

# INSPECTION REPORT

**Coton-in-the-Elms C. of E. (Controlled)  
Primary School**

Swadlincote

LEA area: Derbyshire

Unique Reference Number: 112812

Headteacher: Mrs P Bennett

Reporting inspector: Mr Sean O'Toole  
20891

Dates of inspection: 22<sup>nd</sup> - 25<sup>th</sup> November 1999

## INFORMATION ABOUT THE SCHOOL

Type of school:	-	Infant and Junior
Type of control:	-	Voluntary Controlled
Age range of pupils:	-	4 - 11 years
Gender of pupils:	-	Mixed
School address:	-	Elmslea Avenue Coton-in-the-Elms Swadlincote Derbyshire DE12 8ES
Telephone number:	-	01283 761361
Fax number:	-	01283 761361
Appropriate authority:	-	The Governing Body
Name of chair of governors:	-	Mr Malcolm Mailer
Date of previous inspection:	-	March 1996

© Crown Copyright 1999

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the Education (Schools) Act 1992 and the Education Act 1993, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Under OFSTED contract number: 707181  
Inspection carried out under Section 10 of the School Inspections Act 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr Sean O'Toole Registered Inspector	Areas of learning for children under-five Art Design and technology English Information and communication technology Physical education	Attainment and progress Attitudes, behaviour and personal development Teaching Leadership and management
Mr Phillip Robertson Lay Inspector	Equal opportunities	Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mrs Thelma Aspin	Science Mathematics History Geography Music Religious education Special educational needs	Curriculum and assessment Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources Efficiency of the school

The inspection contractor was:

SES  
6 Star Corner  
Barby  
Rugby  
CV23 8UD  
*Tel: 01788 890946*

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

# REPORT CONTENTS

## Paragraph

### MAIN FINDINGS

What the school does well  
Where the school has weaknesses  
How the school has improved since the last inspection  
Standards in subjects  
Quality of teaching  
Other aspects of the school  
The parents' views of the school

### KEY ISSUES FOR ACTION

### INTRODUCTION

Characteristics of the school 1 - 3  
Key indicators 4

### PART A: ASPECTS OF THE SCHOOL

#### Educational standards achieved by pupils at the school

Attainment and progress 5 - 12  
Attitudes, behaviour and personal development 13 - 17  
Attendance 18

#### Quality of education provided

Teaching 19 - 24  
The curriculum and assessment 25 - 32  
Pupils' spiritual, moral, social and cultural development 33 - 37  
Support, guidance and pupils' welfare 38 - 41  
Partnership with parents and the community 42 - 46

#### The management and efficiency of the school

Leadership and management 47 - 50  
Staffing, accommodation and learning resources 51 - 53  
The efficiency of the school 54 - 57

### PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five 58 - 64

Core subjects 65 - 103

Other subjects 104 - 121

### PART C: INSPECTION DATA

Summary of inspection evidence

Data and indicators

## MAIN FINDINGS

### What the school does well

- By the end of Key Stage 1, pupils attain above average standards in English, mathematics and science.
- In both key stages, most of the teaching is good.
- The headteacher leads the staff well and works effectively with the governors to create a vibrant and purposeful school.
- The good curriculum is made richer by the out of school activities and the effective promotion of the pupils' spiritual, moral, social and cultural development.
- Children under five make very good gains in their personal and social development. By the age of five they have good skills in mathematics and a good understanding of the wider world.
- Throughout the school the pupils' behaviour is good. Very good relationships and positive attitudes to learning are hallmarks of the school's success.
- The effective support for pupils with special educational needs and those from Travellers' families helps them to make very good gains in their learning.
- The contribution made by the support staff has a significant impact on the pupils' progress.
- The school's relationship with the parents and the wider community is very good.

### Where the school has weaknesses

I.The standards in mathematics are not high enough at the end of Key Stage 2.

**The school is improving and standards are rising. In most respects the school is better than it was at the time of the last inspection. The weaknesses will form the basis of the governors' action plan which will be sent to all parents or guardians of pupils at the school.**

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

The school has been through many changes since the previous inspection with a significant turnover of staff and governors. Initially there was little improvement and standards declined but in the last two years the school has made good strides forward. Since the appointment of the headteacher, the weaknesses noted in the last report have been remedied. Standards in information and communication technology have improved and are now average. The staff monitor both teaching and learning and make good use of assessment to pinpoint areas for improvement, although the focus on guiding pupils through marking needs to be sharper. There are helpful policies and schemes of work for all subjects; skills, knowledge and understanding are taught consistently in most subjects. In addition, the governors are much more involved in the school. The provision for pupils with special educational needs is more effective and there is more challenge in the teaching, particularly in English and science. In mathematics more needs to be done to raise standards, which dipped following the last inspection. The school has set sufficiently challenging targets to raise standards in English, mathematics and science and is on course to meet them. Improvement since the appointment of the new headteacher has been good, with a rapid rise in standards following a decline. The school has good capability for further development.

## Standards in subjects

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

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

Children under five make good progress and attain the levels expected for their age in the appropriate areas of learning. They do well in their mathematical development and have a good knowledge and understanding of the world. Inspection evidence shows that by the end of Key Stage 1 most pupils attain above average standards in English, mathematics and science. The table shows that in the 1999 National Curriculum tests last year's Year 6 attained average standards in English and well below average standards in mathematics compared to both the national average and the average of similar schools. Science was below average and well below similar schools. Inspection evidence shows that in the present Year 6 standards are improving and are average in English and science but below average in mathematics; mental arithmetic skills are poor. An average proportion of pupils attains the higher level 5 in these subjects. By the end of both key stages standards in information and communication technology (ICT) are in line with national expectations. Pupils in both key stages achieve the expectations of the locally agreed syllabus for religious education. Progress is mostly good in English and science although it is satisfactory in mathematics in Key Stage 2. Pupils with special educational needs make very good progress, as do those from Travellers' families.

## Quality of teaching

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

\* These subjects do not apply to children under five. There are taught under the area of learning knowledge and understanding of the world.

The quality of teaching is mostly good. It is excellent in three per cent, very good in 14 per cent of lessons, good in 35 per cent, satisfactory in 36 per cent and unsatisfactory to very poor in eight per cent. The subjects taught most effectively include English, art and science. All of the weak teaching is in the Year 5 and 6 class in lessons in physical education, geography and religious education. The teaching of pupils with special educational needs and those from Travellers' families is very effective due to the attention given to matching work to their needs.

There are some shortcomings in the use of marking to focus on improving the pupils' performance. The unsatisfactory teaching is due to lack of control and insufficiently matching work to challenge all pupils.

*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. The way the pupils get on together and respond to adults helps to make the school an orderly place where all feel secure.
Attendance	Satisfactory. The pupils enjoy school and attend punctually.
Ethos*	Very good. There is often a buzz of excitement in lessons; the pupils are keen to learn and stick at tasks. Relationships are very good. The staff and governors are committed to raising standards.
Leadership and management	Very good. The headteacher leads with enthusiasm and has bonded together a hard-working and effective team which includes the governors. Monitoring of standards and improvements to the school's development plan have brought a sharp focus on improvement.
Curriculum	The curriculum is lively and interesting, although there is insufficient focus on outdoor play for children under five. Planning is good. There are many extra activities which promote learning. The good procedures for assessment are used well.
Pupils with special educational needs	Teachers and other staff work together well to provide well focused work which helps the pupils to make very good gains in their learning.
Spiritual, moral, social & cultural development	The school makes good provision to enhance the pupils' development. Particular strengths are in the promotion of moral and cultural understanding.
Staffing, resources and accommodation	The accommodation is satisfactory. The school has sufficient resources for most subjects, although equipment for gymnastics is unsatisfactory. There is an adequate number of teachers with suitable expertise except in music. Support staff make a very good contribution to the pupils' progress.
Value for money	The costs of educating the pupils are below the national average. The school adds much to the quality of education although standards are insufficiently high in mathematics. Most of the teaching is good. Pupils in Key Stage 1 make good progress and progress is satisfactory in Key Stage 2. The school provides good value for money.

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

## The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> <li>●.Their children like school.</li> <li>●.The school is strong in after-school clubs.</li> <li>●.Mixed age classes generally work well.</li> <li>●.Parents say that the school is better than it was.</li> <li>●.They are very involved in the school.</li> <li>●.The staff are easily approached with concerns.</li> <li>●.The standards achieved by their children.</li> <li>●.The school's positive and strong commitment to valuing individuals.</li> </ul>	<ul style="list-style-type: none"> <li>●.There were a few concerns about lack of time spent on reading.</li> <li>●.Some parents think they don't know enough about what is taught.</li> <li>●.A few parents felt that higher attaining children were not challenged sufficiently.</li> </ul>

The inspection team agrees with the positive views expressed by the parents. In all classes, good emphasis is given to the teaching of reading. The school's newsletters provide sufficient detail about what is to be taught. In most lessons, higher attaining pupils are challenged appropriately although there is some undemanding work in mathematics, music and physical education.



## KEY ISSUES FOR ACTION

In order to raise standards and improve the rate and consistency of progress in Key Stage 2, the headteacher, staff and governors should:

### **Raise standards in mathematics by:**

- Improving the teaching of mental arithmetic
- Matching work more carefully to the needs of all pupils
- Ensuring that the work is sufficiently challenging for higher attainers
- Using information and communication technology to support learning.

(paragraphs 5, 6, 10, 11, 26, 56, 75-83, 94)

(The school has identified and already begun to implement a programme of improvement in mathematics.)

In addition to the Key Issues above, the governors should consider the inclusion of the following less significant weaknesses in the action plan:

- Improve the provision for outdoor play for children under five (paragraphs 25, 52, 53 and 64)
- Improve the teaching in some lessons in the Year 5 and 6 class (paragraphs 8,11,15,19, 23,102, and 118)
- Sharpen the focus in marking to guide pupils on how they might improve (paragraphs 19, 23, 30, 73 and 82)
- Improve equipment for gymnastics (paragraphs 53 and 119)
- Strengthen the teaching of music (paragraphs 12, 51 and 114-116)

# 1 INTRODUCTION

## Characteristics of the school

1. Coton-in-the-Elms Church of England (Controlled) Primary School is situated in an attractive village in South Derbyshire close to Swadlincote and Burton-on-Trent. Most of the pupils come from Coton-in-the-Elms or from Lullington. About a quarter come from outlying districts. Pupils come from a socio-economic area which is generally above average. The pupils' families live in a mixture of local authority and privately owned dwellings. The percentage of pupils eligible for free school meals (13.4 per cent) is broadly in line with the national average. A total of 118 pupils attend the school, made up of 70 boys and 48 girls. The school is smaller than average. The number of pupils attending the school has risen consistently over the last five years. At the time of the inspection five children from Travellers' families attended the school. The percentage of pupils speaking English as an additional language (0 per cent) is low. There are 15 pupils on the school's register of special educational need (average). Three pupils have a statement of special educational need (average). All children start school in the September of the year in which they are five. About half of the children benefit from pre-school educational experience in either a nursery or playgroup. Attainment on admission is above the level expected for four-year-olds. At the time of the inspection, 11 children were under five and they were taught in the Reception and Year 1 class. Since the previous inspection, the school has had a high turnover of teaching staff, including the headteacher, due to retirement and promotion. The building has been improved to accommodate the rising number of pupils on roll. The school has set appropriate targets for improvement. These include raising levels of attainment in English and mathematics. Targets for the year 2000 are that 57 per cent of pupils should attain average or above standards in English and 64 per cent similar levels in mathematics.
2. The school has clear aims which are communicated well to parents. They are summarised as follows:
  - All pupils should achieve their full potential
  - All pupils should receive their entitlement to the National Curriculum
  - The school aims to provide a broad and balanced curriculum
  - The headteacher, staff and governors will work together to raise standards
  - Parents will be kept well informed and be involved in partnership with the school
  - The school will be involved in the community and pupils will be encouraged to play a part in it
  - The school will provide a happy and stimulating environment to encourage learning.
1. The school's ethos statement recognises its links with the Church of England and seeks to promote Christian values and an appreciation of the beliefs of others.

The school has a development plan which includes the following priorities:

- Raising standards in information and communication technology (ICT)
- Implementing the national numeracy strategy
- Improving the provision for science and raising standards in the subject
- Extending training for the governors.

Other priorities cover most areas of the school's work including a comprehensive schedule of review of the subjects.

#### 4. Key Indicators

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

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

Year	Boys	Girls	Total
1999	15	12	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	12	14	14
	Girls	11	11	11
	Total	23	25	25
Percentage at NC Level 2 or above	School	88 (88)	94 (94)	94 (94)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	12	14	15
	Girls	11	12	12
	Total	23	26	27
Percentage at NC Level 2 or above	School	85 (100)	97 (88)	100 (100)
	National	81 (80)	85 (84)	86 (85)

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

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

Year	Boys	Girls	Total
1999	8	6	14

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	4	5
	Girls	5	3	4
	Total	10	7	9
Percentage at NC Level 4 or above	School	71 (53)	50 (53)	65 (40)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	5	5
	Girls	4	4	4
	Total	9	9	9
Percentage at NC Level 4 or above	School	64 (47)	64 (53)	64 (53)
	National	68 (65)	69 (65)	75 (71)

##### Attendance

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

		%
Authorised Absence	School	8.2
	National comparative data	5.7
Unauthorised Absence	School	0
	National comparative data	0.5

<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

<sup>2</sup> Percentages in parentheses refer to the year before the latest reporting year

## 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	21
Satisfactory or better	92
Less than satisfactory	8

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

### **Educational standards achieved by pupils at the school**

#### **Attainment and progress**

1. In 1999, the results of National Curriculum tests at the end of Key Stage 2 show that standards in English are average; they are well below average in mathematics and below average in science. The proportion of pupils attaining the higher level 5 in all subjects is in line with the national average. When compared with schools with similar intakes, standards are average in English and well below average in mathematics and science. Following the previous inspection standards declined to a low level in mathematics and science. Recent improvements to teaching, the curriculum and monitoring have helped to raise standards although inspection evidence shows that in the present Year 6 they are too low in mathematics but average in science. In 1999, the results of National Curriculum tests at the end of Key Stage 1 show that standards in reading, writing and mathematics are well above the national average and those with schools with similar intakes. About half of the pupils attain the higher level 3 in reading and the proportion attaining above average levels in writing was above average. In mathematics, the percentage of pupils attaining higher levels was very high. When teachers assessed the pupils towards the end of Key Stage 1 in 1999 all pupils attained the national expectation in science. These results were high compared with the national average and when compared with schools with pupils from similar backgrounds. The number of pupils attaining higher levels was above the national average, and average when compared with similar schools.
2. Overall attainment is about average and is at a similar level as at the time of the previous inspection. Although there was a sharp fall in standards they are now rising. Levels of attainment are higher at the end of Key Stage 1 than at the end of Year 6. Given the pupils' prior attainment standards in mathematics in Key Stage 2 are insufficiently high. Since the previous inspection there have been significant changes to the school with a high level of staff turnover. Initially, following the inspection, the standards declined sharply in Key Stage 2. However, the rigorous analysis of data, better target setting, improved teaching in almost all subjects, more thorough planning and the use of assessment have reversed the decline and standards are now rising. The headteacher has taken a firm lead in raising expectations and performance of older pupils and monitors achievement with rigour.
3. Children under five quickly settle into the mixed Reception and Year 1 class. By the age of five, the children attain the Desirable Learning Outcomes in language and literacy, creative and physical development. Most children attain levels in personal and social development, mathematics and knowledge and understanding of the world which are above those expected for their age. Progress is good and very good in the mathematical area of learning. The school has built upon the provision reported at the time of the previous inspection and standards have improved.
4. Progress is satisfactory overall and good in Key Stage 1 due to the quality of teaching. It is now mostly consistent between key stages although in some lessons in Years 5 and 6 the pupils do not make sufficient progress. Pupils with special educational needs make very good progress. The progress of the children in Reception with the lowest attainment is satisfactory. The use of high quality individual education programmes which are reviewed regularly, and set small, specific and achievable targets, and the high quality support provided by education care officers make a significant contribution to the progress made by pupils with special educational needs. Pupils from Travellers' families make very good progress in English and mathematics due to well-targeted support, although their attainment is generally below average.

5. Standards in English are above average by the end of Key Stage 1 and average by the end of Key Stage 2. Throughout the school standards in speaking and listening are above average. The pupils listen well and are able to sustain conversation on a variety of subjects. Almost all pupils read with accuracy and fluency. By the end of Key Stage 1, pupils' reading skills are above average; they read with accuracy, expression and good levels of understanding. By the end of Key Stage 2, most pupils read well from a range of texts and they confidently use non-fiction books for research; standards are average. Writing by the end of Key Stage 1 is above average and average by the end of Key Stage 2. Most pupils write neatly using well-formed handwriting paying attention to size and consistency. Spelling is taught consistently and pupils in both key stages learn new words and use them correctly in their writing. Punctuation and grammar are secure. The pupils write interesting stories using a wide range of imaginative language. Higher attainers in Key Stage 2, about a quarter of the pupils, have a secure understanding of structuring stories and using paragraphs. Progress in English is good. The National Literacy Strategy is used effectively and teaching is never less than good. There is a good focus on the teaching of reading, particularly in Key Stage 1. Spelling, punctuation and grammar form an essential part of the teaching and the focus on improving vocabulary in the subjects extends the pupils' literacy skills. In both key stages the pupils make good use of literacy. For example, they are good at taking notes and researching information. They record their work in science using vocabulary well and writing in a scientific style.
6. Standards in mathematics are below average overall and not high enough by the end of Key Stage 2. By the end of Key Stage 1 standards are above average overall but there are weaknesses in the pupils' knowledge of shape and space, and mental arithmetic skills are average. A suitable start has been made on the National Numeracy Strategy and the school is receiving intensive support to improve standards. Progress at Key Stage 2 since the previous inspection has been unsatisfactory. Procedures are well under way to address weaknesses and the progress of pupils in Key Stage 2 is now satisfactory. However, by the end of Key Stage 2 mental arithmetic skills are poor. Mathematical skills are used consistently across the curriculum. There is much pattern work in art, accurate measure is used to make model toys in design and technology, and tabulation, measuring and data handling skills are used consistently in science. Standards in science are well above the national average by the end of Key Stage 1 and average by the end of Key Stage 2. Progress for all pupils is good in all areas of science across the school and in most lessons. However, there are weaknesses in some areas of learning, for example sound, light and forces. Progress is very good towards the end of Key Stage 2 due to the expertise of the teacher and the consistent implementation of the scheme of work. Pupils with special educational needs make consistently very good progress and are well supported.
7. By the end of both key stages, standards in information and communication technology (ICT) are in line with the national expectation. Progress is satisfactory overall. However, pupils in Key Stage 2 make excellent progress in control technology. Pupils apply their skills in ICT to some other areas of the curriculum, but insufficient use is made of the subject in mathematics. By the end of both key stages standards in religious education are in line with the expectations of the local agreed syllabus. Progress in most classes is satisfactory, although in the Year 5 and 6 class the pupils make poor progress as the work set is undemanding and the teaching is weak.
8. Pupils make very good progress in art and their skills and techniques are above those usually found in pupils of this age. A particular strength in art is the celebration of multicultural experiences. Pupils in both key stages make satisfactory progress in design and technology, and physical education. Progress in music and geography is good in Key Stage 1. In history at Key Stage 2 the pupils make satisfactory progress but in music progress is unsatisfactory. Most pupils by the age of 11 attain the national expectations in

swimming; they swim at least 25 metres using a variety of strokes and know about water safety and survival.

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

9. The school has built upon the good standards of behaviour, pupils' positive attitudes and relationships since the previous inspection. Parents speak positively of the school's success in ensuring that the school is an orderly community where individuals are valued and treated with respect. Their views are justified by inspection evidence. The pupils' behaviour is good. They enjoy learning and are well motivated. Relationships between the pupils are very good and they make good gains in social and personal development. These factors contribute to the happy and purposeful atmosphere in the school and have a positive impact on standards and progress.
10. Children under five are keen and interested in school. They absorb the many and varied opportunities provided and become confident and competent learners. They show particular interest in stories and in learning about the wider world. They talk with enthusiasm about their visit to the airport. The children know how to behave and respond well to the school's rules. They enjoy receiving rewards and are dismayed when they let anyone down. By the time they are five, they have become proficient and competent in social relationships and are well prepared for the National Curriculum.
11. In both key stages, behaviour in most lessons is good and occasionally very good. The pupils move around the school in an orderly way. For example, they come into assembly quietly and sensibly with an awareness of others and of the sense of occasion. The pupils have been involved in developing the school's rules and their understanding of right and wrong is well developed. They respond with enthusiasm to the school's system of rewards and accept criticism and sanctions if justified. On a few occasions the pupils' behaviour slips below this standard; for example, in a few lessons in Years 5 and 6 the teacher does not establish firm control and the low level of work lacks sufficient challenge to keep the pupils on task. The standard of behaviour in these lessons in geography, religious education and physical education is poor. Older pupils show genuine concern and consideration for younger children. Pupils with educational and behavioural difficulties have positive attitudes and respond well to the support given both in school and by external agencies; they make good progress in meeting the targets in their individual education plans. Pupils from Traveller backgrounds behave very well and readily accept the school's code of conduct. Pupils with special educational needs have positive attitudes to their learning and participate fully in lessons. When they are given individual specialist tuition they concentrate particularly well and persevere with their tasks.
12. In almost all lessons, the pupils show positive attitudes to learning. In Year 2 in an English lesson they take part in discussions listening carefully to the views of others and participating in reading aloud in groups. They show delight in the humour of the stories eagerly anticipating the outcome. Pupils in Years 3 and 4 are keen to take part in research in English lessons and relish the prospect of homework. In mathematics, the pupils stay on task and maintain good levels of concentration; they persevere when solving problems. There was a buzz of excitement in a computer lesson when the pupils successfully devised their own software program. Pupils with special educational needs have very good attitudes to learning; they respond well to additional support and those who receive additional support for literacy enjoy completing their homework. The pupils show care and concern for other living things, for example, they look after the school's cat. In Key Stage 1, the pupils are fascinated by the different lifestyles of the Maasai tribe and in religious education lessons they show sensitivity for the beliefs and traditions of others.
13. Relationships in the school are very good. The pupils get on well together both in lessons

and the playground. At lunchtime, they play together and allow newcomers to the school to join in with their games. Lunchtime is a very sociable occasion and the pupils hold conversations and make the time special for all. The pupils' personal development is good. They enjoy taking responsibility for example, by setting up the CD player for assembly. There is keen but friendly competition to take the registers to the office. In most classes there are opportunities to carry out helpful tasks and the pupils take their responsibilities seriously. Many pupils have lessons on musical instruments and most practise regularly to improve their skills. They are keen participants in the school's extra-curricular activities.

## **Attendance**

14. Attendance at the school is satisfactory being just below the national average. The lack of notification to the school of pupils moving out of the area is the main reason for the high level of authorised absences. Those from Travellers' families attend regularly but attendance is seasonal and affects the school's overall attendance figures. Pupils are punctual and lessons mainly start on time. Whilst it is not a statutory requirement the attendance of children under five is good. Attendance and punctuality have a beneficial effect on attainment and progress.

## **1 Quality of education provided**

### Teaching

1. The quality of teaching is mostly good and has improved since the previous inspection. It varies between excellent and very poor. It is excellent in three per cent, very good in 14 per cent of lessons, good in 35 per cent, satisfactory in 36 per cent and unsatisfactory to very poor in eight per cent. English, art, science and some aspects of ICT are taught very effectively. Due to the attention given to matching work to their needs, the teaching of pupils with special educational needs and those from Travellers' families is very effective. However, the teachers do not make sufficient use of marking to guide pupils on how they might improve. In the Years 5 and 6 class the weak teaching was due to lack of control and insufficient challenge and failure to match work to the needs to the pupils' levels of skill and prior attainment. These weaknesses were evident in lessons in physical education, geography and religious education. The teacher lacks sufficient confidence to plan work which is sufficiently demanding of the pupils.
2. The teaching of children under five is mostly good. The teacher has a good understanding of how young children learn. She provides an appropriate balance of activities from which the children can make choices. The teaching of language and literacy is good. The teacher places much emphasis on language development and focuses well on teaching new words and also developing the children's skills in building words from letter sounds. The teacher's good knowledge of mathematics results in very good teaching of this area of learning. The children are suitably challenged and encouraged to respond quickly and accurately. The teacher has high expectations and the children respond to the challenge for example in answering the questions to subtraction sums, without the help of apparatus. Other staff involved in the Reception class make a good contribution to the children's learning through skilful intervention. For example, in the "travel agency" the member of staff asked questions about the climate in Africa and encouraged the children to respond with reasonable descriptions. The teacher knows the children well and plans appropriate work, often organising the groups by ability to ensure that the work is matched to the children's needs.
3. The teaching in Key Stage 1 is good. Almost all lessons were good or better and the teaching of language and literacy is a particular strength. This is due to the focus on many ways of improving the pupils' reading and writing skills and through the provision of good



resources and activities which have a high degree of challenge. The teacher organises learning opportunities well and makes very good use of the support staff and voluntary helpers to work with different groups of pupils. This is very effective in enabling the pupils to make good gains in their use of English in other subjects. For example, in science the staff support the development of vocabulary through the use of word lists and dictionaries. The teaching of mathematics is good, helped by a thorough understanding of the programmes of study and the judicious use of apparatus. Insistence on good behaviour and high standards of presentation are hallmarks of the teaching and the effective use of praise encourages the pupils to do their best.

4. In Key Stage 2, the teaching is mostly good but it is satisfactory in mathematics, physical education, religious education, design and technology and music. The support given by the chair of governors in teaching control technology is excellent due to high levels of expertise. English is taught well in all classes in Key Stage 2. There is good emphasis on improving the pupils' attainment in English. Lessons are planned well, following national guidelines and the teachers focus on developing skills and then getting the pupils to apply them in their work in other subjects. Lessons begin with well-paced introductions and the good use of a range of texts which stimulate the pupils' interest. In the middle section of the lessons the work is matched to the needs of different groups and includes challenging activities such as researching information and taking notes of key facts. There are good opportunities for the pupils to report back to the class on what they have found out. The teaching in Year 5 and 6 in science is very good as the teacher has good subject knowledge and successfully combines the teaching of knowledge with the application of skills.
5. Throughout the school, teachers plan lessons with clear aims and share these with the pupils. This ensures that little time is wasted in settling to group work and the pupils have sufficient time to complete tasks. The teachers mostly get on well with the pupils and provide encouragement and reward to motivate them. Lessons are well organised and the teachers use a variety of methods such as class teaching, group and individual work to promote learning. Because the pace of most lessons is good there is little time for the pupils to lose concentration and wander from the task. Sadly, this is not the case in the Year 5 and 6 class in some lessons where lack of control hampers progress and results in poor behaviour. The school has a suitable policy for homework. Homework is used well in reading and spelling but with moderate success in mathematics. Parents value the work done at home and feel suitably involved in their children's learning. Homework makes a satisfactory contribution to the pupils' progress. A shortcoming in the teaching is the use of marking. Teachers correct the pupils' work and often add positive comments. However, it is rare to see targets set for the pupils so that they can focus on improvement.
6. In both key stages, teachers know the pupils with special educational needs well, and provide work that helps them make progress. Great pains are taken to involve them in whole class lessons and give them the opportunity to answer questions and make contributions. Teachers plan well with support staff. However, teachers seldom identify specific targets for pupils with special educational needs to achieve in lessons in their planning. Specialist teaching is very good. In those classes with Travellers' children the teaching is very good. The support given by outside agencies is used well and the teachers provide work matched to the pupils' levels of attainment. There is a good focus on developing literacy and numeracy skills. For example, in the Year 5 and 6 class a pupil was given much support in building vocabulary through using a computer program and this acted as a good motivator.

### **The curriculum and assessment**

7. The curriculum provided for children who are under five is broad and balanced. All the required areas of learning of personal and social development, language and literacy,

mathematics, knowledge and understanding of the world, physical and creative development are covered. Planning for their implementation and for the systematic development of skills is satisfactory. Physical development is hindered by the lack of outdoor play equipment. Children are well prepared for their transition to the National Curriculum. Suitable provision is made to identify and support those with special educational needs. On admission to the school, there is a satisfactory assessment of the children's skills and levels of attainment. The teacher uses the information to plan work. However, insufficient focus is given to monitoring the children's progress through observations in the classroom.

8. The school provides a good curriculum at both key stages that is broad and balanced which reflects the aims of the school. Sufficient time is allocated to all the subjects of the National Curriculum and religious education, which conforms to the local agreed syllabus in all classes except Years 5 and 6. A good start has been made in implementing the National Literacy Strategy and a suitable start has been made to implement the National Numeracy Strategy. Literacy and numeracy skills are used well to support other subjects but information and communication technology skills are not used sufficiently in mathematics. There is satisfactory provision for personal and social education. Good provision is made for education about the misuse of drugs. There is well thought out sex education policy, and opportunities are offered for parents to discuss provision and withdraw children from specific lessons if they wish. Pupils are well prepared for the next stage of their education.
9. The school follows the Code of Practice for pupils with special educational needs. Provision meets the requirements of the statements of special need. Good quality individual education plans contain small, measurable and relevant targets and are reviewed regularly. Teachers know the pupils well and provision in lessons and on the few occasions when pupils are withdrawn improves their access to the curriculum. Teachers ensure that pupils from Traveller families are given every support to access the full range of experiences the school provides. Equality of opportunity permeates all aspects of school life. Equal opportunities are applied fairly by all school staff with all pupils, irrespective of gender, class, race, religion or ability, having equal access to all the resources and opportunities provided by the school. Children with special educational needs, including children of Travellers, have full access to all opportunities offered by the school and are supported by their peers well.
10. Overall planning for curriculum coverage and balance within and across subjects has improved considerably since the previous inspection. Good use is made of the most recent National Curriculum guidance materials or commercial materials to provide a basis for curriculum planning. A long-term curriculum map and carefully monitored medium-term planning is of good quality. These are having a direct impact on standards of attainment, particularly in mathematics and science. Weaknesses in past planning and inconsistencies across the school have been identified and rectified to provide consistency in the development of skills. Much support is provided by the headteacher to address current weaknesses in planning at the upper end of Key Stage 2. Daily planning is thorough and teachers are well prepared for lessons. Broad and general targets are set for pupils to achieve, but these do not sufficiently take account of the different levels of attainment within each year group.
11. Very good provision is made for extra-curricular activities, including sport and music. Almost all of pupils in Key Stage 2, about a quarter of pupils in Key Stage 1 and all teachers participate in at least one activity. There is valuable support from parents. A good programme of planned visits, carefully linked to topics, enrich pupils' learning. Residential experiences for Year 5 and 6 provide opportunities for adventurous activities.
12. In both key stages, assessment procedures are good and developing well. Considerable

progress has been made since the previous inspection when assessment was a key issue. Good use is made of assessment information to set targets for individual pupils, groups of pupils and the school to achieve from year to year in English, mathematics and science. Samples of pupils' work in most other subjects are carefully collected, assessed against the National Curriculum where appropriate, and used as a method of tracking progress and monitoring attainment. Teachers collaborate well to ensure there is a common understanding of standards required. Teachers know the pupils well, and most work is marked. There is a suitable marking policy, but this is not consistently applied, and used to set short-term targets for individual pupils to achieve or to inform daily planning.

13. Records of progress of pupils with special educational needs against their individual targets are carefully maintained. All adults involved with the pupils make a contribution to these records. Progress is carefully monitored and targets reviewed frequently. The specialist support teacher keeps additional detailed information for pupils with statements of special educational need. The school follows the Code of Practice for pupils with special educational needs. Provision meets the requirements of the statements of special need. Good quality individual education plans contain small, measurable and relevant targets which are reviewed regularly. Teachers know the pupils well and provision in lessons, and in the few occasions when pupils are withdrawn, improves their access to the curriculum. Teachers ensure that pupils from Traveller families are given every support to access the full range of experiences the school provides. The assessment of the needs of Travellers' children is thorough and the information is used well to set work which is matched to their needs.
14. National Curriculum assessments take place at the end of both key stages and legal requirements for reporting results are met. There is some variation between test results and teacher assessments at the end of Key Stage 1. This is due to the assessing teachers' expectation that pupils have a secure understanding of the full breadth and depth of the different levels of attainment before accrediting that level to the pupils.

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

15. Throughout the school provision for pupils' spiritual and social development is good. The provision for moral and cultural development it is very good. The school has built on the quality of the provision since the time of the previous inspection. Daily acts of collective worship make a good contribution to all these aspects. Pupils with special educational needs and those from Traveller families are well integrated and take a full and active part in the life of the school. Many of the activities for children under five are done with the Key Stage 1 class and the staff work together well to ensure that the children benefit from the school's good provision. In the Reception class, particular attention is given to ensuring that the children are safe and secure and the teacher sets tasks which encourage independence. Parents are pleased with the attitudes and values promoted by the school and the warm and caring family atmosphere provided by the staff. Spiritual, moral, social and cultural development permeates the whole curriculum provided for pupils and makes a significant contribution to standards achieved. Good progress has been made since the previous inspection.
16. Spiritual development is well promoted. Pupils are taught that different people may have different beliefs which affect the way they live, for example that Muslims pray at special times during the day. Younger children learn that symbols are very special to different people and make Divali lamps and cards to celebrate the Hindu festival of light. Opportunities are taken to help pupils develop self-awareness. For example, pupils were asked to think carefully what their own feelings are when they tell lies and share this, and their feelings when they correct their mistakes with the rest of the school. Teachers respond in a positive way to pupils' answers to questions, or comments. This encourages pupils to speak openly and express their viewpoint.

17. Very good provision is made for moral development. There is a simple set of school rules which pupils are expected to follow. Pupils at all stages are taught the difference between right and wrong well and most teachers take pains to explain the effect of certain types of behaviour when they occur. Most teachers and support staff have high expectations of behaviour in and around the school and provide good role models. Pupils with behavioural difficulties are well supported. Lunchtime supervisors manage play times and eating arrangements in a calm and controlled way, and demonstrate a very caring attitude. Lunchtime is very well organised and provides a very good opportunity for pupils to interact in an informal setting. From Reception, pupils are taught about wider moral issues such as animal conservation. They are taught to respect living creatures such as their classroom pet, the giant land snail and Nugget the cat. There is a clearly defined programme of education for the misuse of drugs, and a sex education programme to help pupils deal with problems that may face them outside school.
18. The provision for social development is good. Relationships between teachers and pupils are mostly very good. Teachers know their pupils well, and provide good support when there are problems. Younger children are helped to settle into school life and taught to take turns and listen to each other's contributions. They are taught the importance of sharing. All pupils learn to work in groups, in pairs and independently, and are given plenty of opportunity for collaborative work, for example in science when Year 3 and 4 pupils tested materials to see which was the best heat insulator. Although pupils spontaneously help each other, few opportunities are provided for pupils to take on increasingly important roles and responsibilities in the school. A good example is the pupils' involvement in planning class assemblies. Pupils with special educational needs and those from Travellers' families are well integrated and take a full and active part in the life of the school. Residential and adventurous experiences are provided for the older pupils in the school, which make an important contribution to their social development. Pupils learn about those less fortunate than themselves and are encouraged to support charities such as "Children in Need".
19. Cultural development is very good. Many opportunities are provided for all pupils to visit places of interest in the area to develop an understanding of their own culture. Younger pupils have the opportunity to look carefully at the local environment. Older pupils visit museums or places of interest such as the Bosworth battlefields and educational centre to support their studies of the Tudors. Cultural experience includes the development of an appreciation of the cultural heritage of pupils in the school with different backgrounds. Cultural awareness is extended beyond Europe. In Reception and Key Stage 1 pupils are taught very effectively about life in a Maasai tribe. They are taught about different African art forms, create their own pictures and prints in a similar style, and sing simple tunes based on African cultures. Older pupils study the history of the ancient Egyptians and create high quality pictures. Pupils learn about past artists like Carravaggio and Cezanne and are given the opportunity to listen to a range of musical styles in assemblies. A wide range of literary experiences is provided.

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

20. The school makes good provision for the welfare, support and guidance of all pupils in a caring sharing environment which is beneficial to pupils' learning and gives them the ability and confidence to cope effectively with school life. The good quality of the school's provision reported at the time of the previous inspection has been maintained. The teachers and staff have a good knowledge of individual pupils and their families, which enables the school to provide a caring secure environment. Comprehensive policies and procedures back the school's support and guidance for pupils. Pupils are given good support in developing their literacy skills through the effective use of homework and the careful match of work to their needs.

21. Pupils with special educational needs are well integrated into the school and have appropriate individual educational plans which promote good progress. Children whose parents are Travellers are integrated well into the school community. Relationships with external support agencies and the special educational needs co-ordinator are very good. The school makes good use of all support systems to guide the development of provision for special educational needs. Those pupils from Travellers' families are given very good support and staff take much care to celebrate their achievements and culture. Much emphasis is given to ensuring that children under five feel safe and secure in the school. Routines are well established and help to promote the children's personal development.
22. The school has good measures to promote and maintain good discipline and behaviour which includes school rules drawn up by all sections of the school community. These measures are beneficial to the well being and levels of attainment of pupils. The behaviour and discipline in the school environment is good, with politeness shown by adults and children to each other and visitors to the school. Pupils are happy to come to school and value their relationship with adults and their peers which is demonstrated by the welcoming atmosphere in the school and playground.
23. Good procedures ensure child protection and promote the well-being, health and safety of pupils but recording of risk assessments and actions are not fully recorded. The kitchen staff and midday supervisors make a good contribution to the pupils' enjoyment of lunchtimes. The school shows good care for the pupils who are taken ill or hurt and first aid procedures are good. The community policeman has attended the school to conduct a drugs awareness programme. Parents believe the school's support, guidance and concern for the pupils' welfare are strengths.

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

24. The very good parental support for the school has been maintained at a high level since the previous inspection and is a strength. The school has an active Friends', Parents' and Teachers' Association which organises social and fundraising events for the benefit of the school and the pupils. The funds raised are used to provide resources that enhance opportunities for pupils' learning. For example, funds are used to provide additional resources for several subjects.
25. Parents of those with special educational needs are suitably informed of the progress of their children and plenty of opportunities are provided for them to discuss any concerns. Parents of children with statements of special educational need are fully involved in the review process. Parents speak highly of the work of the school in supporting pupils from different backgrounds and those with particular learning difficulties. Their confidence is justified by inspection evidence. There are excellent links between local playgroups and several opportunities are provided for the children to visit the school prior to starting full-time education. This helps to ensure that the children settle quickly.
26. The school benefits from an active pool of parents and friends who assist regularly in the school. Parents and others are very supportive in giving their time and skills to the school by assisting teachers in the classroom, on visits out of school, after school clubs and in a variety of other ways. This assistance has a beneficial effect on the quality of pupils' education and personal development. Parents speak highly of the school's work and express confidence in the caring and supportive staff.
27. The school provides very good quality information in the school publications. Reports are informative and set annual targets for pupils to improve. Parents are invited to discuss their children's progress at parents evenings, and at other times if they have a concern about their child, and they are satisfied that these meetings provide an effective means of advising them on their children's progress. The parents were kept well informed of changes to the curriculum such as the introduction of the National Literacy Strategy. A

few parents would like more information about what is to be taught in Key Stage 2 but the school does provide a suitable amount of guidance on this in its regular newsletters. Parents are mainly satisfied with the level of homework and support their children's learning by assisting at home with homework.

28. Excellent links are maintained with the village and they have a beneficial effect on pupils' academic progress. Good links are maintained with local primary and secondary schools, community organisations, local churches and the communities from which pupils attend the school, including the local Travellers' site. Links with the community are encouraged through pupils performing at a variety of local events, such as events in local villages, music festivals and school area sports. The very good links with the community have a beneficial effect on the standards attained by pupils and in their personal development. The school benefits from support by a variety of local businesses. The school encourages pupils' awareness of national and local charities and this promotes a sense of citizenship. The very good levels of parental involvement, quality of information and good links with the community are strengths of the school.

## **The management and efficiency of the school**

### **Leadership and management**

29. The leadership and management of the school have changed since the previous inspection. The headteacher provides strong and very good leadership and manages the school very well, ably supported by staff and governors. Improvements since the previous inspection and the headteacher's rigorous approach to remedying the issues raised have led to a school that is rapidly improving and is on course for further development. The effective leadership and management have already had a positive effect on standards and progress. Improvements have been made in most areas of the school's work. They include better teaching, higher standards in information and communication technology (ICT), a fuller curriculum underpinned with good schemes of work, effective monitoring, assessment and target setting, and increased involvement of the governors. The school is on course to meet its targets of raising standards in English, mathematics and science and is well placed to build on the good quality of education now provided.
30. The school's aims and values are clearly expressed and form the central element in the drive to improve standards. The school meets its aims well and places much emphasis on meeting the needs of all pupils. Consequently, the management of the provision for pupils with special educational needs is very effective, the register of special educational needs is kept up-to-date and the support staff working with the pupils, be they from the school's team or from outside agencies, are managed well. The current policy fully reflects the Code of Practice. The governing body gives a suitable priority to provision and receives regular reports from the special educational needs co-ordinator.
31. The governors have recently re-organised their committee structure and this has helped to bring a sharp focus to meetings and to ensure that no time is wasted discussing peripheral issues. The governors have a good understanding of the school's work and are very active participants. They monitor the school's progress in meeting its targets and many governors are involved in supporting the pupils in lessons. The governors ensure that the school meets its statutory requirements. Governors are involved in formulating the school development plan and monitor the school's progress in meeting its priorities. The development plan is a useful document and the school has identified key areas of weakness and put into place effective measures to remedy them. For example, the governors for literacy and numeracy have begun to monitor the impact of the National Literacy and Numeracy Strategies on pupils' learning. The school's strategy for literacy is managed well and has resulted in improved performance in English. The National Numeracy Strategy is in its early days of implementation and there has been limited

success in raising standards in for example, mental arithmetic.

32. Good communication between staff and between the school and parents ensure that everyone is well informed of the school's work. Regular staff meetings are used well to discuss new initiatives and to provide opportunities for effective teamwork and decision making. Subject co-ordinators have had a positive impact on improving the consistent teaching of skills and knowledge in most subjects. Effective monitoring of learning, teaching and planning is paying dividends in improving the rate of progress. The headteacher balances a heavy class teaching commitment with managing the school. Her skills have been particularly effective in improving the quality of teaching in Years 5 and 6. The headteacher takes a good lead in providing clear educational direction. The school effectively manages behaviour, attendance and the work of outside agencies. The provision for children under five is managed appropriately and attention is given to ensuring that all of the areas of learning are taught. Together with the staff and governors the headteacher has created a very good ethos for learning in the school and the commitment to raising standards is shared by all.

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

33. The school is adequately staffed with a suitable number of appropriately qualified teachers who have a beneficial effect on the quality of education. All teaching staff have special responsibilities and these are often matched to their qualifications. Expertise in the teaching of science is beginning to have a good impact on raising standards. However, there is a lack of subject expertise in the teaching of music. Volunteer helpers in information and communication technology (ICT) have a significant impact on standards. Support staff are enthusiastic and well trained; they make a good contribution to the pupils' progress; for example, in providing additional literacy support. The school has good arrangements for staff development which benefit and extend staff expertise and complement the targets set for training in the school and staff development plans. An appropriate appraisal system is in place. The teacher of the Reception class has suitable expertise in teaching under-fives. The school has a good system to support newly qualified teachers and mentoring works well. The staff have been trained well in the National Literacy Strategy and this has a good impact on standards in English.
34. The accommodation is of adequate quality and quantity to provide for the needs of the pupils. The staff produce interesting and attractive displays of pupils' work that encourages pride in the school and create an attractive and purposeful learning environment. The displays in the entrance hall reflect well the effective teamwork between staff and pupils. The playground and field areas are adequate for the number of pupils and the environment is a safe area where pupils can play and learn. The school is very clean, tidy and well maintained which has a beneficial effect on the children and staff of the school. However, there is no separate and suitable area for outdoor play for children under five and this is unsatisfactory. The school has a satisfactory library with good access to all pupils.
35. The school has sufficient resources for the teaching of the National Curriculum. The resources for children under five are sufficient and satisfactory with the exception of outdoor play equipment which is poor. Resources are readily available for staff and pupils. There are good resources for art and design and technology. The school has used funds for literacy well and provides a good range of reading resources and materials. With the exception of physical education equipment resources for the other subjects are satisfactory. The mats and benches for gymnastics are too heavy for Key Stage 1 pupils. There are sufficient computers and associated software. The school has good access to resources from several sources. It provides a good range of educational visits which enrich the curriculum particularly in history and geography.

## **The efficiency of the school**

36. The school makes good use of most of its resources. The headteacher and governing body manage the delegated budget well. Since the appointment of the headteacher, issues raised in the previous inspection report have been prioritised and steadily addressed. Educational developments are detailed in the school development plan, and are supported by careful budgetary planning. A suitable emphasis is placed on time scales, responsibilities and success criteria which are carefully monitored. Long-term strategic planning is satisfactory. The governing body is very supportive of the school and is developing its role through committees with clearly defined briefs. Curriculum co-ordinators are fully involved in the management of funds allocated to their area of responsibility, which are carefully linked to the subject development plan. Budgets are used effectively and there has been a significant improvement in the quality of resources available to support pupils' learning, particularly in literacy.
37. Since the last audit report there has been a change of headteacher, chair of governors and school clerk. Most weaknesses highlighted in the report were quickly identified and corrected, although the full school audit of resources is not complete. There is good financial control and administration and regular frequent monitoring of the current situation by the Chair of the Finance Committee. Administrative procedures are efficient and unobtrusive and assist the day-to-day running of the school. Funds for pupils with special educational needs are carefully managed. Funds for literacy have been spent effectively and resources are used well to improve standards. The Friends', Parents' and Teachers' Association makes a positive contribution to resource provision by organising fund-raising events. The funds provided through the National Grid For Learning have been used well and helped the school to improve resources and raise standards in information and communication technology (ICT).
38. The deployment of teaching staff is efficient, although the headteacher is using a high proportion of her time to support the teaching of the Year 5 and 6 class. Good use is made of support staff and additional adults in the school to support pupils with special educational needs. Support by the special educational needs co-ordinator and a part time specialist teacher make a significant contribution to the progress of these pupils. Good use is made of external support agencies to provide support for the children of Travellers. Teachers make good use of their allocated classroom space but best use is not made of the whole building. Pupils in Year 5 and 6 work in a cramped classroom, which makes the management of practical activities such as science experiments very difficult. Good use is made of space to store resources. They are generally well organised, easily accessible, and used well. Information and communication technology resources are not used sufficiently to support some other subjects, particularly mathematics. During the period of the inspection pupils made little use of the school library. Classrooms are well organised, and equipment is easily accessible to pupils. Good use is made of external support and advice to target school improvement.
39. Taking into account:
- The favourable socio-economic context and the above average attainment on admission to the school;
  - The very low costs of the school when compared with others;
  - The current good progress in Key Stage 1 and satisfactory progress in Key Stage 2;



- Average standards in most subjects with the exception of mathematics at the end of Key Stage 2;
- The good quality of teaching and the curriculum provided;
- Improvements made since the previous inspection.

The school provides good value for money.

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

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

1. On admission to the school in the year in which they are five, most children have knowledge and skills in language and literacy and mathematics which are above those expected of four-year-olds. The children quickly settle into the mixed Reception and Year 1 class. At the time of the inspection 11 children were under five. They get off to a good start to school and make good progress in all the appropriate areas of learning. There were no children with special educational needs or children from Travellers' families at the time of the inspection. By the age of five, the children attain the Desirable Learning Outcomes in language and literacy, creative and physical development. Most children attain levels in personal and social development, mathematics and knowledge and understanding of the world which are above those expected for their age. Progress is good. The school has built upon the provision reported at the time of the previous inspection and standards have improved. Most of the teaching is good. The staff work together well and have a secure knowledge of how young children learn. There are some shortcomings in tracking the children's progress and more needs to be done in monitoring performance through observation.
2. The children make good gains in their personal and social development, due to the good teaching, and by the age of five they are competent and secure learners who have a love of books, share good relationships and develop secure friendships. The staff work hard to develop the children's learning skills by providing a good range of activities which have a suitable balance between child chosen and adult led tasks. In mathematics, the children are enthusiastic about numbers; they respond with delight when they make accurate calculations orally. The children show a real appreciation of living things and carefully observe and care for the giant snail and the school's cat. Behaviour is very good and the children are taught to respect one another and to be polite and courteous. They know the difference between right and wrong. The teacher focuses well on fostering good work habits and provides opportunities for the children to share and take turns. The children show respect for people from different backgrounds and are fascinated by life in Africa and African art.
3. The children make good progress in language and literacy. By the age of five, they listen well to stories and respond enthusiastically in both large and small groups. They enjoy re-telling stories they have heard and express preference for well-known tales. Most enjoy books and handle them carefully; they recognise that text and pictures have meaning. The children write their own names and higher attainers form letters correctly. Some begin to write short sentences. Progress in forming letters is good and the teacher pays much attention to presentation. The teaching of this area of learning is good. The teacher places much emphasis on language development and focuses well on teaching new words and also developing the children's skills in building words from letter sounds. In the "travel agency" the support staff work well with the children to extend language and to help the children to improve their vocabulary.
4. The good teaching of the mathematical area contributes well to the children's progress so that by the time they are five most children attain levels which are above the Desirable Learning Outcomes. The high and average attainers have already developed an understanding of addition by counting on without the use of apparatus. The low attainers count to 10, know the figures but are insecure in writing the digits. Most add to 10 and count to 20. They order digits accurately. They have good knowledge of large numbers, know some number rhymes and play counting games. However, most pupils are insecure in repeating patterns. The teacher makes very good use of apparatus to develop the children's awareness of shape. Lessons are brisk and there are good opportunities to

reflect on what has been learned. The teacher offers good support and guidance and encourages the children to have a go at challenging tasks.

5. By the age of five, the children attain levels in their knowledge and understanding of the world which are above those expected for their age. Progress is good. The children make very good progress in developing geographical skills. They competently explain the similarities and differences between their lives and those of children in Africa. They make successful models of Maasai houses using a variety of materials paying attention to cutting and sticking materials with care. They children talk confidently about their journey to school. The good teaching of this area of learning is illustrated through the visit to the airport which was successfully combined with language work and resulted in rapid gains in knowledge of how to organise a holiday. In history, the children talk about changes in their families and how their grandparents lived in different conditions from them. In science, they show an appreciation of living things and learn to observe the habits of a giant land snail. They explore a wide range of materials and equipment developing good vocabulary and show an understanding of the different uses of materials. In food technology they enjoy sampling foods and express preferences clearly. The activities are wide ranging and the school has satisfactory resources. Lessons are planned well and there is sufficient opportunity for the children to explore and experiment. The teacher expects the children to behave well and encourages attentiveness through the effective use of praise.
6. Progress in creative development is good and by the time they are five the children attain the Desirable Learning Outcomes. The teaching is good. The teacher plans a range of activities which are often linked to topics. She makes good use of the support available and plans well to incorporate helpers who are given clear instructions. In the “travel agency” the children explore language well and begin to extend their vocabulary through creative play. This activity is supported well and good intervention with well-focused questions ensures that progress is made. The children enjoy painting and have a good knowledge of the names of colours. They mix paint well to create shades and tints. When weaving they successfully combine wool, beads and buttons to make attractive wall hangings in an African style.
7. The children’s physical development is appropriate for their age. Progress and teaching are satisfactory. The children’s physical development is inhibited by a lack of a suitable outdoor play area and there is a lack of suitable equipment. There are too few opportunities to climb. The teacher compensates for this by using the hall for lessons in dance and movement. The children move around sensibly and show increasing control. They know that vigorous exercise affects their breathing. They are aware of others and avoiding collisions. They handle a suitable range of tools and objects in their classroom work and their skills in using malleable materials like dough and clay are appropriate for their age.

## **1Core subjects**

### English

1. Standards of attainment in English overall are average. In both key stages, pupils, including those with special educational needs and those from Travellers’ families, make good progress. In 1999, the results of National Curriculum tests at the end of Key Stage 2 show that standards are in line with the national average and an average proportion of pupils attains the higher level 5. Results are in line with the performance of schools with similar intakes. There has been good improvement on the previous year’s results which were below average. The school’s performance in English at the end of Key Stage 2 fell following the previous inspection due to changes in staff and insufficient focus on developing skills and knowledge consistently. They school has reversed this trend through more effective teaching, the good use of the National Literacy Strategy and better

assessment. By the end of Key Stage 1, standards are above the national average. Pupils' performance in the National Curriculum tests was above average in reading and writing with a high proportion of pupils attaining the higher level 3 in reading. When compared with schools with similar intakes standards are above average. There are no significant differences between the achievement of girls and boys over time. The school has maintained its levels of performance since the previous inspection and improvement has kept pace with national trends.

2. A strength in both key stages is the use of literacy in other subjects. In science, the pupils use correct vocabulary to describe their experiments. They write detailed descriptions of their experiments. In history and geography they use note-taking skills well. Older pupils enjoy researching topics, making good use of their reference skills. In mathematics, the staff focus on the development of specific vocabulary to increase the pupils' skills in investigating and solving problems. In lessons in art and design and technology there is a good focus on using correct technical vocabulary. In information and communication technology (ICT), the pupils use correct terminology well.
3. By the end of both key stages, attainment in speaking and listening is above average. By the end of Key Stage 1, pupils talk confidently in a range of situations. For example, at lunchtime they talk confidently about their work and hold good conversations with adults about their interests. In discussion in English lessons they use correct forms of speech and when reading aloud they add expression. By the end of Key Stage 2, the pupils use Standard English well, paying good attention to grammar and punctuation. In assembly they speak clearly and audibly to an audience. Older pupils report back their research succinctly. In both key stages the pupils have good listening skills. They pay careful attention to instructions and show they have understood by making correct responses. They are attentive listeners and show consideration for the views of others. Progress for all pupils, including those with special educational needs and those from Travellers' families, is good. There are many opportunities in lessons to take part in discussions and to participate in group work. Teachers insist on close attention and respect for one another and the pupils respect this and respond well. Pupils with special educational needs speak clearly in assemblies about their work in history.
4. By the end of Key Stage 1, pupils attain above average standards in reading. About half of the pupils attain the higher level 3. Pupils read confidently and with expression from a wide range of texts. They respond well to humour and mystery in texts and establish meaning through the use of pictures and context. Higher attainers use alphabetical knowledge well to locate information in non-fiction books. By the end of Key Stage 2, pupils read confidently and understand the text in a wide range of books. Standards are in line with the national average with about a quarter of pupils attaining the higher level 5. Most pupils are good at finding out information and making notes of key points. Lower attainers enjoy researching information and read accurately but often without fluency and expression. Higher attainers identify crucial features in the text and compare their favourite books and styles of writing.
5. Progress in reading is good overall and very good in Key Stage 1 due to high levels of expertise in the teaching. Pupils with special educational needs and those from Travellers' families make very good progress in reading due to the sharp focus on developing skills in line with the targets in their individual education plans. The skilful use of questions and effective intervention by the very capable support staff ensure that the pupils have work which is matched well to their needs and also includes sufficient challenge to develop reading skills consistently. For example, pupils from Travellers' families often start school with no reading skills but leave able to read and to build words from the sounds that letters make. There are consistent approaches to the teaching of reading throughout the school. Good emphasis is put on learning key words and in developing the pupils' competence in using context and picture clues as well as building words for letter sounds.

6. Standards in writing are average overall. By the end of Key Stage 1, pupils attain above average standards. Most pupils write neatly using well-formed handwriting paying attention to size and consistency. Most spell words correctly and are aware of and use punctuation effectively. They write interesting stories using a wide range of imaginative language. In their poetry about cats they have a good sense of rhyme and higher attainers recognise and use simple rhythms. By the end of Key Stage 2, standards are average. The quality of handwriting is above average with almost all pupils using joined writing well in English and their other work. Pupils use punctuation correctly and know about speech marks, how to form questions and how to use exclamation marks to good effect. Higher attainers, about a quarter of the pupils, have a secure understanding of structuring stories and using paragraphs.
7. Progress in writing is good in both key stages. Pupils with special educational needs and those from Travellers' families make good progress. Those with special educational needs receive very good support and through the use of computers and practise of basic skills meet the targets in their individual education plans. In Key Stage 1, good emphasis is placed on neatness and the school's approach to handwriting ensures that pupils make good gains in forming letters of a consistent size. The pupils make good progress in writing in a variety of styles. For example, they write imaginative poetry, know how to summarise a story and begin to write extended passages. In both key stages, pupils' progress in spelling is good due to consistent teaching and the use of homework to reinforce the learning of key words. In Key Stage 2, good progress is made in handwriting and in applying those skills to other subjects. Pupils improve their knowledge and use of grammar and punctuation through the consistent teaching in the literacy lessons. Pupils make satisfactory use of ICT in their work. They draft and edit their writing using the computer's tools.
8. Pupils have good attitudes to English. In literacy lessons they are keen to express points of view about shared texts and in the feedback at the end of lessons they enjoy talking about what they have achieved. Higher attainers often use notes they have taken to help them in their presentation. Behaviour in lessons is good. The pupils listen attentively, follow instructions and quickly settle to tasks. The pupils' personal development is good. They respond well to homework, making sure that it is completed on time. They take care of books and other resources and begin to use reference books well to support their work for example, in Year 2 the pupils make good use of a thesaurus to extend their vocabulary.
9. The quality of teaching is at least good and in Key Stage 1 it is very good. Four out of ten lessons were very good with the remainder being good. The teachers have a good understanding of the subject and make good use of the National Literacy Strategy to plan their lessons. Planning is thorough and includes a good balance between class, group and individual work. This is particularly good in the teaching of pupils with special educational needs and those from Travellers' families as specific tasks are set and support staff are involved effectively in planning. Support staff are used well with small groups. For example, those working on additional literacy support have had thorough training and build the pupils' confidence through teaching small steps such as learning key vocabulary. This work is followed up well in homework. The teachers have high expectations of the pupils. They expect and get good behaviour and also insist on careful presentation. Realistic objectives are set and sufficient guidance is given to ensure that the pupils meet them. However, marking should be improved with the addition of targets to pinpoint the next step in learning. Lessons have brisk pace and the teachers achieve a good balance in the activities provided. Lessons start with whole class introductions during which the teachers ask well directed questions which give pupils of all abilities the opportunity to respond. The work set during group time is matched carefully to attainment and the teachers use time at the end of lessons to reinforce learning and to ensure that

objectives have been met. Praise and reward are used well and lower attaining pupils are encouraged to share their work with the appreciation of the their peers. The school's approach to homework is well balanced and includes the teaching of spelling and reading; homework has a clear purpose and impacts well on standards. Concerns expressed by a few parents about the teaching of reading are not justified. The teachers place good emphasis on reading and teach it well.

10. The subject is co-ordinated well and all staff have been involved in training for the National Literacy Strategy. The school has good resources for literacy. The library is attractive and has a sufficient range and quantity of fiction books although more non-fiction books are needed for older pupils. The school has responded well to the weaknesses identified in the previous report regarding monitoring of teaching. The co-ordinator and headteacher regularly monitor the work of colleagues. Planning is analysed rigorously and the school has good portfolios of pupils' work which exemplify attainment at all levels. The staff regularly meet to moderate standards and this has led to an improvement in the accuracy of teacher assessment. The school has analysed the results of National Curriculum tests and uses the results to plan work.

## **Mathematics**

11. In the 1999 National Curriculum assessments at the end of Key Stage 1 almost all pupils attained the national expectation, high results when compared with the national data. A high proportion of pupils exceeded national expectations. When compared with similar school results were very high. Teacher assessment at Key Stage 1 did not match test results. It was over rigorous, and levels were not awarded unless the pupils had a very secure foundation in all aspects of the subject. In the assessments at the end of Key Stage 2 the proportion of pupils obtaining the national expectations and those achieving higher levels was well below average. When compared with similar schools, results were well below average. Teacher assessment at Key Stage 2 generally mirrors test results. There are no significant differences between the achievement of girls and boys over time. The National Curriculum assessments since 1996 indicates standards have declined.
12. Inspection findings are that standards by the end of Key Stage 1 are above average overall. This differs from test data as there are weaknesses in the pupils' knowledge of shape and space, and mental arithmetic skills are satisfactory, not better. Standards are below average by the end of Key Stage 2. A suitable start has been made on the National Numeracy Strategy and the school is receiving intensive support to improve standards. Improvement at Key Stage 2 since the previous inspection has been unsatisfactory. Procedures are well under way to address weaknesses and the progress of pupils in Key Stage 2 is now satisfactory. There is already some improvement in standards since the 1999 tests.
13. By the end of Key Stage 1 almost all pupils have developed an understanding of place value and count well beyond a hundred. They order numbers with confidence. They understand that multiplication is repeated addition and count up and down in twos, fives and tens. They know some facts from simple multiplication tables. Mental arithmetic is satisfactory. Pupils with average attainment are confident, solving problems such as finding different ways to make 20, and use addition, subtraction and multiplication in their answers. Those with low attainment add to 20. All pupils are beginning to understand patterns in mathematics such as adding on three. Shape, space and measure are the weaker areas, and pupils are not able to identify simple solids and shapes.
14. By the end of Key Stage 2 mental arithmetic skills are poor. Parents rightly recognise this as a weakness. Pupils with the highest attainment do not have a suitable grasp of multiplication tables, and many pupils are slow adding together numbers less than 20. This is adversely affecting progress in most areas of mathematics. Standards of

attainment in data-handling is unsatisfactory, although those with high average and low attainment have a good understanding of theoretical probability of a single event. Standards of attainment in shape space and measure are in line with national expectations. For example, almost all pupils plot co-ordinates in all four quadrants accurately, and understand perimeters. Problem solving and investigative skills are poor.

15. Mathematical skills are used consistently across the curriculum. There is much pattern work in art, accurate measure is used to make model toys in design and technology, and tabulation, measuring and data handling skills used consistently in science. In history pupils develop an appreciation of large numbers and analyse data, for example in an inventory. In geography they develop an appreciation of length and distance, and compare populations in their studies of the Nile. Correct mathematical language is developed carefully and enhances literacy skills. Information technology skills are not used sufficiently to support numeracy.
16. Progress is good in Key Stage 1. It is now satisfactory in Key Stage 2 due to changes in teaching staff, and staff development, although insufficient progress has been made over time, and hence older pupils are working at low levels. At both key stages pupils with special educational needs make very good progress due to carefully focused tasks and the quality of support provided. Similarly pupils from Travellers' families make very good gains in their knowledge of number and achieve well in relation to their prior attainment. In Key Stage 1 progress in shape, space and measure is not as good as that in other areas. In Key Stage 2 progress in shape and space is good, but progress in problem solving and investigation skills is unsatisfactory. Mixed age groups in the teaching of mathematics does not hinder pupils' development, all make similar progress.
17. Attitudes and behaviour are good in most lessons and sometimes very good. In whole class sessions pupils are keen to demonstrate what they know, and they listen patiently to each other. Those with special educational needs concentrate well and participate fully, often due to the skill of the teacher in drawing them into whole class activities. They work very hard when given additional support. Pupils move quickly from whole class teaching sessions to independent or group activities without wasting time. However, on a few occasions where the pace of lessons is misjudged and there is a lack of balance between sections of the lesson they lose concentration. Although much work is well presented indicating a pride in work, drawing skills are not sufficiently developed and pupils do not use rulers enough.
18. The quality of teaching is good in half of lessons and satisfactory otherwise. In Key Stage 1 it is good. In Key Stage 2 all lessons are at least satisfactory and about a third are good. Support staff are used well and make a significant contribution to the progress of pupils with special educational needs and Travellers' children. Tasks are well prepared and good use is made of practical resources, for example all pupils had clock faces with moveable hands in Year 3 and 4 lessons. Good question and answer skills are used to involve pupils, and teachers respond positively to wrong answers. At both key stages a sufficient emphasis is placed on numeracy. A suitable start has been made in implementing the National Numeracy Strategy, but teachers do not have all the skills needed to make the best use of the different sections of the lesson. They do not always get a good balance between different types of activity. Lesson plans set general targets, but it is not clear what pupils with different levels of prior attainment should know, understand and do by the end of each lesson, or sequence of lessons. Marking is appropriate for younger pupils, but it is not used consistently in Key Stage 2 to identify weaknesses, correct errors, set targets for individual pupils and plan work to address individual pupil's weaknesses.
19. The subject is well co-ordinated. Monitoring and evaluation of standards, teaching and planning are well developed, and weaknesses clearly identified. Additional support is

being used to improve teachers' understanding of the numeracy strategy and improve standards. Target setting for future years is realistic and carefully based on the early attainment of individuals in each year group and through analysing the results of non-statutory tests. Resources are sufficient for the subject and easily accessible to teachers and pupils.

## Science

20. When teachers assessed the pupils towards the end of Key Stage 1 in 1999 all pupils attained the national expectation. These results were high compared with the national average and when compared with schools with pupils from similar backgrounds. The proportion of pupils attaining higher levels was above the national average, and average when compared with similar schools. Since the previous inspection when attainment at the end of Key Stage 1 was judged to be above average, the school has raised standards. Inspection judgements are that these are well above average. At the end of Key Stage 2, in the national tests, and when compared with schools with pupils from similar backgrounds, standards of attainment were below average overall, although the number of pupils reaching high levels was close to the national average. Teacher assessment mirrors test results. Test results over three years from 1996, show a significant decline in standards at the end of Key Stage 2. However, results improved significantly in 1999. Inspection findings are that standards are continuing to improve and are now in line with the national average. This is due to well-informed leadership by the subject co-ordinator, to the implementation of a scheme of work which identifies what pupils need to know, understand and do at each stage, to improved teacher expertise and to a commitment to raising standards. There are no significant differences in performance between boys and girls.
21. By the end of Key Stage 1 pupils have a very good understanding of materials and their properties. They name a wide range of materials, and recognise whether they are man made or natural. Technical vocabulary is well developed and pupils use words like transparent and flexible to describe properties. In their experimental work they make predictions, test them, and record information well. Pupils understand that some physical processes can be reversed, while others cannot. Those with the lowest attainment explain clearly what happens when chocolate teddies are heated, or placed in warm or cold water, or where in the school ice will melt quickly. Those with high and average attainment discuss what they think will happen to materials such as eggs, jelly, and wax when heated and then cooled, and test their predictions. Planning indicates that all areas of learning in the curriculum are given appropriate emphasis and that pupils also have experiences of life processes and living things.
22. By the end of Key Stage 2 pupils have assimilated many facts and have a secure base of scientific knowledge in the areas they have covered recently. Almost all pupils have a good understanding of fair testing and given different test situations can explain why they are or are not fair. All pupils understand that molecular distribution leads to different states of matter and know simple properties such as that of the surface of a liquid finding its own level. They know the main functions of parts of the body and those with average attainment use terms like nervous system and circulation to explain how the body works. They understand some processes such as the water cycle, and test different processes of separation such as filtration. There are significant weaknesses in some areas of learning, for example sound, light and forces. Pupils develop a good understanding of scientific vocabulary. They demonstrate good listening skills in all lessons. Numeracy skills are used well to support the subject, for example pupils use measure with increasing accuracy, and experimental data is presented in a variety of ways.
23. Progress for all pupils is good in all areas of science across the school and in most lessons. It is very good towards the end of Key Stage 2. Pupils with special educational



needs make consistently very good progress and are well supported. From the beginning of Key Stage 1 there is an emphasis on predicting, testing, and recording. Investigative science is a strength in the subject. The new curriculum guidance is used well to ensure that there is progression in topics. For example, while Years 1 and 2 were looking at changes in materials caused by heating and cooling, Years 3 and 4 tested materials for their insulation properties.

24. Pupils have good attitudes to science. They are enthusiastic and curious. They handle equipment with care and have a very good understanding of safety procedures. Behaviour is very good. In lessons younger pupils were very keen to explain what they found out in their experiments. Older pupils predicted that two liquids would mix to form a solution and were fascinated by what happens when oil is mixed with water. Throughout the school the subject makes a very good contribution to pupils' spiritual, moral and social and development. Personal and social skills are extremely well developed through the emphasis on prediction and whole class discussions to which pupils with all levels of attainment contribute without fear of failure. The many opportunities that pupils have to handle equipment and materials and test things for themselves helps them to appreciate the wonders of science
25. Teaching is good in both key stages. In Key Stage 1 it is good. In Key Stage 2 it is satisfactory in a third, good in a third, and very good in a third of lessons. It is particularly strong towards the end of the key stage. Lessons are well planned. Resources are extremely well prepared and easily accessible. Subject knowledge is at least good and scientific vocabulary is carefully identified and emphasised. This has a direct impact on progress. Teaching is enthusiastic and stimulating and makes pupils think, but on occasions teachers miss the opportunity to explore why something happens, for example, why is one material a better insulator than another. Tasks are well matched to pupils' prior levels of attainment. Plenty of opportunities are available for those with high attainment to extend their learning and tasks are accessible to those with special educational needs. Very good use is made of additional support in the classroom. Knowledgeable, well-prepared parents make a considerable contribution to the standards attained in lessons in Key Stage 1.
26. In both key stages there is a careful emphasis on health and safety. Legal requirements are met to assess pupils at the end of both key stages. Analysis of National Curriculum test results, including optional tests, is used well to plot progress and set targets for year groups. Assessments are carried out at the end of each topic. Homework is used appropriately to support learning. Since the appointment of the current headteacher there has been a high and successful focus on improving standards a focus on practical science. Monitoring and evaluation of teaching are included in the development plan and follow the focus on literacy and numeracy. The subject is well co-ordinated. The recent purchase of new, good quality resources is impacting on progress, though information technology is not used sufficiently to support learning. The environment is used well to stimulate pupils' interest in science.

### **Information and communication technology (ICT)**

27. Standards in information and communication technology have improved since the previous inspection. By the end of both key stages, the pupils attain levels which are in line with national expectations. In both key stages, pupils, including those with special educational needs and those from Travellers' families, make consistent and satisfactory progress. When supported by specialist teaching, the pupils make excellent gains. For example, in writing their own software program to control events. The pupils do not make sufficient use of ICT in other subjects, particularly mathematics and science.
28. By the end of Key Stage 1, pupils are familiar with several software packages and use

them appropriately for a variety of functions. They input text and change fonts and colour. Most save and print their work unaided. The pupils drag and drop words using good mouse control to create sentences. They produce attractive patterns using repeated pictures. The pupils enjoy giving simple commands to a programmable toy and some add pictures to their writing. The pupils collect and collate information and use a data handling program to create graphs.

29. By the end of Key Stage 2, pupils appreciate the power and usefulness of computers in everyday life. They use word processing to edit and present their work in an interesting way. They have very good skills in controlling models and understand how to write a simple program to make a sequence of numbers. The pupils begin to use simple spreadsheets to present information and are able to extract data. They use several function keys to change the style of presentation, for example, they produce their writing in newspaper columns, sometimes adding graphics.
30. Progress is satisfactory overall. Many pupils have computers at home and bring some expertise which is used effectively by the teachers. For example, more confident pupils often support their less secure friends. The good scheme of work and well focused use of assessment are used well to identify the pupils' strengths and lessons are planned to build on the pupils' levels of competence. In Key Stage 1 the pupils begin to explore the use of computers in everyday life and older pupils develop these skills to make the computer work for them in controlling outcomes. Progress in word processing is satisfactory. However, insufficient progress is made in mathematics and science in using computers to develop skills in those subjects.
31. The pupils enjoy using computers and show good levels of concentration. In one lesson they stayed on task for a long period and despite their keenness they willingly took turns and shared ideas and equipment. Behaviour in lessons is very good and the pupils take care of the resources. In a lesson taught by the chair of governors there were gasps of delight and amazement as the computer responded to their commands. Pupils are willing to experiment and enjoy exploring new software.
32. The teaching is satisfactory overall. Specialist teaching is excellent due to high levels of expertise, purposeful questioning and a good sense of challenge. Good in-service training has raised the teachers' levels of competence since the previous inspection. Planning follows the well-structured scheme and teachers keep accurate records of progress. As yet, the teachers have not managed to balance the use of ICT in other subjects. The pupils' work is monitored by the co-ordinator and a useful portfolio of sample of pupils' work provides useful guidance on the next step in learning. Homework linked to history and geography is sometimes given and the pupils respond well to this. Some lessons are organised so that small groups work on the computers. This was very successful in an English lesson in Year 6 when the support teacher for Travellers' children worked alongside the pupils giving just the right amount of support. There are some useful programs to support the work with pupils with special educational needs and these are used effectively.

### **Religious education**

33. By the end of both key stages standards of attainment in religious education are in line with the requirements of the locally agreed syllabus in both attainment targets. These relate to human experience and religious perspectives. Standards have been maintained in Key stage 1 since the previous inspection. The previous report judged standards to be unsatisfactory at the end of Key Stage 2. They have improved.
34. By the end of Key Stage 1, in their study of human experience, pupils describe events that make them happy or miserable. They learn to listen to and respect each other. They understand that different people may have different types of home and different customs.

In the study of religious perspectives pupils know some key features of the Christian marriage. They know some of the differences between the Muslim naming ceremony and a christening. They understand that some artefacts are symbols of religions and handle them with respect.

35. By the end of Key Stage 2, in their study of human experience, pupils differentiate clearly between the religious and the secular aspects of Christmas. They express their own opinions about beliefs, such as what happens after death. In religious perspectives pupils compare and contrast two places of worship. Pupils with all levels of attainment describe many features of a mosque. They understand many of the customs relating to worship in a mosque and explain their significance. They explain key religious customs such as the dress code for men on the Hadj to make all equal. They compare and contrast features of a Christian place of worship. They talk and write about their meetings with religious leaders from different faiths. Religious education makes a good contribution to spiritual, moral, social and cultural development and parents are happy with the provision made by the school.
36. The progress of pupils is satisfactory overall. However, current progress in Years 5 and 6 is poor, due to the very low expectations of the teacher, inadequate subject knowledge and the lack of classroom management skills. Pupils in this class have made good progress in the past and have secure background knowledge from their previous year's work, which is in line with the end of key stage requirements. Pupils with special educational needs and those from Travellers' families are fully involved in discussions, in answering questions and in presentations and are well supported. As a result they make good progress.
37. Pupils have good attitudes to the subject. Behaviour is very good. When the work is correctly targeted to their needs the pupils listen well and enjoy discussions. They collaborate well, for example: sorting Christmas cards into those with secular and those with religious images. Literacy skills are developed well. Key vocabulary is repeated and writing skills developed in activities such as thank-you letters following visits.
38. The quality of teaching is satisfactory in three-quarters of lessons and poor in a quarter. Lessons in Key Stage 1 and the early part of Key Stage 2 are well planned and prepared. Artefacts, visits and practical materials are used well to stimulate interest. In a lesson in Key Stage 1 good use was made of photographs of familiar symbols around the school to introduce the concept of religious symbolism. Good question and answer techniques are used in the best lessons to review previous work. For example, in one lesson the teacher assessed what the pupils remembered of a previous comparison of the Christmas story as told in the Gospels of Matthew and Luke. No consistent assessment and recording procedures have been implemented to provide a measure of progress, and inform curriculum planning. A good portfolio of pupils' work is maintained, but work is not annotated in relation to attainment targets or standards expected at each age. It does not offer sufficient guidance to teachers. The teaching in the Year 5 and 6 class was poor; the work set was much too simple for the pupils who lost interest and became disruptive. The teacher did not remedy the situation sufficiently and opportunities for learning were lost.
39. The subject is suitably co-ordinated, although the monitoring of standards and of teaching is not fully developed. Resources are satisfactory to support the subject, and there is a good shared system between two schools to make the best use of limited finances. The local scheme of work has been suitably adapted to meet the needs of the school. All these aspects are making a good impact on the progress of pupils. There are insufficient library or information technology software resources to support pupils' independent research. Very good use is made of community links.

## Other subjects

## **Art**

40. The good standards mentioned in the previous inspection report have been maintained. In both key stages, pupils including those with special educational needs and those from Travellers' families make very good progress. The teaching of art is very good and focuses well on developing the pupils' skills and techniques. There are many opportunities to work with a wide variety of media and these have a positive impact on the standards attained. Art makes a significant contribution to the pupils' cultural development. The work in Key Stage 1, which includes studies of African art and culture, is of high quality. Teachers make effective use of the pupils' work in displays and this enhances the learning environment and celebrates achievement well. The pupils enjoy art. They take good care of resources and their behaviour is very good. They enjoy exploring textures and pattern.
41. The teacher in the Year 1 and 2 class has good expertise and she uses this well to link art to many aspects of topic work. The pupils are taught how to blend colours and to use a limited range of colours to achieve stunning paintings of an African landscape. They have good skills in weaving fabrics, beads and buttons. Good observational skills enhance the pupils' paintings of people. Year 2 pupils make effective use of pastels and chalk to create portraits which have a feeling of personality. The teachers successfully use art in other subjects and insist on high standards of finished work. Pupils are given time to reflect on their achievements and the teachers make helpful comments which guide the pupils but also allow sufficient opportunity for individual creativity. For example, the teachers focus on developing practical skills in making masks and the pupils add detail which bring out character by using good finishing techniques including adding minute detail.
42. In Key Stage 2, the teachers build successfully on the pupils' knowledge and skills and through the use of sketchbooks encourage experiment. For example, perspective and the use of light are emphasised and then the pupils transfer their skills to high quality observational paintings of still life in the style of Cezanne. The school's good scheme of work is a useful source of ideas on how to develop skills consistently. The pupils have good skills in using fabric and through a history topic they explore Egyptian art. The resulting fabric pictures, which include finely embroidered detail, show off the pupils' dexterity and imagination. Pupils have a good knowledge of the work of famous artists and understand that location and history often influence art. The school has a successful art club which many pupils attend. Visitors to the school share their expertise. Older pupils produce effective watercolour paintings of their village and use perspective and colour well to present a true to life picture. The school's portfolio of pupils' work clearly illustrates the consistent development of techniques and the wide range of opportunities provided for the pupils.

## **Design and technology (ICT)**

43. Although very little teaching of design and technology was seen due to the school's timetable arrangements, it is clear from the teachers' planning, the portfolio of pupils' work and discussions with pupils that the subject receives appropriate coverage. Pupils, including those with special educational needs and those from Travellers' families make satisfactory progress in both key stages. Standards in the subject are in line with those expected for the pupils' ages and are similar to those noted at the time of the previous inspection. The co-ordinator has good skills and has built up resources and provided good advice to colleagues so that skills and techniques are developed consistently. Evidence from photographs and discussion with pupils shows that teaching is well focused and effective. The subject is given suitable time and topics alternate with art each half term.
44. In Key Stage 1, the pupils make African masks using papier-mâché; they pay good attention to detail and add touches to their work which adds realism. They use a variety of fastenings to make models of cats. Most pupils plan their work well and comment

afterwards on how their model differs from their original design. They realise that design is usually for a purpose. For example, as part of their work in religious education the pupils took part in a wedding ceremony. They designed the menus and invitations for the reception and then prepared the food. The teachers focus well on encouraging the pupils to think about the purpose of their designs and models. In the school's portfolio the co-ordinator keeps samples of work which illustrate the consistent development of skills. In monitoring the planning she ensures that all aspects of the subject are covered in sufficient depth.

45. In Key Stage 2, the pupils design and make moving toys using a variety of ways of fastening and fixing parts. In food technology they design sandwich meals paying attention to healthy eating. They write good evaluations of their products and make suggestions for improving their work. The teachers focus on widening the pupils' competence in making objects move. For example, the pupils' models rely on the use of hydraulics. In a Year 3 and 4 lesson the pupils attempt to design a structure to hold books with limited success. However, the teacher makes helpful points about stability and uses technical vocabulary appropriately. In Years 5 and 6 the pupils show suitable skills in analysing their work and in preparing to make models they use labelled diagrams effectively. They combine successfully their knowledge of fabrics and sewing to create calendars using a wooden frame as a base. They understand such terms as durability and know that designs should take account of the users' preferences. The teachers make effective use of the school's good resources. Health and safety is given suitable emphasis and the pupils are taught to use tools efficiently and safely.

### **Geography and History**

46. History and geography are taught as separate subjects each half term. During the inspection, geography was taught in Key stage 1 and Years 5 and 6, and history in Years 3 and 4. Evidence is based on a small number of lessons seen, the scrutiny of work in books and around the school, a scrutiny of planning and discussions with pupils. Progress in geography is satisfactory overall; it is good in Key Stage 1 and satisfactory in Key Stage 2. No judgement can be made on the progress in history in Key Stage 1 due to lack of evidence. In Key Stage 2 progress in history is satisfactory. Pupils with special educational needs and those from Travellers' families make good and often very good progress due to the quality of support and the match of tasks to their needs.
47. In Key Stage 1 pupils make good progress in geographical skills. They compare and contrast their own locality with a fictional island, and identify major features on a simple map such as a river and a hill. They have a good understanding of how features affect what people do. For example, the people on the Island of Struay do a lot of fishing. They use maps to identify holiday resorts, and pictures and photographs to obtain information. They contrast the life of a child in England with that of a child in a Maasai tribe, and have a very secure understanding that people in different countries may have totally different lifestyles. They make good progress in their understanding of the variety of peoples and customs in the world which is enhanced by the good quality resources used to stimulate interest and curiosity, and the enthusiasm and specialist knowledge of the teacher. Pupils listen intently to stories from different regions, and are genuinely interested in their work. The quality of teaching is good. Lessons are well planned and prepared, and the subject matter is carefully chosen and presented. Pupils' own contributions are valued and used to develop understanding further. Speaking, listening, research and recording skills are carefully developed through the subject.
48. In Key Stage 2 visits to places of interest such as Bosworth Field, brings history to life for the younger pupils. Pupils make good progress using different sources to research information, for example about Henry the VIII's six wives. They learn how to make deductions from sources such as inventories and record their findings. The good subject

knowledge of the teachers and the good quality of experiences provided significantly effect progress. Vocabulary is developed well. Pupils enjoy presenting some of their findings to the whole school in an assembly.

49. Progress in physical geography and, in particular, the pupils' knowledge of rivers is good. In Years 5 and 6 pupils of all levels of attainment talk about erosion, and use words such as tributaries, source, mouth and delta in their descriptions of rivers such as the Nile. This is well supported by their previous studies of ancient Egypt in history. They have assimilated many facts, including numerical data, through their own research. Good use is made of the area to help pupils develop geographical skills. For example, pupils visit a local stream and measure flow and observe features. They are able to discuss the effects of rivers on local population, for example their use for watering crops. Science lessons support pupils geographical knowledge, and pupils have a clear understanding of the water cycle, which produces rain. They use the correct terms of evaporation and condensation. Older pupils have very limited retention of previous areas of geography studied. The one lesson seen was unsatisfactory due to lack of organisational skills, unsatisfactory relationships with pupils and insufficient challenge provided for those with high attainment. Those with special educational needs made good progress due to the expertise of the educational support officer. Both subjects are supported by a carefully planned cycle of activities and schemes of work to ensure pupils experience a broad and balanced curriculum

## **Music**

50. Progress in music is good in Key Stage 1 and unsatisfactory in Key Stage 2. Pupils with special educational needs and those from Travellers' families make similar progress to their peers. Insufficient improvement has been made since the previous inspection.
51. In Key Stage 1 pupils make good progress in appraisal, composition and performance. They learn to appreciate differences in music such as soft and loud, fast and slow. They learn how to sing without shouting and maintain an accurate rhythm. They make satisfactory progress in selecting and playing instruments to represent sounds they hear in real life such as running down the stairs, or the sounds of animals they have learned about such as the plod of the elephant. They express their likes and dislikes about different types of music. They know how to use a range of untuned percussive instruments and handle them with care. Pupils participate in music lessons with enthusiasm and perform in front of an audience with confidence. The enthusiasm of the teacher, good organisational skills and careful preparation of the subject material significantly effect progress. Positive comments made by the teacher when pupils perform on their own have a significant impact on their self-confidence, and help them improve. Pupils with special educational needs make very good progress, are fully involved and are well supported by the other pupils. When singing, pupils are taught to sit up straight, but insufficient emphasis is placed on diction and pitch.
52. In Key Stage 2 progress for pupils with all levels of prior attainment is satisfactory in some lessons, but unsatisfactory overall. Progress in voice performance and the use of instruments is slow is due to a lack of subject expertise of teachers. In singing, insufficient attention is given to posture, breathing, diction and accuracy of pitch. In most lessons teachers project enthusiasm and work hard to ensure that pupils enjoy their music despite the teachers' lack of music skills. They are well supported by a sound scheme of work that helps them select activities related to composition and performance that are suitable for the age and maturity of their classes. Pupils learn to appraise each other's and their own work, and assessment opportunities are provided to help pupils improve. Progress in appraisal of music of different forms and from different ages and cultures is unsatisfactory, and pupils gain little knowledge about composers. Most lessons are well organised, planned and carefully structured. For example, lessons in Year 3 and 4 classes

provided carefully sequences activities. On occasions time is lost organising the class, groups are too close together for pupils to work effectively. These factors impede progress.

53. A small number of pupils benefit from high quality, specialist instrumental lessons. Several pupils are at the very early stages of learning to play the recorder. Suitable opportunities are provided for pupils to perform publicly at events such as carol concerts and with other schools, for example in music festivals.

### **Physical education**

54. In both key stages, the pupils make satisfactory progress in physical education. Pupils with special educational needs and those from Travellers' families make consistent and satisfactory progress in both key stages. Standards of attainment are at a similar level as at the time of the previous inspection. Most pupils attain appropriate levels for their age. The school offers a wide range of activities and sports and the extra-curricular activities which include football, netball, athletics and dance make a good contribution to the pupils' physical development. In both key stages the teachers emphasise the importance of exercise and healthy eating. During lessons they use suitable warm up activities and stress the importance of safety in the activities. The pupils correctly describe the effects of exercise on their bodies. The teaching is mostly satisfactory with some good teaching in a Year 3 and 4 class. However, in the Year 5 and 6 class the teaching is very poor as the activities are undemanding, discipline is weak and too much time is wasted. In this lesson several pupils were dismissed from the class due to poor behaviour. In most other lessons there are opportunities to develop skills and to practise in order to improve standards. However, most of the lessons are rather long and too much time is spent on discussion rather than activity.
55. The teachers make sure that the pupils have opportunities to practise skills on the floor before transferring their ideas to apparatus work. The pupils co-operate well and obviously enjoy lessons. For example, in Years 3 and 4 they spoke excitedly of their achievements in rocking and rolling and were keen to demonstrate to the rest of the class. Warming up sessions are good with lots of energy expended but in most lessons the middle section lacks pace and pupils are not busy enough. Although the pupils in Key Stage 1 carry the apparatus themselves and are aware of any hazards, the benches and mats are too cumbersome and heavy. The pupils in both key stages have suitable agility and confidently balance and turn. They appreciate each other's performance.
56. Although no other activities were observed, the pupils take part in country dancing, athletics, football and netball. They say that they enjoy small games and enter competitions against other schools with some success.

### **Swimming**

57. The inspection of this school included a focused view of swimming which is reported below. Swimming is taught to Year 5 and 6 pupils for two terms each year. As no swimming lessons were observed judgements have been made through discussion with staff and pupils, analysis of records of achievement and appropriate documentation. The venue for swimming is a leisure centre about five miles from the school which has both large and training pools. The pupils travel to the pool by coach, accompanied by their teacher. At the poolside, suitably qualified staff from the school are supported by trained staff from the leisure centre. The pupils make sufficient progress in swimming so that by the end of Key Stage 2, almost all attain the nationally expected standards for 11 year-olds. They are confident in the water, swim unaided for 25 metres and have a secure understanding of the principles and skills of water safety and survival. They develop an appropriate range of strokes and almost all swim on their fronts and backs. At the time of

the inspection the school's swimming programme had been interrupted due to lack of qualified staff at the leisure centre.



## PART C: INSPECTION DATA

### Summary of inspection evidence

- The inspection was carried out by a team of three inspectors over four days. A total of ten and a half inspector days were spent in the school.
- During the period of the inspection, 39 lessons or part lessons were observed. In addition, samples of pupils' work were scrutinised and discussions held with pupils about their work. The time spent on these activities added up to a total of just over 59 hours.
- Inspectors attended school assemblies and registration periods in all year groups.
- Samples of pupils' work were examined for each class for the current and previous academic year.
- A comprehensive range of school documentation including the school development plan, teachers' records, all curriculum planning documents, the records kept on pupils, sample reports sent to parents and the school register were inspected.
- In each class, inspectors listened to a sample of pupils read. Pupils were examined in their mathematical knowledge.
- Statements of pupils with special educational need were scrutinised as were individual education plans.
- Discussions were held with members of staff, governors, pupils, parents and administrative assistant.
- A parents' meeting held prior to the inspection was attended by 20 parents, at which they expressed their views about the work of the school.
- The responses to the 30 questionnaires (25 per cent) completed by parents were taken into account during the inspection.
- The budget figures and the most recent audit report were examined.

### 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
R - Y6	118	3	15	13

#### Teachers and classes

##### Qualified teachers (R - Y6)

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

5.6
21.07

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

Total number of education support staff	5
Total aggregate hours worked each week	53

Average class size:	23.6
---------------------	------

**Financial data**

Financial year:	1998/1999
	£
Total Income	161,935
Total Expenditure	156,703
Expenditure per pupil	1,295
Balance brought forward from previous year	5,646
Balance carried forward to next year	10,878

## PARENTAL SURVEY

Number of questionnaires sent out:

118

Number of questionnaires returned:

30

### 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	60	37	0	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	60	27	10	0	3
The school handles complaints from parents well	25	54	14	4	4
The school gives me a clear understanding of what is taught	24	48	10	17	0
The school keeps me well informed about my child(ren)'s progress	24	45	28	3	0
The school enables my child(ren) to achieve a good standard of work	31	55	10	0	3
The school encourages children to get involved in more than just their daily lessons	48	45	3	3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	25	57	7	11	0
The school's values and attitudes have a positive effect on my child(ren)	38	55	7	0	0
The school achieves high standards of good behaviour	21	68	10	3	0
My child(ren) like(s) school	47	50	3	0	0

### Other issues raised by parents

- There were a few concerns about lack of time spent on reading.
- Parents are happy with the development of mathematics.
- The school is strong in after-school clubs.
- Mixed age classes generally work well.
- Some parents think they don't know enough about what is taught.
- Parents say that the school is better than it was.
- A few parents felt that higher attaining children were not challenged sufficiently.