

## ERRATUM

PART C: SCHOOL DATA AND INDICATORS, Information about the school's pupils

In the table headed "Special educational needs", the numbers are reversed. They should read:

Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	14

# INSPECTION REPORT

## **HEMINGTON PRIMARY SCHOOL**

Hemington, Derby

LEA area: Leicestershire

Unique reference number: 119934

Headteacher: Mrs A Kingston

Reporting inspector: Mrs A Coyle  
20603

Dates of inspection: 13<sup>th</sup> – 16<sup>th</sup> March 2000

Inspection number: 190764

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 10
Gender of pupils:	Mixed
School address:	Main Street Hemington Derby
Postcode:	DE74 2RB
Telephone number:	(01332) 810447
Fax number:	(01332) 810447
Appropriate authority:	Governing Body
Name of chair of governors:	Ms S Turner
Date of previous inspection:	October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Angela Coyle	Registered inspector	English English as an additional language Information technology Art Design and technology Music Under-fives	How high are the standards? How well are the pupils taught?
Margaret Morrissey	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Peter Thrussell	Team inspector	Mathematics Science Religious education Geography History Physical education Special educational needs	How well is the school led and managed? How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

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The Registrar  
Inspection Quality Division  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Hemington Primary School is situated in the village of Hemington, near Derby. It serves the surrounding catchment area, which mainly consists of privately owned properties. The number of pupils on roll is slightly higher than it was when it was last inspected, in 1996; there are currently 57 girls and boys in the school. Children are admitted on a full-time basis at the beginning of the year in which they are five. Attainment on entry varies, but is above average, overall. There are no pupils from ethnic minority backgrounds and only a small percentage of pupils are known to be eligible for free school meals. The school has 14 pupils on the register of special educational needs, which is higher than the national figure, but only one pupil has a statement.

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

Hemington Primary School is a good school. It provides a happy, friendly and effective learning environment for its pupils in which they are taught by a hard working team of dedicated staff. The school is well managed by the headteacher and the enthusiastic governors who effectively promote high standards and ensure that good value for money is maintained.

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

- Pupils achieve good standards in English, mathematics, science, information technology, design and technology and swimming by the time they reach Year 5. They have very good attitudes to their work and behave well during lessons.
- The quality of teaching is good, notably in English, mathematics and science. Teachers and support staff work well together to ensure that pupils have a sound start to their education.
- The school is well managed by the headteacher and the enthusiastic governing body who are highly committed to the school. Future developments are carefully planned with good attention to the efficient management of finances.
- The school has very good procedures for child protection and ensures that pupils are taught in a safe and caring environment. The procedures for assessing pupils' work are good; they are used effectively to help teachers plan future work.
- The school's partnership with parents is very good and there are strong links with the local community.

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

- The curriculum for the under-fives does not have sufficient emphasis on developing children's personal and social skills in a systematic way.<sup>1</sup>
- Pupils are not given enough opportunities to use their initiative and develop their independence. Activities in lessons are sometimes too structured to allow pupils to increase their creative and spiritual awareness.
- The school's accommodation for physical education is limited; this restricts the pupils' opportunities for participating in regular sporting activities.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in October 1996. Since then, it has fully addressed the key issues identified and continued to flourish. Standards in reading have been significantly improved and are now good. The quality of teaching has been improved to include more provision for extending the most able pupils, by the introduction of targeted teaching. A good school development plan has been devised which clearly sets out the school's priorities for the future, in relation to the financial

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<sup>1</sup>

ON DESIRABLE LEARNING OUTCOMES

In 1996, QCA (Qualifications and Curriculum Authority), formerly SCAA (School Curriculum and Assessment Authority), produced a set of 'Desirable Learning Outcomes for children's learning on entering compulsory education'. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five in six areas of learning: language and literacy; mathematics; knowledge and understanding of the world; creative development; physical development and personal and social development.

implications and governors have improved their procedures for monitoring and evaluating the work of the school.

## STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	Compared with			
	All schools			similar schools
	1997	1998	1999	1999
Reading	C	B	A	A
Writing	B	C	C	C
Mathematics	B	C	B	B

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Pupils have consistently attained well above average standards in the National Curriculum tests for English at the end of Year 2 over the last two years when compared to the national results and those of similar schools. The results of the 1999 tests show that pupils achieve above average results in mathematics and average results in writing. Currently, pupils make good progress and achieve good standards in English, mathematics, science, information technology, swimming and design and technology. They achieve the standards expected for their age in all other subjects, whilst children under five achieve good standards overall.<sup>2</sup> The school has set sufficiently challenging targets for the future, which it is on line to achieve and is maintaining the high standards reported at the last inspection. In particular, clear targets have been devised to help the most able pupils achieve high standards in writing.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to do well and show great interest in their work. They have sensible, mature attitudes to learning.
Behaviour, in and out of classrooms	Good. Pupils are well behaved in lessons, although a few pupils at Key Stage 1 and some children under five do not get on well together at play-times.
Personal development and relationships	Satisfactory. Pupils are willing to take on responsibilities, but there are insufficient opportunities for them to use their initiative and develop their independence.
Attendance	Satisfactory. Pupils are keen to attend school and arrive punctually. However, the figures for 1999 were below average because a number of families take holidays during term-time and this disrupts their children's' education.

Pupils' very good attitudes are a strength of the school. They are well behaved and keen to attend.

<sup>2</sup> ON LEVELS

By the end of Key Stage 1, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. By the end of Key Stage 2, pupils are expected to attain Level 4 in all National Curriculum subjects. Those who attain Level 5 are therefore attaining above nationally expected levels.



## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-10 years
Lessons seen overall	Satisfactory	Good	Good

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

The quality of teaching is good. In the lessons observed 100 per cent of teaching was satisfactory, or better; 14 per cent was good and 29 per cent was very good. The quality of teaching in English and mathematics is notably strong, because literacy and numeracy skills are particularly well taught. This enables all pupils to make good progress in their learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Sound. The curriculum is broad and balanced, and includes all of the subjects of the National Curriculum and religious education.
Provision for pupils with special educational needs	Good. Pupils are identified early and given specific targets relating to their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' moral development. Pupils' spiritual, social and cultural development is effectively promoted, although there are insufficient opportunities for pupils to develop a sense of awe and wonder across the curriculum.
How well the school cares for its pupils	Good. The school provides a warm, welcoming environment in which the pastoral care of pupils is good.

A broad curriculum is offered that fully meets the requirements of the National Curriculum and religious education, but there are too few regular opportunities for pupils to become involved in sporting activities.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership to her colleagues and is very well supported by the governing body, senior management team and subject co-ordinators.
How well the governors fulfil their responsibilities	The governors fulfil their roles very well. They are keen to be actively involved in the life of the school and have very good understanding of future developments.
The school's evaluation of its performance	Good. The school evaluates its work systematically and uses the information well to identify further developments.
The strategic use of resources	Good. The teaching and support staff are deployed effectively and the school makes very good use of its resources.

The school is staffed by a good team of teachers and support assistants who are dedicated to the education of the pupils. They make very good use of the accommodation and learning resources. The good management by the headteacher and governing body enables the school to fully apply the principles of best value and provide good value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Parents particularly like the welcoming atmosphere of the school.</li><li>• They expressed the view that the school achieves good standards, overall.</li></ul>	<ul style="list-style-type: none"><li>• A few parents would like to see the accommodation improved for physical education.</li><li>• They think that there are too few extra-curricular activities for sports and music.</li></ul>

Inspectors support most of the above views held by parents, but finds that although there are too few regular sporting activities, nevertheless the school makes very good use of its limited accommodation and the local facilities, to provide extra-curricular activities.

## **PART B: COMMENTARY**

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

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

1. Overall, the school has maintained the standards achieved by pupils since the previous inspection in 1996. The oldest pupils in the school currently achieve good standards in English, mathematics, science, design and technology and swimming. They achieve the levels expected for their age in all other subjects of the curriculum.
2. Children under five enter the reception class on a full-time basis at the beginning of the year in which they five. The entry assessments conducted within the first few weeks of the autumn term indicate that children's competence with language and mathematics is above that expected for their age. They make sound progress, overall, and exceed the expected outcomes, overall, by the time they are five.
3. The results of the 1999 National Curriculum tests in English at the end of Key Stage 1, in both reading and writing, were above the national average and broadly in line with the average for similar schools. All pupils attained the national expectation of Level 2 in reading, with a well above average percentage attaining the higher Level 3. In writing, although 100 per cent attained Level 2, which is well above the national average, no pupils achieved the higher Level 3. The school has recognised this as an area for development and has set appropriate targets to improve the standards of the most able pupils in writing. Over the last four years, the school has consistently achieved standards above the national average. The inspection shows that the standards attained by pupils approaching the end of Key Stage 2 are still above average. The school has set sufficiently challenging targets for the future, which it is on line to achieve and is maintaining the high standards reported at the last inspection. Literacy skills are well developed across the curriculum.
4. The results of the 1999 standardised tests in mathematics were well above the national average and above average when compared with similar schools. The results indicate improvement and the school reached its target for pupils at, or above, the national average. The inspection findings concur and show that seven year-olds attain good standards, whilst pupils in Year 5 are well on their way to exceeding the expected levels by the time they reach the end of Key Stage 2. Pupils develop their numeracy skills well because they are given good opportunities to use their skills across the curriculum. This is due to the good management and organisation of the subject, which has ensured that the National Numeracy Strategy has had a full impact on the teaching and learning.
5. In science, the results of the teacher assessments in 1999 show that at the end of Key Stage 1 pupils attained well above the national average at Level 2 and Level 3. Pupils' attainments are above average when compared with those of pupils in similar schools. Evidence from the inspection indicates that teachers' assessments are accurate and that pupils make good progress throughout the Key Stages 1 and 2. By the time they reach Year 5, they achieve good standards overall.
6. Standards in information technology are good by the time pupils reach Year 5. Pupils have sound knowledge and understanding of computers. They are able to enter, amend, save and retrieve information without help and know how to change the style, colour and size of text and print. Pupils develop good skills in using the equipment and when using the mouse to give instructions to the computer.
7. In religious education, the pupils in Year 5 achieve standards that are in line with the expectations of the local agreed syllabus. Pupils know about some of the major religions of the world, such as Christianity and Buddhism. For example, they look at how people celebrate festivals such as Christmas and they are familiar with well-known Bible stories.
8. Standards in design and technology are good. The school works hard to promote pupils' learning in practical design activities through good links with other subjects, such as English and history.

Standards in art, geography, history, music and physical education are in line with those expected for pupils' age. Pupils achieve good standards in swimming.

9. Progress is good, overall. From the time children enter the reception class, they are taught to build well on their skills. Pupils' academic progress is maintained as they move through Key Stage 1 and Key Stage 2. It is notably good in English, mathematics and science. Pupils make at least sound progress in all other subjects of the curriculum. There is no significant variation in attainment or progress between pupils of different gender or background, except in mathematics where boys achieved better standards than girls in the 1999 standardised tests. However, this is not supported by the inspection findings; girls and boys achieve similar standards in lessons by the time they reach Year 5.
10. Pupils with special educational needs generally make good progress. Individual education plans are used well to help pupils progress in relation to their individual targets, especially when they are being taught in small groups by specialist staff. Clearly defined targets, which are reviewed regularly, help to ensure that pupils develop their skills systematically during these lessons. There are no pupils who learn English as an additional language.

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

11. Since the last inspection the pupils' attitudes, behaviour and positive approach to learning have been sustained. Currently, children under five and pupils at both key stages are keen to come to school. They feel safe and valued by staff and their peers. Most pupils show very good attitudes to learning and clearly enjoy their time in school.
12. The school is a happy and orderly community where pupils respect one another's desire to learn and achieve. They develop very good attitudes to their work and are keen and willing when given the opportunity to take responsibility and help others. There is a positive ethos and good relationships amongst the majority of pupils and between pupils and teachers. This supports their attainment and progress and parents feel this prepares them well for the next stage of education.
13. Pupils concentrate well and are keen to do well. When the teaching is good, pupils are well motivated and become thoroughly absorbed in their work. This was evident in the majority of lessons and particularly in Year 5 English literacy and science. Pupils generally take pride in what they do, but their completed work is not always neatly finished.
14. Parents are happy with the attitudes and values the school promotes. They say that teachers promote the values they want for their children and teach the older children to care for the younger ones. The inspectors support this view and find that there is evidence of pupils in Years 4 and 5 caring for younger pupils; for example, one pupil in Year 4 separated two small children who were fidgeting in assembly and generally cared for them until the end of the session.
15. Behaviour is mostly good across the school. It is good in lessons and generally throughout the school day. Pupils co-operate with their teachers in establishing conditions in which they and others can work productively without fear of distraction or interruption. They observe the code of conduct for classrooms and absorb the values transmitted by the staff. However, in some lessons, especially in the under-fives group, when the teaching is not fully engaging and there is a lack of constructive play, pupils become restless and their behaviour deteriorates. No issues of bullying were reported, but infant pupils are sometimes subjected to name-calling at play-times. There was some rough, inappropriate play observed during break-times and this is not always monitored closely enough. There have been no exclusions during the school year.
16. Relationships within the school are generally good. Teachers and pupils relate well to one another and the friendly relaxed manner is built on a foundation of mutual respect. Parents say that the staff have caring attitudes which helps to give pupils and parents a feeling of security. Pupils have respect for each other; this was demonstrated when the elected junior road safety officer made a presentation on the National Walk to School Week. Pupils responded well to him by listening and asking questions on the event.

17. When given the opportunity, all pupils take on responsibility well. Each class has a register monitor and the older pupils undertake paired-reading activities, as well as helping younger pupils at break times. However, there is a lack of provision for pupils to develop as independent learners in lessons and around the school. For example, they are not given sufficient opportunities to use their initiative through investigations and research projects.
18. Attendance is satisfactory, overall. The good attendance of the majority of pupils and their punctual arrival allows the school day to begin on time in a calm atmosphere, which prepares pupils well for learning. However, the 1999 figures for authorised absence were below the national average because a number of families take holidays during term-time. This means that a few pupils do not benefit from the full curriculum the school has to offer and their education is disrupted through absence.

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

19. Since the previous inspection, the school has improved the quality of teaching and extended the quality of planning and assessment. It has also improved the provision for the most able pupils by the introduction of targeted teaching, although there are still too few opportunities for them to undertake their own research. The quality of teaching is now good. In the lessons observed, 100 per cent of teaching was satisfactory, or better; 14 per cent was good and 29 per cent was very good. The quality of teaching in English and mathematics is notably strong, because literacy and numeracy skills are particularly well taught. This enables all pupils to make rapid progress in their learning and in response, they are keen to do well and show very good attitudes to their work.
20. The school makes satisfactory provision for children under five in the reception class. Since the last inspection, the sound quality teaching has been maintained and the children are provided with an effective start to their learning. The quality of teaching is satisfactory and all staff work together well as a team. Staff have sound knowledge of the age group and are good role models, offering calm, gentle encouragement and positive praise, whilst setting clear expectations of behaviour. They encourage independent play and, yet, provide security by always being available for the children. However, there are not enough focused opportunities for children to develop their personal and social skills in a systematic way to help them take turns, share equipment and show tolerance to others.
21. All teachers plan in detail and identify clearly what they expect pupils to learn at Key Stages 1 and 2. The detailed planning includes realistic strategies to help the pupils. In the best lessons, teachers use the opportunities well to teach and emphasise new ideas. They have particularly high expectations in literacy and challenge the pupils to think and to extend their knowledge. Good use is made of questioning to check that pupils both understand what they have learnt and to make them use their knowledge to solve problems. Teachers have a secure knowledge and understanding of the curriculum. Their knowledge of literacy and numeracy is particularly strong. Planning takes into account a variety of methods, including whole-class, group and individual teaching. Specific subject vocabulary is used well and activities motivate pupils very effectively. However, pupils are not given enough opportunities to use their initiative and develop their independence, because lessons are sometimes too structured to allow them to increase their creative and spiritual awareness.
22. Lessons are structured well. They start with clear introductions, based on what pupils already know, and then set clear targets for learning, with regular checks on pupils' understanding and progress. All teachers are very good at directly teaching new information, facts and ideas. They often do this to the whole class and then set several different pieces of work to suit pupils of different abilities. This has a significant impact upon the good progress that pupils make in their learning. For example, pupils usually respond very well and are keen to use their skills during extension activities that provide challenging work and extend their knowledge. The exception to this is when some children under five who are withdrawn from lessons for focused activities do not listen carefully enough and sometimes squabble over equipment. Lessons are generally completed at a brisk pace and pupils' work is often used well to demonstrate and clarify points for others during lessons.

23. Lessons are well organised and managed skilfully at both key stages. Good classroom control techniques are used consistently and pupils are given good praise to acknowledge success with their work. This has a very positive effect on learning, as pupils try hard to gain their teachers' approval. In all classes, teachers make the work interesting to the pupils and relationships are friendly, positive and focused on learning. Teachers use humour effectively to engage and interest their pupils. Learning support assistants are well briefed and deployed carefully to make a positive contribution to pupils' learning, although there are a few occasions when they are not sufficiently involved at the beginnings of literacy and numeracy sessions. Homework, in the form of spellings, reading and an occasional piece of topic work, is set for pupils to enable them to extend their learning, but work is not always marked consistently to help pupils improve. The accommodation is used very well; classrooms are tidy, well-organised environments with good resources clearly accessible.
24. The quality of teachers' day-to-day assessment is good, overall. Pupils are assessed on how well they have achieved the objectives for lessons and this helps teachers plan future work to match future learning needs. This has a positive effect on the learning of the older pupils in the class, but is not always so effective for the younger pupils at Key Stage 1, because the work planned for them is sometimes not appropriate to their abilities and level of understanding.
25. The teaching for pupils with special educational needs is good. Specialist staff have a good level of knowledge and understanding about how pupils learn and what help they need to achieve success. There is a good mixture of individual and small group teaching and support within the class. Staff make good use of existing individual education plans to inform their planning and to ensure that tasks and resources are well matched to pupils' abilities. Good attention is paid to assessing the work of pupils with special educational needs in order to measure the progress made towards their individual targets.

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

26. The curriculum for children under five follows the recommended desirable learning outcomes and is used to provide a sound start to their education. However, planning is not sufficiently focused to develop personal and social skills in a systematic way. Children are sometimes part of lessons at Key Stage 1, following National Curriculum programmes of study and this is not always appropriate to the understanding of a few of the youngest children.
27. At Key Stages 1 and 2, the quality and range of learning opportunities provided are satisfactory, overall, and the curriculum meets statutory requirements. At both key stages, the whole curriculum is broad and balanced; it appropriately includes health and sex education and teaches the pupils the dangers of the misuse of drugs. The provision for religious education follows the locally agreed syllabus and daily acts of collective worship meet the legal requirements. The national literacy and numeracy strategies have been implemented well and are having a good effect on developing pupils' skills. Since the last inspection, schemes of work for each subject have been established, which include appropriate provision for higher attaining pupils. More recently, commercial materials have been introduced for science, history and geography.
28. The school makes satisfactory provision for extra-curricular activities. There are some opportunities at both key stages for pupils to take part in athletics, football, art, recorder playing, computer club and choir activities. The school also plans regular musical events each year. However, the limited accommodation restricts the provision that can be made for sporting activities.
29. Satisfactory use of the community is made to further pupils' learning. Members of the local community share memories and experiences with pupils and local studies are made of facilities, such as the shops in Castle Donington. The school has formed good relationships with other local schools. It takes part in curriculum meetings with other local primary schools and with the local community college, helping to ensure a balanced curriculum for pupils who move on to the next stage of their education. Events staged by the community college for feeder schools are well supported by pupils and staff.

30. Overall, the school's provision for pupils' spiritual, moral, social and cultural development is satisfactory. The programme of assemblies offers satisfactory opportunities for pupils to learn about Christianity and other world religions, their teachings and festivals and further includes other themes and stories with a moral theme. Music played before and after assemblies provides time for pupils to sit quietly and think. In religious education lessons, pupils learn about religions, their teachings, celebrations and symbols. However, there are too few opportunities across the curriculum for pupils develop their spiritual awareness; for example, to reflect on their own experiences and develop a sense of awe and wonder of the world around them.
31. Provision for moral development is good. All staff are good role models and take every opportunity to teach effectively the principles which distinguish right from wrong. The good use of whole-class discussions in personal, social and health education lessons reinforces the relationships between teachers and their pupils well, because pupils are encouraged to air their views confidently and openly. The school has appropriate rules that have been chosen by pupils to make the school a happy and safe place. Moral issues are covered effectively in assemblies, such as the impact of industry on the environment.
32. The provision for social education is satisfactory. As part of the school community, pupils are given responsibilities. They are expected to tidy away after lessons and some older pupils have responsibilities around school, such as library monitors, a road safety officer and working with younger pupils. A weekly news sheet is written and produced by the pupils. Visits made by the school, for example to the Jorvik Centre, and visitors to the school provide opportunities for pupils' social development. Pupils become aware of the needs of others through their charitable giving and the support they can give to those who are less fortunate. They are encouraged to organise bring and buy sales to raise money. A spring clean, held in the local park, resulted in pupils writing to the Parish Council to request an extra litter-bin. Within lessons, however, there are insufficient opportunities for pupils to work collaboratively and to take initiative in their own learning.
33. The provision for pupils' cultural development is satisfactory. They are given sufficient opportunities to develop a good understanding of their own culture through visits by local artists and topics studied, for example, in history and religious education. The school held a Tudor day for Key Stage 2 pupils and looked at the local church and its place in the community. A lack of multi-cultural opportunities was reported at the last inspection which is now starting to be addressed through texts used in literacy and the use of multi-cultural stories, songs and poems. In one assembly, pupils learnt a song with a calypso rhythm. Cultural differences are discussed in personal, social and health education lessons and when studying other world religions in religious education.

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

34. Since the last inspection, the school has maintained the caring and supportive environment in which pupils feel valued. The use of educational and personal support and guidance for pupils is satisfactory and is helping to raising achievement. The school caters very effectively for its pupils' personal welfare and safety. Child protection arrangements are very good and comply with locally agreed procedures. Procedures for monitoring good behaviour and for ensuring that oppressive behaviour is eliminated are good, although playground behaviour is not always consistently monitored to make sure that the youngest children are happy.
35. The school's 'open door ' policy takes into account the wishes and feelings of parents and carers and sensitively encourages them to play a full part in the education and welfare of their children. This is extended both to grandparents and to other members of the village community. A good example of this is swimming when one grandfather and three parents and the school secretary all regularly help out.
36. The health and safety provision is comprehensive, well used and is monitored by the designated governor. Risk assessment in all areas is up to date and all equipment is well maintained with recorded checks. The headteacher, working effectively with the governors, keeps a regular check on the building and the site. During the inspection no health and safety concerns were noted. Good quality school meals are served; the classroom used for lunch is well prepared at

the end of lessons to ensure that all surfaces are clean for the consumption of food. Overall, the school and the grounds are a safe place for pupils and staff. There are clear notices in classrooms to support procedures and to promote health, safety and first aid. Most staff have had some first aid training and the school successfully promotes healthy and safe living through a comprehensive programme for personal, health, social and moral education. Suitable emphasis is also placed on hygiene and safety across the curriculum.

37. Procedures for monitoring and improving attendance are good and strictly adhered to. Registers are correctly completed both morning and afternoons and are returned to the school office. The education welfare officer very occasionally monitors registers. Parents and pupils are aware of the responsibilities to comply with legislation and the vast majority successfully fulfil their obligations. School procedures have been increased to record absences and if no message is received from parents, the school rings the pupils' home at break-time to check that they are safe.
38. The school has good procedures for assessing pupils' attainment and progress. Assessment is used to set pupils' individual targets at Key Stage 1: this is to be evaluated and then extended to Key Stage 2. Individual portfolios of pupils' work clearly show what pupils know, can do and understand. The assessment of children on entry to the school provides a very accurate picture and is used to identify those with special educational needs. The analysis of the National Curriculum test results is thorough and the information is used to inform planning. Assessment of work is carefully annotated and dated and clearly indicates levels of attainment. All teachers know exactly what levels their pupils are attaining in all subjects in relation to the National Curriculum. Good use is made of information from statutory and annual assessments for mid-term planning. Assessment is used to plan future work, which is clearly based on what pupils know, can do and understand.
39. Classroom assistants for pupils with special educational needs assess pupils in all lessons and give verbal feedback to the class teachers. The school seeks to identify pupils with special educational needs as early as possible, following local education authority guidelines. Good links are maintained with local playgroups and also with outside agencies who are able to give advice and support. Individual education plans are useful and well written for all stages by the class teacher at Key Stage 1 and by the support teacher at Key Stage 2. These plans are reviewed half-termly and new targets set. Learning support assistants and the support teacher, who are involved in planning, give sound support to classroom teachers. Strategies are devised appropriately for the management of behaviour of individual pupils.

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

40. The partnership between parents and the school and parents' commitment to supporting pupils' learning at home are very good and are a strength of the school. The school has very effective links with parents. Parents are very satisfied with the quality of education provided and standards achieved by their children.
41. The quality of information provided for parents is very good. The school prospectus is informative and easy to read. Regular newsletters encourage a response from pupils and parents. They also give information on pupils' achievement in school and on any extra-curricular activities. Parents' evenings, daily contact through pupils' homework and the governors' annual report to parents all help keep parents involved and in touch. Parents feel they are well informed by the school. They say pupils' annual reports are good and appreciate the opportunity to discuss them with the teachers. All parents at the pre-inspection meeting and on the questionnaire felt they are able to approach the school with any queries or problems and equally confident that they will be promptly and sympathetically heard. Home School Agreements are in place. Parents have responded well to consultations on behaviour, drugs, homework policies and home school agreements.
42. Parental support for the school is very good. Parents help during the school day especially in providing a reading support group rota one afternoon a week. They make a very good contribution to pupils' learning at home; there is a regular dialogue with teachers through pupils' homework and a high commitment to hearing pupils read and helping with spellings. Parents



appreciate and support the parents' assemblies, concerts and other celebrations, for example the harvest festival. There is other support for initiatives such as the 'School Story' written with contributions from every family in the school.

43. The thriving Friends of the School Association raises considerable funds and also provides excellent social events for parents and the whole community; the contribution they make is greatly appreciated by all. Funds have recently been provided for new books for the library amongst many other things. There is a good relationship between the governing body and the friends association and many are on both committees.
44. Overall, the partnerships between parents and the school and parents' commitment to supporting pupils' learning at home have a positive impact on pupils' attainment and progress.

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

45. The headteacher provides good leadership and management of the school. She has a clear vision for the future educational direction of the school. The chair of governors is very supportive and enthusiastic and is aware of the strengths and weaknesses of the school. She has a strong rapport with the headteacher, often meeting with her and attending courses together, for example on self-evaluation. Both see the future very much as a partnership in which governors and staff are aiming for the common purpose of providing the best possible environment and education for the pupils. This purpose is reflected fully in the aims of the school which are mostly carried out effectively, although opportunities for encouraging the development of independent and co-operative work amongst pupils are not fully established.
46. The governors contribute well to the effectiveness of the school. They are mostly fairly recent appointments, but have all taken part in governor training sessions, enabling them to become better informed and to carry out more effectively the responsibilities allocated to them; for example the oversight of literacy, numeracy and finance. The local education authority link advisor has held a session on monitoring and evaluation, to prepare them for visiting and observing the school. Reports given by the headteacher at governors' meetings keep them well informed about curriculum development and the standards and quality of education the school achieves. School developments are discussed and prioritised. The governing body has not yet appraised the headteacher nor set targets for her, as they feel insufficiently qualified to do this and are waiting for training from the local education authority in this area.
47. The school has started to monitor, evaluate and develop teaching. The headteacher has observed lessons in literacy and information technology and discussed performance with individual teachers, encouraging their own professional development. However, a system for staff appraisal is not in place; it has been planned for, but the school is waiting for further advice from the local education authority. Due to the size of the school, teachers, including the headteacher, have more than one curriculum area each to co-ordinate, but they do not have a regular, allocated budget to manage within these areas. Co-ordination in English and mathematics is good. In part, this has been due to the strong emphasis being given to literacy and numeracy, with the introduction of the national literacy and numeracy strategies. These introductions have been carried out well through school development planning, with areas for further development also being identified, for example raising the standards of spelling and writing and further developing the use of information technology, involving training for all staff.
48. Since the last inspection, the school has established a good development planning process. It now has a comprehensive development plan that reflects shared concerns arising from the monitoring of teaching and learning. It contains a review of previous planning, aims and targets and the proposed action to meet them. Action plans are detailed, giving completion times, people responsible, budget implications and how the action will be monitored. All staff are involved in development planning.
49. Although a small staff, their expertise and experience match the needs of the curriculum. Both Key Stage 1 and 2 classes are taken by teachers who job-share; these teachers co-operate and plan well together, giving the school the advantage of added expertise and experience, which benefits both pupils' learning and curriculum co-ordination and development. Teachers are

soundly supported by nursery nurses and learning assistants who add to the quality of learning and standards achieved by the pupils. The caretaker, who also helps as a learning support assistant and the lunchtime staff make a good contribution to the life of the school; all work well together as a team.

50. The headteacher is the co-ordinator for special educational needs and, in conjunction with the support teacher, provides sound leadership for staff. Careful records are kept of pupils' progress that provide comprehensive information. The good resources are used well to help pupils learn and the library area is utilised effectively for teaching pupils who are withdrawn for specialist support. Ancillary staff have received appropriate training for their work with pupils having special educational needs.
51. Overall, the accommodation is satisfactory, although limited for space. For example, the indoor provision for the children under five is cramped and does not allow sufficient space for constructive play. There is no school hall or sports' field and pupils have to travel to a neighbouring school for physical education lessons. However, the staff use all the space available very well to provide a stimulating learning environment for the pupils. There are plans to increase the space available by converting the attached schoolhouse. The quality of resources is good. There are plenty of books and equipment for the number of pupils on roll. Children under five have access to an enclosed outdoor area and there is sufficient play equipment.
52. Financial planning is good. The school has clear procedures for managing the budget that are monitored well by the headteacher, bursar and governing body. Spending is closely linked to the school development plan and there is good attention to achieving best value for money. The administrative secretary provides strong support to the headteacher and makes a significant contribution to the smooth running of the school by managing the office very efficiently. Taking into account the good standards achieved, the good teaching, efficient management and the above average cost per pupil, the school provides good value for money.

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

53. The headteacher, staff and governors should;
  - a. improve the curriculum for children under five to make sure that their personal and social skills are developed systematically; (*paragraph 26, 56*)
  - b. increase the opportunities for pupils to develop their initiative through their own investigations and research; (*paragraph 17,21, 74, 76, 78*)
  - c. provide more opportunities for pupils to extend their creative and spiritual awareness; (*paragraph 21,30, 79, 94*)
  - d. seek to find ways of improving the accommodation for physical education, so that more opportunities can be provided for pupils to take part in regular sporting activities. (*paragraph 51, 91*)

*A few minor areas for development are indicated in paragraphs 13, 15, 22, 71 and 85. These include developing the consistency of teachers' marking, improving the presentation of pupils' completed work and monitoring the behaviour of a few pupils at Key Stage 1 and some children under five, particularly at break-times.*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	21

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	29	14	57			

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	57
Number of full-time pupils eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y5
Number of pupils with statements of special educational needs	14
Number of pupils on the school's special educational needs register	1

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	6.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

### **Attainment at the end of Key Stage 1**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	4	10

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	4	4	3
	Total	10	10	9
Percentage of pupils at NC level 2 or above	School	100	100	90
	National	82	83	87

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	4	4	4
	Total	10	10	10
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	86	87

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	46
Any other minority ethnic group	0

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

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

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y5**

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	22
Average class size	28.5

#### **Education support staff: YR – Y5**

Total number of education support staff	4
Total aggregate hours worked per week	61

### ***Financial information***

Financial year	1998/9
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	£
Total income	138,284
Total expenditure	140,924
Expenditure per pupil	2,517
Balance brought forward from previous year	22,755
Balance carried forward to next year	20,115

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	48
Number of questionnaires returned	11

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	82	18	0	0	0
My child is making good progress in school.	73	27	0	0	0
Behaviour in the school is good.	64	27	0	0	9
My child gets the right amount of work to do at home.	55	45	0	0	0
The teaching is good.	91	9	0	0	0
I am kept well informed about how my child is getting on.	82	18	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	27	0	0	0
The school expects my child to work hard and achieve his or her best.	73	18	0	0	0
The school works closely with parents.	64	36	0	0	0
The school is well led and managed.	73	18	0	0	9
The school is helping my child become mature and responsible.	73	18	0	0	9
The school provides an interesting range of activities outside lessons.	36	45	9	9	0

**NB : Totals may not add up to 100 due to rounding.**

### Other issues raised by parents

Three parents wrote to the Registered Inspector and 12 attended a meeting held at the school. The majority of comments were positive and parents expressed their satisfaction with the quality of education provided by the school. A few parents feel that the sports facilities are inadequate, as there is no school hall or sports field and some feel that there are too few opportunities for pupils to become involved in extra-curricular activities.

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

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

54. The school makes satisfactory provision for children under five in the reception class. Since the last inspection, the sound quality of teaching has been maintained and the children are provided with an effective start to their learning. The entry assessments conducted within the first few weeks of the autumn term indicate that children's competency and confidence with literacy and numeracy are above that expected for their age. They develop their skills effectively and make satisfactory progress, overall.

#### **Personal and social development**

55. All children achieve satisfactory standards in their personal and social development by the time they are five. They are reasonably well behaved and polite, although a few children do not get on well together at playtimes and some squabble over equipment occasionally during lessons. Nevertheless, children are confident and feel secure within the school, quickly making relationships with the staff. They are eager to explore new learning. Children make satisfactory progress and are beginning to initiate ideas as they play with construction sets. They show that they can solve practical problems on their own when they tackle activities, such as making model daffodils.
56. Teaching is satisfactory. Staff have sound knowledge of the age group and are good role models, offering calm, gentle encouragement and positive praise, whilst setting clear expectations of behaviour. They encourage independent play and, yet, provide security by always being available for the children to talk to. The curriculum includes quiet times as part of the planning for social and personal development and all staff work together well as a team. However, the curriculum does not provide enough focused opportunities for children to develop their personal and social skills in a systematic way to help them take turns, share equipment and show tolerance to others. Children are sometimes included in lessons at Key Stage 1 and this is not always appropriate to the understanding of a few of the youngest children.

#### **Language and literacy**

57. By the time they are five, children exceed the expected outcomes for their age. All children make sound progress because they are encouraged to develop their skills consistently. The children develop a clear understanding of how to handle books by observing their teachers and show basic early reading skills. Many children like opening books from their library and enjoy looking at the pictures. They particularly enjoy taking home books to share with their parents. Most children pay attention to adults and listen carefully when being given instructions and guidance in their activities. However, a few of the youngest children do not listen well and children do not take turns effectively when speaking. Most children write their own names and simple sentences successfully. They enjoy stories and like recounting a story from the pictures in one of their big class books.
58. Teaching is sound. All the teachers work hard to equip the children with the necessary language and listening skills. Adults intervene carefully with questions to make teaching points and help children understand stories. They effectively encourage the children to reason and to predict. Books are well displayed, with a good range easily accessible to the children in the library area.

#### **Mathematical development**

59. Most children exceed the expected outcomes by the age of five. Many can count to 20 and some of the children can count far beyond. Children recognise circles, squares and rectangles and use the correct vocabulary. They are able to sort objects according to size and some are beginning to recognise patterns, using the computers. Children make sound progress during lessons. The majority of the children show an awareness of number operations; they understand and record numbers confidently. They learn number rhymes and games and are able to

concentrate for reasonable periods. Children respond enthusiastically to activities, such as weighing and measuring the ingredients for baking.

60. The quality of teaching is sound. An appropriate mathematical focus is planned for each day. Activities are suitably practical and sustain the interest of the children. The activities are chosen to fit in with the theme in the long-term curriculum plan and appropriately match the children's abilities. Assessment procedures are good. Staff make regular observations and record the children's development for future planning.

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

61. Children exceed the desirable outcomes for learning by the time they are five. They cut and make shapes out of playdough and use scissors and other cutting tools safely. Children can fit construction toys together and make the bed for their 'babies' in the prams. They are able to pour water carefully into various sized containers when finding out whether objects float or sink. Children paint, using large paint-brushes and manipulate the keys and mouse on the computer confidently when putting together a diagram of a flowering plant on the screen. They make sound progress and learn how to manipulate a wide variety of toys. They develop their understanding about the world around them through practical experiences, such as helping their teacher to mix the ingredients for biscuits. Children respond well to activities; they are inquisitive about the world and constantly ask questions to help them discover new areas of learning. For example, they show good attitudes and build well on their good knowledge of everyday objects by discussing the properties of buttons, spoons, clothes pegs and coins.
62. Teaching is satisfactory. Planning is appropriately matched to the children's stages of development. Adults ask appropriate questions to encourage learning and use pictures and objects to extend the children's vocabulary. The use of assessment procedures is sound; adults constantly check the children's previous knowledge and understanding through questions and answers. Resources are good and matched well to the children's abilities.

### **Physical development**

63. Children make satisfactory progress and achieve the standards expected by the time they are five. They respond appropriately in lessons and handle small toys confidently, using construction kits with increasing dexterity; tools, such as scissors, paint brushes, crayons and glue brushes, are handled well. Children walk, jump and move around confidently at play. They enjoy running on the hard-play area and are able to manoeuvre around others with ease.
64. Teaching is satisfactory. Teachers plan their lessons effectively to provide sufficient choice in activities. A positive learning environment is provided by calm, firm discipline. The school is equipped with large and small apparatus of a suitable size and type for young children. The accommodation is used well, although the indoor area is limited for practical activities, such as construction and small-world play.

### **Creative development**

65. Children make sound progress and achieve the standards expected for their age. They enjoy expressing their feelings through a range of experiences in artistic, musical and imaginative play. For example, they enjoy finger-painting and making bubble prints. They know the primary colours well and use their knowledge to complete colourful compositions of daffodils, fruit and illustrations of, *'The Very Hungry Caterpillar'*. Children enjoy the discovery of playdough when using the cutters and work happily with a wide range of media. They enjoy singing and do so tunefully. The good range of resources is used well to aid imaginative play.
66. The quality of teaching is sound. All adults support children effectively in their learning and ensure that they gain from the activities through discussion, as they work. There is a good sense of fun encouraged in practical tasks and activities are usually organised well, although children are sometimes not controlled effectively when minor squabbles take place. The limited



accommodation is nevertheless used well and colourful displays of children's work help to create a stimulating environment.

## ENGLISH

67. The overall results of the 1999 National Curriculum tests at the end of Key Stage 1, in both reading and writing, were above the national average and broadly in line with the average for similar schools. All pupils in Year 2 attained the national expectation of Level 2 in reading, with a good number attaining the higher Level 3. In writing, although 100 per cent attained Level 2, which is well above national expectations, no pupils attained the higher Level 3. The school has recognised this lower attainment and taken steps to improve the standards of the more able pupils in writing. Over the last two years, standards have remained above the national average. There is no significant difference in attainment between boys and girls. The inspection shows that the standards of pupils approaching the end of Key Stage 2, in Year 5, are currently good. The school has set sufficiently challenging targets for the future, which it is on line to achieve and is maintaining the high standards reported at the last inspection.
68. Pupils' skills in speaking and listening are good by the time pupils reach Year 5; most pupils are articulate, speaking clearly and confidently. They are eager to talk to staff at length and make relevant contributions during the oral parts of lessons. The introductory and plenary sessions of the literacy hour provide good opportunities for pupils to discuss learning objectives, the shared text and independent tasks. Lesson plans show specific vocabulary which pupils are expected and encouraged to use. For example, in a Year 2 lesson, pupils used and clearly understood the terms 'rhyme', 'phoneme' and 'alliteration'. They listen carefully to what teachers and others are saying and wait sensibly for their turn to speak.
69. Standards in reading are good. By the time pupils reach Year 5, the most confident pupils can express an opinion about a book they have read and say what sort of texts they enjoy reading. They particularly enjoy poetry and are able to identify similes and metaphors, confidently. At the end of Key Stage 1, the majority of pupils can read with good fluency. Most learn to read through structured schemes, building on previous knowledge to increase word recognition and also through using the sounds of letters. Pupils who have limited knowledge of letter sounds make good use of picture cues and the meaning of the text to assist them in tackling new words. All pupils have the opportunity to take books home each day to read to parents. Good use is made of the school library; pupils have class sessions in this library, where they can choose books and learn how to locate and use non-fiction books by referring to the contents page and index.
70. By Year 5, pupils achieve good standards in writing. They are able to write in sentences with the correct use of commas, capital letters, full stops and speech marks. Pupils write for a range of purposes; they write poems, explain how to make and do things, communicate information, write lists and create stories and character profiles. Examples of Year 5 stories show that their creative writing is imaginative, clear and well sequenced, with correct punctuation and grammar. Spelling is accurate with harder words also being correctly spelt. For example, completed work on themes such as, *'The Stone Dragon'* and *'A Scary Night in the Forest'* shows very competent standards of literacy skills amongst the highest attaining pupils. Pupils in Year 2 are taught to use dictionaries to check spellings and to look for the meanings of words. Year 2 pupils with special educational needs know the alphabet and can locate words in a dictionary. From the time they start school, all pupils are taught to form letters correctly and, by Year 5, they write confidently, using a joined script, although completed work is not always neatly finished. Pupils make good use of their literacy skills across the curriculum.
71. The quality of teaching is good, overall, and sometimes very good indeed. Teachers have strong subject knowledge and lessons are planned well, with clear learning objectives. These learning objectives are shared with pupils, often being displayed and referred to in lessons and assessment is used well to identify future learning, especially for the most able pupils who sometimes achieve very high standards. Teachers have very high expectations of their pupils and basic literacy skills are very well taught. Work is marked fairly carefully, although marking sometimes lacks clear guidance for pupils to help them improve their work. In the introduction to lessons and plenary sessions, teachers expect and encourage pupils to answer thoughtfully to

questions. In response, pupils' attitudes are very good. They concentrate well and are able to work independently. For example, in a Year 3, 4, and 5 lesson, pupils were studying the text of Tennyson's poem, *The Lady of Shalot*; they responded very enthusiastically and were keen to share their knowledge with others in the class. Teachers demonstrate good management skills and there is a good rapport between all staff and pupils. Independent tasks are carefully explained to groups who are expected to work at them without interrupting teachers, allowing them to concentrate on a particular group. Effective use is made of learning support assistants who take groups of pupils within lessons and withdrawn groups, such as those with special educational needs who make good progress, overall. The National Literacy Strategy has been implemented very effectively and the co-ordinator manages the subject well, having considerable knowledge and expertise. She keeps careful records of pupils' attainments, tracking them and identifying any emerging strengths and weaknesses. Resources are good and are well organised in an attractive and exciting way. Computers are used well to help pupils reinforce learning and extend their literacy skills and there are good links with subjects, such as history and geography.

## **MATHEMATICS**

72. Standards have improved since the previous inspection and are now good. In 1999, the results of the standardised tests at the end of Key Stage 1 showed that pupils' performance was above the national average. The percentage of pupils achieving the higher level 3 was well above the national average, at 30 per cent. Trends over the last three years show that the test results were consistently above the national average. However, there is a significant difference shown between the attainment of boys and girls, with boys being well above the national average, whilst girls achieve average levels. Inspection evidence shows that by the time pupils reach Year 5, they are on course to attain levels which are above the national average. There is no evidence from the inspection to show that boys are outperforming girls.
73. By Year 5, pupils have a clear understanding of numbers up to a thousand. They can divide numbers by ten and a hundred and use decimal notation. They have good strategies for mental addition and subtraction, demonstrated in the quick fire mental sessions to lessons. The highest attaining pupils have a very clear understanding of fractions, knowing the percentage and decimal equivalents of common fractions. Pupils' understanding and use of standard measures is good. They select appropriate measures, for example, when using metres to measure the perimeter of a room. Pupils make the link between the number of sides of a regular polygon and the number of axes of symmetry, with confidence. At Key Stage 1, pupils have a good understanding of addition and subtraction facts up to twenty. They have a good knowledge of place value and can order numbers to a hundred and beyond. They are beginning to develop good mental strategies for adding and subtracting numbers with at least two digits, for example by using near doubles. They are well able to identify the common fractions of shapes and have a good understanding of two and three-dimensional shapes, being able to describe their properties, including their lines of symmetry. They are familiar with the use of standard measures for mass and length. For example, an investigation of a tube of sweets shows clearly their ability to collect and record data and to ask relevant questions about their results.
74. Overall, good teaching provides appropriate learning opportunities for all pupils to make good progress. Lessons are well planned for the different age groups and abilities within the classes. This was evident in the mental session of the Key Stage 1 class, where pupils were doubling numbers and rigorous questioning at appropriate levels involved all pupils. Tasks are clearly introduced and work set for different age groups and abilities. Pupils move to their tasks quickly and sensibly, although in one lesson they were kept waiting whilst tasks were explained to all the groups in turn. Better use of the two classroom assistants could have avoided this. Lessons move forward with satisfactory pace and offer good challenge; for example in Year 2, where pupils have to work out strategies for partitioning numbers as an aid to addition and in Year 5, where pupils master the use of a protractor. These Year 5 pupils were able to work out and explain which degree measurement to use, depending on whether the angle being measured was more or less than a right angle. However, the supplementary work set for Year 2 pupils was not sufficiently challenging, with pupils colouring in squares to show the partitioning of numbers. The scrutiny of work showed an extensive use of worksheets at Key Stage 1, which are often filled in untidily, undated and, therefore, do not easily show the progress being

made. They are well marked, but there are few comments to aid future learning. During lessons, pupils concentrate very well and maintain interest in their work, ensuring that they make the most of the learning opportunities provided and allowing teachers to work with different groups and to make assessments. Pupils work well in pairs and in groups, sometimes discussing the work they are doing, but they do not have enough opportunities to use their initiative and devise their own investigations. There is sound support for pupils with special educational needs who make good progress, overall.

75. The National Numeracy Strategy was introduced effectively at the start of the school year, following trials in the previous term. The school development plan sets out the target of full implementation by September 2000. Numeracy skills are used well across the curriculum; for example, in science, when pupils were testing magnets for their strength and finding ways of measuring this numerically. Information technology is used satisfactorily and there are programmes which are used to support the learning objectives, for example, at Key Stage 2 when pupils study angles of turn. Speaking and listening are well-developed in numeracy, with pupils expected to explain how they reach an answer and their strategies for solving problems. Groups report back in plenary sessions when they explain what they have been doing and they are questioned on what they have learnt. A lot of encouragement is given to more diffident pupils to contribute in this way. The use of a mathematical vocabulary is developed well. There is a new policy for mathematics and the scheme of work is to be reviewed to take account of the numeracy strategy and the good resources. Weekly analyses are made of pupils' progress against learning objectives showing, whether they have been reached or exceeded, as an aid to future planning. Some analysis is made of Key Stage 1 test results to identify strengths and weaknesses. Teachers in both classes job-share effectively; joint planning ensures that number skills are being taught by one teacher and their application by the other.

## SCIENCE

76. In the 1999 standardised tests at Key Stage 1, teacher assessments showed that pupils' results were well above average, overall. From lesson observations and a scrutiny of pupils' work, the level of attainment at the end of Key Stage 1 and at the end of Year 5 are likely to be above that of national expectations, with a focus having been made on investigative science. Pupils in Year 5 have good knowledge of rocks and soil, have investigated why day and night occur and how electric circuits are made. The highest attaining pupils are confident learners and apply themselves well, although there are too few opportunities for them to extend their knowledge through their own research. At Key Stage 1, pupils differentiate between living and non-living things and between plants and animals. They have a good understanding of seasons and that spring brings about new life and growth. They are well able to sort materials into groups by their characteristics and can explain their suitability for different uses, for example, that bricks are used in buildings because of their hardness and durability. Pupils have good scientific knowledge and are expected to use it when setting up investigations. For example, pupils at Key Stage 1 know the factors that affect plant growth and are able to conduct simple investigations to demonstrate them, recording their results on worksheets over a period of time. At Key Stage 2, pupils devise investigations to discover if all magnets are equally strong. This includes making a prediction, recording results and drawing conclusions. They are all aware of the need to make a fair test.
77. Teaching is good. Good introductions, very high expectations and clear explanations have a positive effect on learning. Work is planned well, with a good match of tasks to different groups. Pupils work effectively, but do not always share ideas and tasks sufficiently, although their good behaviour and very keen interest have a positive effect on learning. Clear links are made with other areas of the curriculum. For example, speaking and listening skills are well developed during introductions to lessons and in plenary sessions. Topics such as, 'New Life' include good links with design and technology when pupils make mini-greenhouses out of junk materials and computers are used well for activities, such as measuring the strength of magnetic attraction. The scheme of work is being updated to include appropriate commercial materials.

## **ART**

78. Overall, standards are similar to those expected for pupils' age in Year 5. Pupils use their observational skills appropriately to critically analyse the work of famous artists, such as Mondrian and are able to interpret his techniques in their own work. Pupils use colour boldly when painting and they experiment successfully when making careful pencil drawings of plant life. Pupils achieve a reasonable standard in drawing self-portraits and observational studies, but insufficient attention is given to tone and shade in their representations and to three-dimensional work. They tackle collage work with confidence and are able to complete pieces for class displays to complement their work on historical displays. Pupils make satisfactory progress, including those who have special educational needs, but the most able pupils are not sufficiently encouraged to conduct their own research on topics, such as the links between famous works of art and English literature. Throughout the school, pupils' visual perception is improved satisfactorily through an appropriate focus on recording observations. Their understanding of colour-mixing techniques is increased steadily throughout the school and good links are forged between art and other curriculum areas, such as history, which help to increase their knowledge.
79. No lessons were observed during the inspection due to the organisation of time-table, but evidence from a scrutiny of work, teachers' planning and discussions with pupils shows that the quality of teaching is satisfactory and pupils respond with enthusiasm. Teachers have satisfactory subject knowledge and plan their lessons effectively to give pupils a broad range of experiences. However, work is sometimes not presented well and there are insufficient opportunities for pupils to develop their creative skills across the curriculum.

## **DESIGN AND TECHNOLOGY**

80. Standards are good. Pupils in Year 5 are accustomed to working from designs, which specify the tools and materials needed for their models. They have a good knowledge of a variety of methods to fasten substances together, which include clips, glue and string. The pupils measure, cut and join a variety of materials accurately and carefully assemble simple mechanical models, introducing movement by using axles for wheels, or split pins for joints in card cut-out figures. Pupils can list the different components needed, together with procedures for making and for evaluating their work. For example, their designs and finished pieces for mechanical circus trailers show good attention to designing for a purpose. All apply finishing techniques carefully, such as painting to enhance the quality of their artefacts. They understand the properties of common materials and make good choices when constructing models. Pupils understand the importance of planning, which includes deciding which tools they are going to use. Younger pupils at Key Stage 1 enjoy designing and making mini-greenhouses. They produce drawings to explore ideas and evaluate their proposed designs and use their mathematical knowledge well to help them decide on appropriate shapes for their structures.
81. The quality of teaching is good. Since the last inspection, the development of literacy has encouraged pupils to use appropriate vocabulary when naming tools and describing what they are doing. The subject is a well-organised area of the curriculum that is linked effectively with other areas, such as science, information technology and literacy. In response, pupils' attitudes are good; all take a pride in their work and concentrate well during lessons. Pupils with special educational needs are equally as successful in making things as other pupils and this helps to raise their self-esteem. Pupils share tools sensibly and help one another willingly, for example, by holding materials that need to be joined. Teachers are knowledgeable and plan their lessons carefully to make sure that all pupils build steadily on their skills. The good resources are used well to ensure that pupils have a wide variety of materials to choose from when deciding their designs.

## **GEOGRAPHY**

82. Geography was not being taught during the time of the inspection and it was therefore not possible to make a judgement on teaching. No evidence had been retained from the previous year, but through looking at planning and interviewing pupils, standards are judged to be

satisfactory, including pupils' knowledge and understanding, and development of skills. At Key Stage 2, pupils are keen to develop their mapping skills through linking plans and maps with a bird's eye view of the world. They draw simple maps and can locate places using simple co-ordinates, and can look up continents and countries in an atlas. This reflects only one year's work in Key Stage 2 from a three-year rolling programme. Pupils at Key Stage 1 have looked closely at their school and its environment, making a plan of the school incorporating a key. They are currently using these skills to map the plants that grow around the school as part of their topic on '*New Life*'. They find out about other places in the world through the ongoing theme of '*Where in the world is Barnaby Bear?*'

83. The subject co-ordinator attends local liaison meetings and a new rolling programme of study has been developed with other local primary schools and the community college, incorporating commercial materials. This new programme will start in September 2000, to coincide with other schools. Resources are satisfactory and the co-ordinator has completed an audit, but there are only a few field trips planned to support the subject.

## **HISTORY**

84. No history was taught during the time of the inspection and therefore no judgement can be made of teaching, although the scrutiny of pupils' work indicates that standards are satisfactory. At Key Stage 2, pupils have studied the Tudors, in particular the life of Henry VIII. Worksheets completed on his life shows pupils' satisfactory knowledge and understanding of his life and the problems he faced. A display in the Key Stage 2 classroom shows that pupils show good interest and have a sound knowledge and understanding of the features of Victorian life, for example the developing industry and transport and of notable Victorians. Pupils at Key Stage 1 look at old and new houses, finding out similarities and differences, as part of their topic on houses and homes.
85. The subject is planned appropriately as part of topic work in Key Stage 1 and as a discrete subject in Key Stage 2. A new scheme of work incorporates relevant commercial materials. Resources are satisfactory and good use is made of visitors, for example, when a Tudor day was organised around the theme of '*Her Majesty's Visit*'. However, work is sometimes left unmarked and only few useful comments are made to help pupils improve. For example, written displays on the theme of Victorians have many spelling mistakes and presentation, including handwriting, is untidy. There is little evidence of individual research being made.

## **INFORMATION TECHNOLOGY**

86. The oldest pupils in the school achieve good standards. Pupils are confident when using computers to communicate their ideas in a variety of ways. For example, in Year 5 pupils are able to use a word processor and are good at being able to enter, amend, save and retrieve information without help from the teacher. They can change the style, colour and size of text and print. They have good opportunities to use literacy, numeracy and science programs that help to extend their skills across the curriculum. All pupils, including those with special educational needs, make good progress as they move through the school, particularly in communicating ideas and information and developing their understanding and knowledge of measurement and control. In Year 2, pupils develop good skills in using the mouse to give instructions to the computer. For example, they are skilful in using the mouse to draw with precision. By the end of Key Stage 1, pupils are able to use computers with confidence.
87. The quality of teaching is good, overall. Strengths include teachers having a secure knowledge and understanding of the subject and planning that identifies clearly what pupils are to learn. Teachers' expectations are appropriately high and they set tasks that are suitably demanding. In response, pupils have very good attitudes to their work. They are well motivated, able to concentrate for suitable lengths of time and respond with enthusiasm. A strong feature is the way pupils are able to access the computer without help from the teachers and work independently. Pupils are very responsible when using computers and work well together. Behaviour is always good and this contributes effectively to the standards pupils attain. The effective way that teachers manage their lessons has a positive impact on pupils' very good attitudes and willingness to use computers. In their planning and teaching, lesson objectives are

clearly identified to link with other subjects, such as English; the tasks provide enough challenge to all pupils, including the highest attainers, and the organisation gives pupils enough time to use computers. Since the last inspection, the school has developed its resources and there are good plans for developing them further to allow pupils access to the full range of activities, including the Internet. The regular lunchtime computer club is well-attended and enjoyed by staff and a significant number of pupils.

## MUSIC

88. Overall, standards have been maintained since the last inspection and are good. Pupils in Year 5 understand the meaning of tempo and melody. They read simple graphic notation confidently and know the names of traditional notes, such as quavers and crotchets. The standards attained in singing are good. Pupils are able to follow an ascending and descending tune in melodies and they appraise their performances effectively when talking about their successes. All pupils, including those with special educational needs, make good progress. Throughout the school, pupils develop their musical vocabulary well and most are very keen to improve their performances through repeated practice. They recognise and name instruments of the orchestra, such as flutes, violins, trumpets and drums and can suggest suitable occasions for different instruments, such as the *'Queen's Visit'* and *'The Circus'*. Pupils' attitudes to learning are very good. They show enjoyment of the subject and produce thoughtful written work in response to the mood of compositions by Debussy and Sibelius.
89. Evidence taken from teachers' planning and pupils' recorded work shows that the quality of teaching is good. Lessons are planned carefully to have a good structure and good opportunities are provided for pupils to perform to an audience, such as in assemblies and in small group activities during lessons. Resources are good and are used well. Strong links are made with English by encouraging pupils to imagine, describe and write about the dynamics of pieces, such as *'La Mer'* and *'Finlandia'*. A satisfactory range of extra-curricular activities includes choir, recorder groups. Annual concerts enables pupils to take part in performances and so extend their skills.

## PHYSICAL EDUCATION

90. During the course of the inspection it was not possible to view any aspects of physical education, apart from swimming and it was, therefore, not possible to make any judgements on standards reached or on quality of teaching, other than in swimming.
91. The school lacks a hall and playing field. However, hall sessions are planned throughout the school year in four-week blocks, for Key Stage 1 and Key Stage 2 pupils in turn at another school. Satisfactory opportunities are provided for pupils to use apparatus, dance and gymnastics in these sessions. Sound use is made of the playground for some games activities and the school is able to use a local park for lessons during fine weather. More direct access to this park, through a spinney at the rear of the school, is being negotiated. There are good opportunities for pupils to learn to swim through the schools' fortnightly visits to a local leisure centre and good standards are achieved by the time pupils reach Year 5. These visits are for the whole school and are very well organised. Time is used very efficiently with pupils getting changed quickly and going straight into their groups to make the most of their time in the water. Staff from the school and a leisure centre teacher provide good teaching for four groups, ranging from beginners and pupils with special educational needs to the highest attaining stroke improvers, enabling all to make good progress. Good use is made of voluntary help for these sessions and pupils show very keen enjoyment of the activities.
92. Pupils are able to take part in extra-curricular sporting activities, such as football and athletics, but the limited accommodation restricts the regularity of energetic pursuits. Pupils take part in a sports' day with other feeder schools, organised by the community college. The subject is managed effectively by the co-ordinator. There is a policy, but no current scheme of work apart from one for swimming, which clearly sets out the progression of skills to be taught.

## RELIGIOUS EDUCATION

93. Standards in religious education have been maintained since the last inspection and remain satisfactory by Year 5, when considered against the expectations of the locally agreed syllabus. Pupils have a satisfactory knowledge of places of worship in Christianity and other world religions. They know the signs and symbols used in religions, such as the use of light in Christian worship, the Jewish festival of Hannukah and the 'Five K's' in Sikhism. At Key Stage 1, pupils consider how each of them is special, that they belong to a family and that important occasions are celebrated.
94. Teaching is satisfactory. Teachers have suitably pitched expectations of pupils when considering religions, such as Buddhism. However, the vocabulary used is sometimes too difficult for the youngest pupils to understand, with words such as 'precept' being introduced inappropriately. Links with literacy, through the reading of the poem, '*Hurt no living thing*', helps pupils to gain understanding of the importance of life. The worksheets used suggest that facts about religion are satisfactorily taught, since the details to be filled in are mostly factual. However, there is a lack of attention to promoting pupils' spiritual understanding by linking the themes to pupils' own lives and experiences. For example, pupils know the '*Five K's*' of Sikhism, but they are unsure about the meaning of being committed to a group and the responsibility it brings. The new policy and scheme of work reflects the locally agreed syllabus and has been used appropriately by teachers to guide their planning. Religious education is now a discrete subject on the timetable, with two and three rolling programmes for the Key Stage 1 and 2 classes respectively. The subject is supported with published materials including photo-copiable worksheets. A useful collection of artefacts is being built up to support the teaching of religious education and visits to the local church are used effectively.