 Literacy Hour sessions to enable this to be taught in predominantly single age groups. The headteacher also teaches one of the spelling groups.* Co-ordinators view the planning throughout the school in their subjects and view samples of pupils' work. There are effective procedures for sharing difficulties and expertise both through planned staff meetings and informal day-to-day discussions.
- 44 The school has clearly stated general aims in its mission statement and the governing body has accepted the local education authority's statement of curriculum aims which is included in the school prospectus. There are clear, helpful policies in place for all key areas of the school's work *such as the subjects of the curriculum and behaviour.* Through these aims and policies there is a clear commitment to raising standards and developing the whole child within a Christian framework. The school is very successful in implementing its aims and policies and its values are evident in daily practice.
- 45 The school development plan is an effective tool for improvement. All staff are involved in identifying the priorities and strategies for implementation. The plan is extensive without being excessive and the current priorities are clearly linked to both national and local initiatives and the school's specific needs. The plan features named individuals who are responsible for each target and identifies realistic timescales and costs. The school development plan does not, however, identify clearly enough how success will be measured.
- 46 The school's ethos is very good. As a church school, there is a good separate 'ethos statement'. There is a clear commitment to raising educational standards, expecting very high standards of behaviour and developing pupils' respect and understanding for others. This is seen around the school, *for example in the very good relationships and the content and quality of the displays.*

Staffing, accommodation and learning resources

- 47 The school has a sufficient number of teachers who are suitably qualified and have good experience. They are well supported by an adequate number of skilled support and ancillary staff. The staff work very well together, they are mutually supportive and there is a strong emphasis on teamwork. This is reflected in the common purpose and ethos seen throughout the school. There are designated co-ordinators for all subjects. The school has satisfactory arrangements for the induction and support of new teachers. Teachers have good opportunities to develop their professional skills. Professional development also includes non-teaching staff. In addition to matching the needs identified in the School Development Plan, the headteacher supports the personal professional development of all staff. Appraisal procedures are in place.
- 48 The accommodation is good and allows the curriculum to be taught effectively. Building and conversion work completed in the early summer has enhanced the school's facilities by providing a library/multi purpose teaching room. This is used well as a teaching space, particularly in literacy and music. The installation of ramps, a lift and a toilet for the disabled was nearing completion at the time of the inspection.

These are clear improvements to meet to meet the needs of pupils who use wheelchairs or have other physical disabilities. The building is well maintained, cleaning is of a high standard and the school has a welcoming atmosphere. Very effective displays celebrate pupils' work and achievements. Outside, there is a good-sized playing field and fenced conservation area which significantly contribute to the curriculum.

- 49 Resources for learning are adequate overall and sometimes good. All resources are well maintained and accessible. The school library is well stocked with appropriate fiction and non-fiction books, which are presented well by teachers and cared for by pupils. The number of computers has improved with the help of the Friends Association. However, the low level of computers available in the past has affected provision for information technology. The Friends Association has also helped to replace some of the old physical education apparatus criticised in the previous inspection report. The knowledge and expertise shared by visitors to the school and experienced during educational visits have a positive impact on pupils' learning and personal development.

The efficiency of the school

- 50 Financial planning is good. Comprehensive information is made available to the governors' finance committee by the headteacher and administrative staff. Prudent decisions are made on the basis of the available funding and priorities for development and presented to the full body. The current deficit is necessary due to urgent improvements to the school heating system and has been accepted by the local education authority. A recent audit raised several procedural matters which the school has not had time to address but none of these are significant weaknesses.
- 51 The school makes very good use of the teaching and support staff available. Teachers are well placed in classes and the headteacher and a part-time teacher make significant contributions to the teaching in English, provision for pupils with special educational needs and physical education. In addition to some general classroom support at Key Stage 1 and specific support for pupils with special educational needs, additional support staff is currently used to implement aspects of the school's literacy strategy. It is too early to judge the effectiveness of this measure but it is a good use of available staffing.
- 52 Good use is made of the available learning resources and accommodation. Resources are generally used very well. The use of information technology resources has improved since the last inspection but remains an area of relative weakness. The new library is used well to support literacy and general research work. The hall is used well for physical education and music. The playground, field and other outdoor facilities are used well for physical education and environmental activities. The very well presented displays contribute significantly to the learning environment. Very good use is made of the local area to support learning in most areas of the curriculum.
- 53 There is good financial control and school administration. There are clear and efficient procedures for administrative activities and the secretary plays a significant role in ensuring smooth running of the school on a day-to-day basis.
- 54 Taking into consideration the relationships in the school community, the quality of teaching and the very good leadership, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

- 55 The school's provision for children under five is good. Judgements are based on observations of lessons in the mixed Reception, Year 1, Year 2 class, scrutiny of children's books and discussions with staff. There are currently 5 children under the age of five in this class.
- 56 Visits were made to the pre-school group which is managed by a senior nursery nurse and caters for 14 children in the mornings but this evidence is not included in the inspection evidence on teaching. This experience provides a clear good start to these children's education and prepares them very well for admission into the main school in the spring or summer term. The provision has been extended and improved since the last inspection.
- 57 Teaching is good in all of the areas of learning particularly language and literacy and personal and social development. The teacher has a good understanding of the learning needs of young children and pays due regard to the nationally recommended areas of learning in planning for the mixed age class. Good use is made of additional adults to facilitate different activities for the younger children. Good resources are available in the teaching area although outside facilities are rather limited.

Language and literacy

- 58 Children are making satisfactory progress, some from a low starting point, in speaking and listening, reading and writing. They are learning the names and sounds of letters, how to spell simple words and write simple sentences. They talk freely about a picture story and use short sentences such as, "He doesn't want to go to school. He's holding the gate." One says, "He's sad" and another adds, "They're trying to cheer him up." The children are learning the characters in the commercial scheme used, how to hold a book and turn the pages correctly and two children help the teacher make a four word sentence.

Mathematics

- 59 Children make satisfactory progress in number and shape work. They are learning numbers up to 50, addition to 10 and how to estimate up to 10. They are beginning to use mathematical language, *for example when measuring and mixing ingredients to make some scones.*

Knowledge and Understanding of the World

- 60 Progress is satisfactory. Children are learning about modern devices such as computers and tape recorders. They are beginning to use switches, a keyboard and a mouse. They are learning their way around the school and local area.

Physical development

- 61 The children make good progress. They are learning to move in different ways and to control themselves in a large space. They are learning to throw and catch.

Creative Development

- 62 The children enjoy singing songs and rhymes in the classroom and at a very young age join in with whole school singing in assemblies and hymn practice. They are learning how to paint and print.

Personal and Social Development

- 63 The children are making good progress in adapting to school routines and procedures. They work well together in sharing equipment. *For example, they followed the teacher's instructions very carefully when learning to use a tape recorder and then set themselves up to listen to a story on their own.* They play well independently, *for example with sand.* They sit and listen well during whole class activities.

ENGLISH, MATHEMATICS AND SCIENCE

English

- 64 The results from the 1998 National Curriculum tests and assessments show that standards in reading at the end of Key Stage 1 were average at the expected level and well below average at the higher level. In writing they are well below average at the expected level but well above average at the higher level. The results of the 1998 National Curriculum tests and assessments at the end of Key Stage 2 show that standards of attainment are average at the expected level and above average at the higher level. The analysis of the school's results in comparison with similar schools shows that standards are well below average in English at Key Stage 2 and reading at Key Stage 1 and below average in writing at Key Stage 1. The school achieved similar results in 1997 and although the national comparators are not yet available the results for 1999 are again similar. The last inspection found standards to be above average supported by National Curriculum tests at Key Stage 2 in 1995. The school did not participate in the 1996 tests and assessments.
- 65 These results are not due to any significant weaknesses in provision. The number of pupils with special educational needs is above average. Results of tests show that the attainment of boys is consistently lower than that of girls and there is a high percentage of boys in the school. The school has effectively introduced the National Literacy Strategy over the past year. There were Year 6 booster classes last year. This is the second year in which teaching groups have been re-organised so that the Literacy Hour is taught in predominantly same age groups. This has been achieved by input from the headteacher and special needs support teacher. There are spelling workshops across the school based on attainment rather than age.
- 66 This inspection finds attainment to be broadly average at the end of both key stages. By the end of Key Stage 1, most pupils have a satisfactory knowledge and understanding of, *for example, simple punctuation, rhyme and the use of speech bubbles*. Higher attaining pupils use dictionaries well, know that adding 'ed' to the end of many verbs changes the tense to the past and read fluently with good expression. Pupils with special educational needs have great difficulty spelling simple but phonetically irregular words, *such as 'ears' and 'eyes'*. By the end of Key Stage 2 about two-thirds of the pupils are confident readers and, *for example, know the difference between a sentence and a phrase and grammatical rules such as adding '-ing' to the end of a word*. However, a group of pupils identified as having special educational needs, particularly in language, are well below average. They all write legibly but none consistently use a well-ordered cursive script and they have limited language skills. *For example, they have very few ideas when asked to suggest what individual characters might say when analysing a piece of descriptive text and need considerable guidance from the teacher to complete the task satisfactorily*. Nearly all these pupils are boys.
- 67 Progress is satisfactory over time and it was good in a majority of the lessons observed. Pupils in Year 1 write their own name and think of and write different but similar words – *such as those that end with 'at'*. They are learning that books have names and authors and to read and write simple words on a theme, *such as animal sounds and movements*, but their language skills are below average. Almost all of the pupils in Year 3 recognise the key ideas and phrases in a given text but are at a very early stage in learning how to take notes. Lower attaining boys in Year 3 are making sound progress in spelling but they are currently below average for their age and they are making slower progress in speaking and listening. Pupils throughout Key Stage 2 are learning about authors, illustrators and the difference between fiction and non-fiction and making good gains in their vocabulary. *For example, Year 5 pupils made clear gains in their understanding of characters, dialogue and the meaning of more difficult words such as 'consequence', 'drone', 'bijou' and 'jockeying' during three lessons based on text from "The Wind in the Willows"*. Average attaining pupils are learning how to use a thesaurus. These pupils read well as a group but, without an adult lead, many quickly lose their fluency and rhythm.
- 68 There are some good opportunities for literacy development in other subjects. *For example, in mathematics pupils are learning number words. Year 2 average attaining pupils made sensible (phonetic) guesses without a dictionary. However, a higher attaining Year 2 pupil, who clearly saw a pattern in his number work, lacked the language to explain clearly and about a quarter of the Year 3 and 4 pupils make errors copying number words from cards or the board. Work on the Romans and World War II in history, particularly the life of Anne Frank, make a good contribution to writing.*
- 69 Pupils' response in the Literacy Hour and spelling groups is good. Throughout the school the vast majority of pupils participate willingly, and a good number do so enthusiastically, in whole class or group reading. From an early age pupils understand that they need to work independently at times and *Year 1 pupils do so very well for twenty minutes when the teacher is working closely with the under fives group*. However, there is a small amount of restless behaviour at some point in nearly every lesson.

70 Teaching is good at both key stages. The school has successfully adopted the National Literacy Framework and currently teaches it in predominantly single year groups. Additional lessons in writing and spelling are being used to try to raise standards. However, care needs to be taken to ensure that an excessive amount of time is not given to English. Lessons are well planned and teachers provide clear explanations and use questions very well. Lessons, particularly at Key Stage 1, include a good variety of tasks to maintain pupils' interest. Effective use is made of the final part of the lesson to recap and evaluate what has been learnt. Individual and group tasks are carefully planned to meet different needs. Support teachers and assistants are used well with lower attaining pupils throughout the school and younger children in the mixed age infant class. However, on a few occasions insufficient attention is given to presentation with lower attaining pupils and they are allowed to make too many mistakes without correction. Teachers frequently take time to discuss broader questions in English lessons and this very effectively promotes the pupils' spiritual, moral, social and cultural development and their awareness of equal opportunity issues.

Area for improvement:

- *Review the time given to English every term.*

Mathematics

71 The results of National Curriculum tests and assessments at the end of Key Stage 1 in 1998 show that standards of attainment in mathematics are well below average at the expected level and average at the higher level. The results of the National Curriculum tests and assessments at the end of Key Stage 2 in 1998 show that standards of attainment are average at the expected level but well below average at the higher level. The analysis of the school's results in comparison with similar schools shows that standards are well below average in mathematics at Key Stage 2 and below average at Key Stage 1. The school achieved similar results in 1997. Although the national comparators are not yet available the results for 1999 show a clear increase in the percentage of pupils achieving the higher level at the end of Key Stage 2. The last inspection found standards to be sound in numeracy with above average results in the National Curriculum tests at Key Stage 2 in 1995. The school did not participate in the 1996 tests and assessments.

72 These results indicate poor standards in mathematics. This is not supported by the inspection findings, which are that attainment is broadly average at the end of both key stages and there are no significant weaknesses in provision. The school has made a good start at introducing the National Numeracy Strategy. There were Year 6 booster classes last year. The number of pupils with special educational needs is above average. Attainment of boys is consistently lower than that of girls and there is a high percentage of boys in the school.

73 Nevertheless standards are not as high as they should be. There is a wide range of attainment in each year group from well below to above the expected level. *Pupils early in Year 2 count in tens both forwards and backwards confidently. Many know "10 more than" but one says that "10 more than 1 is 2". A higher attaining pupil correctly describes the special dice as being like "pyramids on each side". Pupils measure in centimeters, know about simple fractions and are learning some multiplication tables. About three-quarters of the class have good knowledge of tens and units and numbers up to 100. Pupils early in Year 6 know how to use all four rules of calculation and higher attaining pupils multiply hundreds by tens well. They add and multiply in the context of money using a decimal point and using estimation to check the accuracy of their answers. A small number of pupils are very quick at mental calculations. The scrutiny of work saved from last year showed that pupils completed a substantial amount of work particularly in number but that they experienced insufficient mathematical problems in real-life situations.*

74 Progress is satisfactory over time and it was good in a majority of the lessons observed. *Pupils in Year 1 are learning how to make a total of ten in different ways and numbers to 50. They know some two- and three-dimensional shapes, are learning more of these and are beginning to sort shapes by one characteristic. A few pupils have difficulty remembering a very common shape such as a rectangle. Pupils in Years 3 and 4 are confident making and comparing numbers using hundreds, tens and units and higher attaining pupils use thousands. These pupils are making clear and quick gains in counting in twenties and finding the different numbers you can make with three digits. They have a satisfactory and developing knowledge of the names and properties of three-dimensional shapes. Pupils in Years 4 and 5 have a good knowledge of numbers up to 100, including different names for zero and counting in different ways. However, few pupils count backwards in threes without close teacher support and individuals have considerable difficulty explaining how they have correctly solved the problem.*

- 75 Pupils' response in the Numeracy Hour is good. The younger pupils at Key Stage 1 are enthusiastic and co-operative in a large group activity but there is some minor conflict over sharing the shapes when involved in individual work. Pupils in Year 2 play number games in small groups well, use a dictionary to find number words and enjoy number songs and rhymes. A small number of pupils in all classes, particularly boys at Key Stage 2, need fairly frequent reminders to pay attention and concentrate from their teachers. Pupils throughout the school enjoy whole class mental calculations and number games. Nearly all pupils are keen to answer questions.
- 76 Teaching is good at both key stages. Two good lessons were seen at Key Stage 1 and four lessons ranging from very good to satisfactory were seen at Key Stage 2. Lessons are well planned and presented in accordance with the very recently introduced National Numeracy Strategy. Teachers are very skilled at, and appear very comfortable with, the whole class parts of the lesson. They successfully present activities, which are well matched to the needs of the pupils and, at some point, challenge higher and lower attaining pupils and give ample opportunities for individual pupils to participate. However, one or two lessons featured an overemphasis on whole class work and did not allow enough time for individual activities. Teachers have good knowledge of mathematics and explain new facts well. All teachers manage pupils at least satisfactorily and in the better lessons relationships are such that control is minimal and appears effortless. However, when teachers fail to correct pupils quickly and clearly this does begin to have a negative impact on progress for a small number who stop listening. Too many opportunities are missed to teach the use and application of number. There are some good examples of mathematics in the real world, *such as in design and technology tasks*, and teachers are beginning to encourage pupils to explain their reasoning and strategies in the Numeracy Hour. However, these experiences are not systematically planned and do not feature often enough. There are some good examples of recording and analysing data in science but there is insufficient use of information technology to support this and other aspects of mathematics.

Key issue for action:

- ***Improve the provision in mathematics by (1) carefully and systematically planning how pupils will use and apply their knowledge and understanding in solving real-life problems, (2) developing the pupils' mathematical language and reasoning skills.***

Science

- 77 Teachers assessed pupils' attainments as below those achieved nationally in 1998 at the end of both key stages. However, the national tests for 11 year-olds showed that the proportion of pupils reaching the expected level was well above that achieved nationally and an average proportion of pupils achieved the higher level. When these results are compared with those achieved in similar schools, the proportion of pupils reaching the expected level is still well above national figures by the end of Key Stage 2 but the proportion of those who reach the higher level is average. Analysis of test results since 1997 shows that over the two years standards have risen to meet the levels achieved nationally. More detailed analysis shows that girls' significantly achieve higher standards than boys do.
- 78 The inspection evidence, from both lessons and the scrutiny of pupils' work, is that, by the end of Key Stage 1, standards are broadly average. Progress is satisfactory at this key stage. By the age of seven, pupils have developed satisfactory skills of observation and recording. *For example, when studying plant growth, pupils identify the parts of germinating seeds, plot the size of their plants and draw block graphs to show whose plant grows most.* Pupils explore the elements of healthy eating and know that too much fat is bad for you. Electric cars are identified as driven by batteries and subject to forces which both push and pull them. In their drawings lower attaining pupils show that they can describe the direction in which forces such as push and pull and gravity operate.
- 79 By the end of Key Stage 2 attainment is average at the level expected, with a small minority on track to achieve the higher level. Pupils make good progress and acquire a sound knowledge and understanding. *For example, pupils identify the major organs of the body, know the biological changes which occur at puberty and the essential features of human reproduction.* They have a good knowledge of materials from testing their properties through simple experiments - *such as examining plastic and paper to assess the absorption of water and how far samples conduct heat and electricity.* Pupils investigate separation techniques and learn that this can be achieved by using magnets or putting sand and salt into solution. They describe and test forces which balance, including those which act on a beam. Sometimes the exercises are language based and do not give sufficient attention to using investigations as starting points for new learning. Pupils acquire much knowledge in these exercises but do not sufficiently apply other skills, including measuring skills to make accurate assessments of change. By the end of Key Stage 2 pupils

acquire specific terminology - *such as flexible, soft and brittle* - in their study of materials. This gives greater precision to their work and helps them move forward to more complex investigations.

- 80 At both key stages pupils' attainment in experimental and investigative science is weaker than in the other aspects of the subject. Pupils with special educational needs make progress in line with others given work which is carefully matched to their needs.
- 81 Pupils' behaviour is good overall and often very good. All are committed to learning and find excitement in observing objects closely. *For example, Year 2 pupils searched for seeds in a variety of fruits including peaches, bananas, kiwi fruit and clementines and labeled their drawings well to record their findings. They work well with each other and show high levels of co-operation and collaboration. For example, Year 5 and 6 pupils worked together to generate ideas on how they could test soil samples to find out which contained the most air and commented accurately on the scientific value of the various results when they had finished.*
- 82 Teaching is good. Teachers have a secure knowledge of the topics they teach, although not all are confident of the wider body of scientific knowledge. There is no evidence that this lack is depressing standards. Lessons are carefully planned and prepared so that no time is lost in starting work. Pupils are listened to patiently and carefully. The teachers' very good questioning techniques help pupils to clarify their thinking and give extended answers. The variety of methods of recording work offered to pupils is well matched to their differing levels of attainment. Good summary reviews at the end of the lesson consolidate new learning and help pupils to make progress. A strength of the teaching is seen in the way staff work as a team capitalising on each others strengths to do the best for their pupils.
- 83 The planned science curriculum meets the requirements of the National Curriculum programmes of study. A balanced programme of physical and life science elements is provided. The school has complied with the recommendation of the last inspection to identify opportunities for investigative work. A science 'skills ladder' now records pupils' progress - a feature added since the last inspection. Some commercially produced worksheet materials used in Key Stage 2 have an in-built ceiling of attainment which can restrict higher attaining pupils. In open-ended tasks these pupils were able to ask challenging questions and offer opinions from their personal research.
- 84 Day-to-day assessment is sound and teachers meet each term to consider pupils' assessed work to judge and agree standards and progress over time. Staff know the pupils very well and ensure that those with special educational needs are well supported by appropriate provision.

Area for improvement:

- ***Improve the quality of teaching and raise pupils' standards by planning and providing more opportunities for pupils' to deepen their knowledge and understanding of experimental and investigative techniques and procedures.***

OTHER SUBJECTS OR COURSES

Information Technology

- 85 Only one lesson of direct teaching of information technology was seen during the inspection. Judgements are based on observations of pupils working in lessons and at break times, discussions with pupils and teachers, displays, previous work and extra-curricular activities. The school's development has been seriously hampered by the lack of modern computers which has begun to improve only in the last year. In the second week of the autumn term the school was connected to the Internet in the junior department but Key Stage 1 pupils are not yet "on line". Less than half of the pupils have access to computers at home.
- 86 Attainment by the end of both key stages is broadly average. By the end of Key Stage 1 pupils use the computer to paint and draw. During the inspection week a parent assisted pupils to identify, click and drag icons to draw, colour and print pictures. Other pupils match shapes in a mathematical programme. Older Key Stage 1 pupils, were writing their names, choosing a font and size which they liked and saving and printing their results for display. Saved completed work shows that they can word-process *their stories to make a big book, for example about dinosaurs*. The school has a programmable device used to plot co-ordinates but it was not in use during the inspection.
- 87 By the end of Key Stage 2 computers are used to plot and analyse data and research information related to the topics they study. Pupils researching travel distances to the Peak District asked for the CD ROM Atlas to plot distances from the school. The use of the computer in control and modeling procedures is very limited and under-developed. One boy was repairing a sophisticated construction kit forklift truck (made by a pupil who left last summer) but overall the provision and standards of attainment in control technology are unsatisfactory. Good use is made of findings in science to build up databases, *for example on personal characteristics such as eye colour or height or the colour of cars owned by families*. Insufficient use is made of information technology to support and extend the skills of pupils, particularly those with special educational needs.
- 88 Progress is steady and satisfactory across both key stages but for those pupils with access at home progress is better which disadvantages those who rely totally on school support. Pupils remember their previous work well and build upon it confidently.
- 89 The attitudes of pupils are very positive. Given the opportunity pupils acquire skills well. They are keen and committed to their work extending their skills satisfactorily. Pupils enjoy their work. Many are confident in their use of modern technology. They co-operate and share their increasing skills readily.
- 90 Teaching is satisfactory and improving overall as teachers gain confidence. Most teaching is given at the point of need and the use of the computer is planned so that pupils have regular access. The school has invested heavily in training and staff development and more is planned and committed from January 2000. A precise curriculum audit has guided teachers in where they need to develop their skills and acquire new materials to become fully confident in the use of information technology. The school is aware of the discrepancy between home and school provision and works hard to keep pace with increasing demand. Computers are not yet used sufficiently to support learning in other subjects.
- 91 Old and out-dated equipment has been weeded out but the school has wisely retained those older machines and programmes which can still make an effective contribution to learning. Internet and e-mail facilities have only been available since September 1999. In the week of the inspection the Internet Club of twelve pupils sent e-mails. *For example, one pupil with special educational needs believing that he had contacted the father of a pupil in his class had in fact contacted her uncle in Michigan and was astonished to receive a reply from the United States the next day*. The increasing use of this technology is opening the eyes of pupils towards the wider world and the possibilities of electronic communication.

Areas for improvement:

- *Improve the quality of teaching and raise standards by (1) developing teachers' confidence and skills in the subject, (2) making greater use of information technology in other subjects and (3) developing the available resources.*

Religious Education

- 92 Only two full lessons in Key Stage 2 could be inspected. Judgements are supported by scrutiny of pupils' past work, displays of relevant material, examination of diaries made on visits and discussions with pupils and teachers. The standards achieved by pupils are average by the end of each key stage. Pupils' ability to reflect on their own experience and to gain from the insights of other faiths is higher than in many schools. Pupils attain the expectations of the locally agreed syllabus. Pupils gain a sound understanding of the life of Jesus and bible stories to establish them in their Christian heritage. In addition, by the end of Key Stage 2, they attain an elementary understanding of other faiths and beliefs, *including Judaism, Hinduism and Islam through a study of festivals, customs and places of worship*. As they mature pupils use religious terminology well to give their work accuracy.
- 93 Pupils, including those with special educational needs, make good progress at both key stages. The care taken by the school to give pupils first-hand experience through visits and contacts with children of other faiths supports their understanding.
- 94 Pupils respond very well to the subject. They enjoy their lessons and listen with great attention, inspired by the teachers' interests and insights. They listen respectfully to each other and are ready to offer extended answers to questions and wait for their friends to express their opinions. Pupils' respect for their teachers is evident. Boys' and girls' opinions are treated equally seriously but are different. *For example, when asked how Moses should respond given his commission girls suggested he should go and talk to the people whereas boys immediately suggested that the best answer was to raise an army.*
- 95 Teaching is very good at Key Stage 2. A marked strength is the way teachers convey their own interest and take pupils' comments and opinions seriously and sensitively. Pupils are respected and taught to respect each other, their own faith and beliefs and those of others. Very good story telling holds younger Key Stage 2 pupils spellbound and there is a sense of fun in exploring the drama of the biblical narrative and the real people portrayed. Teachers calm and still the pupils so that they can get in touch with their own ideas and feelings to interpret their newly acquired knowledge more deeply. Learning is made relevant to pupils' everyday lives.
- 96 The curriculum follows the locally agreed syllabus, which is in process of review and re-writing. The school enriches its provision with material from the Diocesan syllabus for the Year 2000. Educational visits are used to extend pupils' knowledge and understanding substantially. Pupils in Key Stage 1 visit a school with a large number of Hindu pupils and increase their understanding and respect through friendship and sharing in the festival of Diwali. Links are made with other curriculum areas. *For example, pupils in Key Stage 1 estimate and measure the parish church when they visit and pupils in Key Stage 2 learn a little of the geography of Cyprus in studying Harvest Festival in the Greek Orthodox community.* The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. As well as their work on other faiths pupils explore and compare different facets of the Christian church and the way symbols differ. *In the harvest lesson, for example the use of the purest olive oil as a 'first fruit' offering was presented which enhanced their understanding of symbols and cultural similarity and difference.*

Art

- 97 Little direct teaching of art was undertaken during the inspection and judgements are based on discussions with pupils and the work attractively displayed around the school. The school provides a very worthwhile experience in art, especially in observational drawing.
- 98 Pupils in Key Stage 1 create portraits of themselves and discuss their work with each other. They make sketches *of features of the local parish church and the living things which they study such as insects and sectioned fruit*. In one Key Stage 1 lesson pupils wove paper in pastel colours and higher attaining pupils wove colours using a simple paper plate as a circular loom. By the end of Key Stage 1 pupils show appreciation for and imitate the work of other artists. *They create patterns in the style of Australian aboriginal painters and make vivid flower paintings in the style and colour of Linda Fay Powell. In other exercises they collect metal objects including aluminium foil, nuts and screws and use them to make three-dimensional representations of materials.*
- 99 At Key Stage 2 pupils learn to understand colours more formally through their studies of the colour wheel and primary and complimentary colours. They make clay plaques to a very high standard, *to illustrate characters in the Harry Potter novels*, starting with their design drawings and evaluating their products

well. Very good observational drawings *of sheep skulls using graphite pencils to create three-dimensional effects are linked to work on the skeleton in science*. The very good displays of materials around the school prompt questions and offer stimulus for new work. *Lively paintings of a variety of cats in movement have resulted from topic work. Similarly good pencil sketches of Egyptian sculptures extend the work pupils do in their studies of ancient civilisations.*

- 100 Progress is good throughout the school. Pupils become increasingly able to evaluate and criticise their own work and appreciate that of others. Pupils with special educational needs make good progress. However, there is little evidence of the use of sketch books apart from the observations recorded in visit diaries and these do not focus on detail in art. Pupils enjoy art and work with energy and enthusiasm. Their products, especially in painting and observational drawing, show their commitment and attention to detail. Pupils behave very well.
- 101 There is insufficient evidence to make a secure judgement on the quality of teaching but there are positive indicators. The teachers' expert subject knowledge promotes the progress which pupils make. Lessons are carefully organised. Teachers have very good relationships with their pupils and high expectations of their behaviour. The high standards of presentation offered by teachers, *for example in board writing and display*, lifts the attainment of pupils.
- 102 The policy for art is sound and teachers plan the curriculum satisfactorily. Monitoring of classroom practice is not in place because of constraints on teachers' time. Curriculum development relies heavily upon the staff's enthusiasm and commitment.

Design and Technology

- 103 Very little direct teaching of the subject could be seen during the inspection. The school provides a worthwhile experience. The school has worked hard to improve its provision since the last inspection. The major barrier to further improvement is the lack of confidence of teachers in their use of a wide range of materials and the lack of focus on the skills specific to the subject.
- 104 Pupils make satisfactory progress throughout the school. However, since the topics spring from other curriculum areas there is rarely a full focus on the specific skills required to make better progress. At Key Stage 1 pupils use simple tools and materials *such as scissors, card, fabric, glue, paint and weaving needles* to construct structures to their own design. In one lesson pupils completed a checklist to record the progress on the task set. By the end of Key Stage 2 the process of planning, performing and reviewing designs is well established and pupils evaluate their work well. Pupils work mainly in paper and card and construct and evaluate *moving pictures, puppets and papier-mâché models of volcanoes linked to their work in geography*.
- 105 There is insufficient evidence to make a secure judgement on the quality of teaching overall. Lessons are well prepared and planned. They are organised smoothly and effectively. Explanations are very clear. Pupils' viewpoints are praised and encouraged and there is a good emphasis on necessary safety. Teachers encourage respect and courtesy. Sometimes the focus on design and technology is not clear enough but the methods used reinforce knowledge in other subjects. *For example, in an imaginative use of homework, Key Stage 2 pupils were given a design brief for a 'shaduf' linked to their history studies on Ancient Egypt. Pupils brought in many designs which were then evaluated collaboratively to assess their fitness for purpose and how effective a full scale operation would be.*
- 106 The current curriculum barely meets National Curriculum requirements since the new requirements for literacy and numeracy have compressed the time available. Nevertheless the subject contributes well to the breadth of experience which pupils receive.

Geography

- 107 Only two lessons in geography could be seen during the inspection. Pupils, including those with special educational needs make satisfactory progress. By the end of Key Stage 1 pupils are aware of their local environment and know that Farndon is a village. They identify essential features on their route to school *such as the post office, farms, 'pubs', the local nursing home and the river Trent*. They begin to understand the characteristics of settlements and identify, *for example semi-detached and detached housing*. By

comparing photographs and personal experiences they are beginning to understand the difference between city and country.

- 108 By the end of Key Stage 2 pupils extend their understanding of locations. Most use an atlas to find appropriate three-figure grid references and locate the places where they will do field work. They are aware of localities other than their own and compare a town and a village well. There are good links between the subject and other curriculum areas. In their field work pupils link their historical, environmental and scientific work. By the end of Year 6 pupils use Ordnance Survey maps with confidence. They demonstrate a satisfactory understanding of scale, distance and direction. These links help pupils to set their work in context. *For example, pupils demonstrated the position of the invasion of Poland at the start of the World War II and where Anne Frank lived in the Netherlands. They extended their understanding of settlements markedly through field studies in York and Eyam and by designing their own housing estate.*
- 109 Pupils respond well to the teaching. They work hard to solve the problems set. They persevere to complete their work. They are keenly interested in finding locations. Younger Key Stage 2 pupils sit and listen well although some call out in their excitement. Key Stage 2 pupils work hard.
- 110 There is insufficient evidence to make a secure judgement on the quality of teaching. However, there is good use of quality photographs and maps to support pupils' learning. Lessons are conducted at a good pace and time is used effectively. Very good subject and local knowledge promotes pupils' progress.

History

- 111 Only three lessons of history could be seen during the inspection. It is not possible to make a secure judgement on the quality of teaching. Other judgements arise from these observations, scrutiny of pupils' previous work, displays and discussions with teachers and pupils. Pupils make sound progress throughout the school and, through educational visits, good progress in researching historical sources. Key Stage 1 pupils acquire an understanding of then and now – *for example, through a study of the work of Florence Nightingale in the Crimea and of the ways modern hospitals are different from the situation in Scutari.* The youngest pupils show that they enjoy hearing about times gone by and quickly identify with characters *such as the boy whose leg was amputated in Scutari.*
- 112 Older pupils know that there is a past beyond living memory. By the end of Key Stage 2 pupils have sound historical knowledge and understanding. In Year 4 - *through their studies on Ancient Egypt* - pupils describe some of the characteristics of past periods and how people lived. Pupils select and combine material from different sources - *for example considering the biblical narrative of Moses* - to structure their work well. Older Key Stage 2 pupils have a good knowledge of the key features of World War II and the impact of evacuation on children and parents. Pupils show in their writing and talking that they know how to look back into the past of their own families and search documents to find historical evidence. They distinguish the similarities and differences between historical periods, *for example between food and eating customs in ancient Rome and today.* Exhibitions of project-related work are of high quality.
- 113 Pupils are very interested in their historical studies and almost always very attentive to the stories they hear. They are keen to learn new facts, and willingly bring in relevant artefacts and contribute their family experiences to the areas of study. Relationships between pupils and teachers are very good and, consequently pupils are confident to ask questions when they do not understand. *In a lesson on evacuees, for example, pupils asked, "What is a garter?" Younger pupils in the lesson about Florence Nightingale asked, "What is a limb?"* They put their new learning into context quickly. The school gives considerable time and effort to educational visits, which bring history to life, *for example to Eyam and York at Key Stage 2.* The emphasis on literacy and numeracy has reduced the available time for preparation and follow up to these excellent visits but they still make an outstanding contribution to raising standards in the subject.

Music

- 114 All the lessons seen were in Key Stage 2. In addition, a recorder group, the choir of over fifty pupils and a whole school hymn practice were observed. Music provision is a strength of the school. Progress is satisfactory, although a few boys who are occasionally restless in lessons make little progress. More girls than boys benefit from the choir (by choice) and girls take part much more actively. There were very limited opportunities to judge the standards of pupils' listening and appraising skills – *although Year 5 and 6*

pupils listened very well to Vivaldi's 'Autumn'. At Key Stage 1 pupils sing in unison well. They learn a good repertoire of songs, many of which are accompanied by actions. At Key Stage 2 pupils sing lustily and with a lively appreciation of time and tempo. They recognise simple rhythms and beats and the patterns which match their own names, *such as a crotchet and two quavers*. They develop musical patterns within a simple structure. A small minority of pupils finds it hard to recognise the pulse and keep the beat, *when clapping a rhythm for example*. Girls used tuned percussion instruments successfully to accompany simple tunes sung by the class.

- 115 Teaching is always satisfactory or better - and in half of the lessons good. It is forceful in style. A specialist with very good subject knowledge nearly always teaches music. It is always competent but there is a tendency to over-excite the pupils at times. Lessons are very well planned and prepared and conducted at a good pace with great enthusiasm. Tasks are explained clearly and always effectively consolidate or extend what has gone before.
- 116 Pupils generally behave well and are keenly committed to their lessons. They respond well although a small number of pupils, particularly boys, do not give their full attention. Most are very ready to co-operate. Boys really enjoy the physical aspects of the subject such as clapping and clicking their fingers in rhythm but at times some do not clearly understand whether or not it is appropriate to move more vigorously or dance.
- 117 Extra-curricular activities are popular. The school visits a home for elderly people and regularly contributes to services in the local parish church especially at festivals. The recorder group and school choir extend the opportunities for pupils to enhance their musical skills and understanding. However, in all these activities the proportion of girls who participate is greater than boys by at least four to one. Music makes a good contribution to pupils' spiritual, moral, social and cultural development.

Physical Education

- 118 Judgements are based on one lesson at Key Stage 1 and three lessons at Key Stage 2. Gymnastic and games activities were observed. It was not possible to observe swimming but the school meets current requirements to teach this aspect of the subject at Key Stage 2. Extra-curricular activities make a significant contribution to the school's provision and progress of pupils at both key stages.
- 119 Pupils make good progress. At Key Stage 1, pupils are learning how to move in different ways and different directions, *such as hopping forwards, backwards and sideways*. They are beginning to evaluate different ways of jumping and landing. Pupils at Key Stage 2 develop an increasing range of movements, agility and control as they move from class to class. Pupils in Years 5 and 6 performed a new sequence of five different movements well - both on the floor and apparatus. These pupils attempt different ways of weight-bearing on their hands well but a significant number show limited control when landing. Throughout Key Stage 2 pupils are making satisfactory progress in passing and dribbling skills for both football and netball. They reacted sensibly when a sudden shower stopped their games practice outside.
- 120 The response of pupils in physical education lessons is very good. Younger pupils change quickly, move from the classroom to the hall sensibly and find a space. They are learning about the importance of safety in physical activities. Throughout Key Stage 2, pupils clearly enjoy physical activities and listen to their teachers carefully. They work well in pairs and small groups, *for example when sharing gymnastic apparatus and practising ball skills*. They are learning about fair play and teamwork. Pupils in Years 5 and 6 know that "safety, silence and speed" are extremely important when moving apparatus.
- 121 Teaching is good overall and in the small number of lessons seen ranged from satisfactory to very good. Lessons are well planned, teachers have good knowledge of the subject and there is good use of questions and specific vocabulary. Specific skills and techniques, *such as landing in gymnastics and passing a football with different parts of the foot*, are taught well. There are high expectations of behaviour and there is a very good emphasis on safety in all lessons. Activities are sequenced well, including good warm up and warm down time, and lessons are conducted at a good pace. All lessons feature opportunities for all pupils to evaluate their own performance and that of others but in some this is only satisfactory. In one lesson the learning objectives were not made sufficiently clear to pupils although specific tasks were explained very well.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

122 The inspection of Farndon St Peter's CofE Primary School was undertaken by a team of three inspectors who, over a four-day period, completed a total of ten inspector days in the school.

Prior to the inspection

- Meetings were held with the headteacher, six members of the governing body and the teaching staff.
- The Registered Inspector held a meeting with eleven parents.
- Documents provided by the school were analysed.

During the inspection

- 47 lessons or parts of lessons were seen, representing over 32 hours of classroom observation.
- Discussions were held with the headteacher, the Chair of governors and two other representatives of the governing body.
- Planned discussions with were held with the teaching staff as a group and individually on subject and whole school issues.
- There were daily meetings between the Registered Inspector and the headteacher.
- Inspectors examined the written work of many pupils. All of the available work of a representative sample of pupils from each class and pupils in last year's Year 6 was scrutinised.
- Pupils from each year group were heard or observed reading and were questioned on their knowledge and understanding of books.
- Time was spent talking to pupils during lessons, over lunch and at playtimes.
- Brief observations were made of pupils arriving and leaving school, during breaks and lunchtimes and participating in extra-curricular activities.
- Attendance registers were inspected.
- Teachers' planning documents and records were inspected.
- Inspectors attended assemblies.
- Discussions were held with parents.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	149	0	39	14

Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent):

6.4

Number of pupils per qualified teacher:

23.2

Education support staff (YR – Y6)

Total number of education support staff:

2

Total aggregate hours worked each week:

37.5

Average class size:

29.8

Financial data

Financial year:

1998/99

	£
Total Income	284908
Total Expenditure	288819
Expenditure per pupil	1875
Balance brought forward from previous year	988
Balance carried forward to next year	-2923

PARENTAL SURVEY

Number of questionnaires sent out:	127
Number of questionnaires returned:	53

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	32	58	6	4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	26	66	8	0	0
The school handles complaints from parents well	9	47	32	4	2
The school gives me a clear understanding of what is taught	9	60	23	8	0
The school keeps me well informed about my child(ren)'s progress	19	64	11	6	0
The school enables my child(ren) to achieve a good standard of work	19	70	9	2	0
The school encourages children to get involved in more than just their daily lessons	21	49	17	9	4
I am satisfied with the work that my child(ren) is/are expected to do at home	17	62	4	17	0
The school's values and attitudes have a positive effect on my child(ren)	23	66	9	2	0
The school achieves high standards of good behaviour	11	62	19	8	0
My child(ren) like(s) school	38	60	2	0	0