

# INSPECTION REPORT

**Lady Modiford's C. E. Primary School**

Walkhampton, Yelverton

LEA area: Devon LEA

Unique Reference Number: 113481

Headteacher: Mr J. Knight

Reporting inspector: Mrs L. Brackstone  
OIN 21872

Dates of inspection: 22<sup>nd</sup> – 25<sup>th</sup> May 2000

Inspection number: 190878

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Junior and Infant

School category: Voluntary Aided

Age range of pupils: 4 – 11

Gender of pupils: Mixed

School address: Walkhampton  
Yelverton

Postcode: Devon  
PL20 6JR

Telephone number: 01822 853277

Fax number: 01822 855632

Appropriate authority: Governing Body

Name of chair of governors: Mrs C. Taylor

Date of previous inspection: 13<sup>th</sup> January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs L. Brackstone	Registered inspector	English	What sort of school is it?
		Art	How high are standards?
		Music	How well are pupils taught?
		Physical education	How well is the school led and managed?
		Under fives	
Mrs S. Dixon	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?
Mr. R. W. Burgess	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
		Science	
		Information technology	
		Design and technology	
		Geography	
		History	
		Special educational needs	
		English as an additional language	

The inspection contractor was:

Pennine Inspection Services  
 6 Bridle Dene  
 Shelf  
 Halifax  
 HX3 7NR

01274 602139

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 Alexandra House  
 33 Kingsway London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Lady Modiford's Voluntary Aided Primary School is in the village of Walkhampton, which nestles in the folds of the western slopes of the Dartmoor National Park in Devon. The school is smaller than other primary schools, with 110 pupils on roll who are educated in one of four mixed age group classes. Pre-school children are invited to attend on a part-time basis twice weekly. There are currently three children who attend this group. The school admits children into school twice yearly. During the inspection there were four children under five in the Reception and Year 1 class. Only one pupil uses English as an additional language and this is a bit higher than in most schools. Although the percentage of pupils known to be eligible for free school meals is just over four per cent, which is below the national average, there are a significant number of pupils whose parents are reliant on seasonal work and this does not entitle them to regular benefits. The percentage of pupils identified as having special educational needs, including statements, is 24 per cent and this is above the national average. The percentage of pupils with statements is just over three per cent and this is above the national average. The ability of the pupils on entry is very wide and the range within each age group varies greatly because of the small numbers but it is broadly average overall. The school aims to promote the development of the whole child with a desire to help each child to lead a rewarding and fulfilling life as a good citizen. Attention is given to help individuals develop intellectually, emotionally, socially, physically and spiritually.

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

Lady Modiford's is a good school and is both caring and friendly. Children enter the school with a very wide variety of abilities but the school enables them to achieve good standards in English, mathematics and science. Pupils' behaviour, personal development and relationships are very good. The quality of teaching is good overall but particularly good in Key Stage 2. There is strong leadership and the headteacher, governors and staff work as an effective team to fulfil the school's main priorities. They successfully evaluate its performance and clearly identify its strengths and weaknesses. The school provides good value for money.

### **WHAT THE SCHOOL DOES WELL**

- ◆ The behaviour of the pupils is very good.
- ◆ Personal development and relationships are very good.
- ◆ Teaching in Key Stage 2 is very good.
- ◆ Attendance is very good.
- ◆ Provision for pupils with special educational needs is very good.
- ◆ Provision for extra-curricular activities is very good.
- ◆ The contribution of the community to pupils' learning and relationships with partner institutions are very good.
- ◆ The quality of information on the work of the school, particularly about pupils' progress, is very good.
- ◆ The governing body is very effective in fulfilling its responsibilities.

## WHAT COULD BE IMPROVED

- ◆ Provision for the under-fives; specific schemes of work for the under-fives, the outdoor play area which is resourced to promote physical development and the furniture currently used which is inappropriate in size.
- ◆ The monitoring of subjects by co-ordinators throughout the school and opportunities for very good practice to be shared.
- ◆ Pupils' skills in writing for different purposes across the different subjects of the curriculum in Key Stage 2.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997 and, overall, good progress has been made in tackling the key issues identified. Assessment is now thorough and is used effectively to inform and improve pupils learning. Targets are now carefully set after data analysis and the success criteria are related to standards with clear indications of timings and responsible personnel. Schemes of work have been devised for all subjects but the rolling programmes of projects are currently under review to match the new requirements of the National Curriculum in

September 2000. The previous inspection identified the need to write schemes of work for children under five. Although references to the recommended learning outcomes are made in planning, no overall schemes of work for pre-Key Stage 1 children have been written. This is clearly reflected in the weaknesses of the current provision for the under-fives.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			similar schools
	1997	1998	1999	1999
English	D	A	B	D
Mathematics	C	C	B	D
Science	C	A	B	C

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

At age 11, standards were above the national average in English, mathematics and science in 1999. Compared to similar schools, results were in line with the national average in science but below the national average in English and mathematics. Inspection findings agree with the National Curriculum test results. Taking the four years from 1996 to 1999, the performance of pupils in all core subjects together was above the national average. During this period, in English boys generally performed better than girls and girls performed better in mathematics and science during the same period. Standards in information technology are above national expectations and pupils are developing their skills well. Good standards are also achieved in art, design and technology, music and physical education. Standards are satisfactory in history and geography. Pupils with special educational needs are well supported, particularly in

literacy and numeracy, and are making good progress in relation to their prior attainment.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes of the school	Good. Pupils have positive attitudes to learning and are keen to be in school.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and around the school. This has a very positive effect on the quality of life in the school and the quality of learning.
Personal development and relationships	Relationships between all members of the school community are very good. Children take responsibility, show initiative and enjoy finding out information for themselves.
Attendance	Very good. Levels of attendance throughout the school are well above the national average. Pupils come to school on time.

Pupils are eager to come to school and are positively involved in a wide range of activities. They behave very well and work co-operatively with each other. Registers are completed each morning and afternoon and they conform to the latest guidance.

## TEACHING AND LEARNING

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

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

The overall quality of teaching is good. In the 33 lessons observed during the inspection, all lessons were satisfactory or better. Teaching was good in 45 per cent of these lessons and very good in 39 per cent. One lesson observed was of excellent quality. Teaching is satisfactory overall for the under-fives. In Key Stage 1 teaching is good overall with some consistently very good teaching in upper Key Stage 1, which ensures that pupils achieve good standards by the age of 7. The overall quality of teaching in Key Stage 2 is very good. This high quality teaching means that the majority of pupils are able to reach their full potential as they prepare for secondary school. All teachers show good explanation and demonstration skills. Most of the lessons are well organised and endeavour to involve all pupils and encourage them to complete tasks within allocated time scales. Staff interact well with pupils to check their understanding and to ensure they remain on task. Teachers are well organised and use questioning skilfully to move pupils' learning forward. They achieve a purposeful atmosphere and a good balance between whole class, small group and individual teaching. Teachers have gained good expertise through in-service training and this is particularly evident in the teaching of literacy and numeracy.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The curriculum is broad and well balanced between literacy, numeracy, science, information and communication technology and the foundation subjects. The curriculum for under-fives is satisfactory.
Provision for pupils with special educational needs	Very good. Pupils' needs are identified in individual education plans and targets set for them are regularly reviewed. Classroom assistants provide good support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' spiritual, moral, social and cultural development.
How well the school cares for its pupils	The school takes good care of its pupils. Teachers know their individual circumstances. They make sure that they are safe and happy and keep a close check on the progress they are making.

The curriculum is enriched through very good links with the local community and with partner institutions. The school provides very good information for parents and works well with them. This has a good impact on pupils learning throughout the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall leadership is good. The headteacher draws the efforts of the school team together well and there is clear educational direction for its work. The management of special educational needs is very good. The governors are actively involved in supporting the headteacher and the staff.
How well the appropriate authority fulfils its responsibilities	The governors meet all their statutory requirements very well and play an important role in shaping the direction of the school.
The school's evaluation of its performance	The school's overall understanding of its strengths and weaknesses is very good. There is insufficient monitoring and evaluating of teaching by the headteacher. Very good practice is not shared throughout the school.
The strategic use of resources	The school makes good use of the resources at its disposal. It compares itself to other schools and ensures it gets good value from the services it buys.

The accommodation is adequate and is satisfactorily maintained. The school has a good number of staff to match the needs of the pupils. Learning resources are good overall. The tables and chairs in the Reception and Year 1 are inappropriate in size and this has an impact

on their learning.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>◆ Their children like school.</li><li>◆ They are comfortable approaching the school with questions or problems.</li><li>◆ The school helps their children to become mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>◆ Information about their children's progress.</li><li>◆ The right amount of homework.</li><li>◆ The leadership and management of the school.</li></ul>

The inspection team fully supports the positive views of the parents. Having fully investigated all negative views, the inspection team are unable to justify these comments. The quality of information provided to parents, on their pupils' progress is, in fact, judged to be very good. Pupils receive an appropriate amount of homework, which is used well to support their learning. The leadership and management of the school, including the role played by governors, are considered to be good overall.

## **PART B: COMMENTARY**

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

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

1. Standards in reading at the end of Key Stage 1, from 1996 to 1999 were close to the national average. In 1999 the percentage of pupils reaching level 2 or above was 88 per cent and close to the national average. The percentage of pupils reaching level 2B or above was 75 per cent and above the national average. The percentage of pupils reaching level 3 or above was 50 per cent and well above the national average. In 1999, the overall performance of the pupils in reading was well above the national average and broadly in line with the national average for similar schools. Inspection evidence confirms that that standards are high and pupils' achievement is good. By age 7, pupils are developing appropriate strategies to read unfamiliar words and confidently talk about characters and events in storybooks.
2. Standards in writing at the end of Key Stage 1 were above the national average from 1996 to 1999. In 1999 the percentage of pupils reaching level 2 or above in writing was 94 per cent and was above the national average. The percentage of pupils reaching level 2B or above was 75 per cent and this was well above the national average. The percentage of pupils reaching level 3 or above was 19 per cent and well above the national average. In 1999, the overall performance of the pupils in writing was well above the national average and well above the national average for similar schools. Inspection findings confirm that standards are high and pupils' achievement is good. By the age of 7 the vast majority of pupils understand the conventions of both story and poetry writing and use correct punctuation.
3. Standards in mathematics at the end of Key Stage 1, from 1996 to 1999, were well above the national average. In 1999 the percentage of pupils reaching level 2 or above was 94 per cent and above the national average. The percentage of pupils reaching level 2B or above was 75 per cent and above the national average. The percentage of pupils reaching level 3 or above was 25 per cent and above the national average. In 1999, the performance in mathematics was above the national average and broadly in line with the national average for similar schools. These good standards are confirmed by inspection findings and pupils clearly make good progress in this subject. By age 7 they have a good grasp of number. They add and subtract two digit numbers using multiples of 10 and more able pupils use multiples of 10 up to 50 and 100.
4. There are no National Curriculum tests for science but teacher assessment for 1999 reported very high standards in comparison with the national average and progress is good. By age 7, pupils clearly explain what they have discovered in their work and recognise the need for fair testing.
5. Taking the four years from 1996 to 1999, the performance of girls at Key Stage 1 was well above the national average in both writing and mathematics. During the same time, the performance of boys in reading and mathematics was close to the national average. The performance of boys in writing over the same period of time was below the national average.
6. Standards in English at the end of Key Stage 2 were above the national average from 1996 to 1999. In 1999 the percentage of pupils reaching level 4 or above was 77 per cent and close to the national average. The percentage of pupils reaching level 5 or above was 27 per cent and above the national average. In 1999, the overall performance of the pupils in English was above the national average but below the national average in comparison for similar

schools. Inspection findings indicate that good standards in speaking and listening are maintained in Key Stage 2 and pupils continue to achieve well. They listen attentively to one another and confidently ask each other questions during discussions. Standards in reading are good and progress is appropriate. Pupils read well and are able to discuss fully both the main characters and themes in their books. They also show a wide knowledge of authors and are able to retrieve information from books to help them with their various studies. Standards in writing are broadly satisfactory with pupils using capital letters, full stops and question marks. However, pupils lack opportunities to use varied and interesting writing. As a result, progress in writing for different purposes across the different subjects of the curriculum is limited.

7. Standards in mathematics at the end of Key Stage 2, from 1996 to 1999, were above the national average. In 1999 the percentage of pupils reaching level 4 or above was 73 per cent and close to the national average. The percentage of pupils reaching level 5 or above was 27 per cent and close to the national average. In 1999 the performance in mathematics was above the national average but below average in comparison for similar schools. Inspection findings indicate that standards in mathematics are good and pupils have made appropriate progress. By age 11, pupils understand place value to multiply and divide whole numbers. They also have a good understanding of square numbers.

8. Standards in science at the end of Key Stage 2, from 1996 to 1999 were well above the national average. The percentage of pupils reaching level 4 or above was 91 per cent and above the national average. The percentage of pupils reaching level 5 or above was 36 per cent and above the national average. In 1999, the overall performance in science was above the national average and close to the national average for similar schools. Inspection findings confirm that standards are good and pupils have made appropriate progress. Pupils understand the main stages in plant life and, for example, clearly identify the factors that help seed dispersal.

9. Taking the four years from 1996 to 1999, the performance of pupils in all core subjects together was above the national average. During this period, in English boys generally performed better than girls and girls performed better in mathematics and science during the same period.

10. Standards in information technology in both key stages are above national expectations and pupils are developing their skills well. By age 7 pupils competently work with a range of software and control of the mouse is good. By age 11, pupils' word process writing tasks in a variety of different subjects and use data handling skills in a wide range of experiences.

11. Good standards are also achieved in art, design and technology, music and physical education and progress in these subjects is good. Standards are satisfactory in history and geography and appropriate progress is made. Pupils with special educational needs are well supported, particularly in literacy and numeracy, and are making good progress in relation to their prior attainment. The school also carefully uses its assessment data to identify the needs of gifted and talented pupils and makes appropriate provision for them.

12. The school has set targets for overall improvement in English and mathematics. Considerable analysis of pupils' previous and current achievements have enabled the school to set targets which are realistic, but contain an appropriate level of challenge. The school is well placed to meet these targets and to further improve attainment and progress.

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

13. Pupils have good and often very good attitudes to their work. They enjoy their time at school and approach lessons and activities enthusiastically. In lessons where expectations are high they are well met. Pupils respond well to challenging and stimulating questions and their answers are given careful consideration. For example, this happened in a Year 3 and 4 geography lesson where pupils were asked to analyse different aspects of life in Kenya. Pupils listen attentively to their teachers and each other and for the most part follow instructions quickly and quietly. There are occasions when the attitudes of the youngest pupils are less good. Attention and concentration is not always maintained throughout activities and lessons. This occurs when the teacher's expectations are not sufficiently high and the organisation of the lesson does not keep them fully engaged. Pupils are able to work well together in pairs and groups and this was observed in a physical education lesson with Reception and Year 1 children. Although most pupils have good independent learning skills, these are underdeveloped in the youngest pupils. The high value placed upon pupils and their work is evident in attractive displays of work in the hall and classrooms.

14. The behaviour of all pupils is very good. This has a beneficial effect upon their learning and upon the school community as a whole. Pupils display good levels of self-discipline and follow the school rules well. Praise and reward for good work and behaviour are received with pride and pupils appreciate the success of others. Pupils behave consistently very well at all times of the school day and, both the school building and resources, are used with care and respect. There has been one exclusion in the past year and this has been accompanied by appropriate procedures.

15. The relationships amongst all members of the school community are very good. Adults in school present very good role models and pupils are treated with care and respect. This is reflected in the pupils who are polite and helpful towards each other and to adults. They work and play well together. In particular older pupils have a friendly and caring approach to younger ones. This is a strong feature of the school and is supported by a weekly paired reading and writing activity. For example, pairs of older and younger pupils work together to compile storybooks for inclusion in the school library. There is very little conflict in school and any that occurs is dealt with swiftly and effectively. Pupil's personal development is very good. Pupils are encouraged to act responsibly and are provided with many opportunities to carry out class duties or to serve the whole school community. Opportunities are provided for pupils to express their opinions and feelings in both circle times and in lessons. Confidence and independence grow as pupils progress through the school. Pupils learn to respect others' values and beliefs and show consideration for others. There are a small number of occasions at lunchtimes where older pupils are disrespectful towards adults and each other.

16. Attendance rates are well above the national average and are very good. Parents provide the school with good information about absences, which are largely due to childhood illnesses. Pupils arrive at school eager to start the day and lateness is rare. Registration is conducted efficiently and leads promptly into the first lesson or assembly.

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

17. The overall quality of teaching is good. In the 33 lessons observed during the inspection, all lessons were satisfactory or better. Teaching was good in 45 per cent of these lessons and very good in 39 per cent. One lesson observed was of excellent quality.

18. Teaching is satisfactory overall for the under-fives. In Key Stage 1 teaching is good overall with some consistently very good teaching in the Year 2 and 3 class which ensures that pupils achieve good standards by the age of 7. The overall quality of teaching in Key Stage 2 is very good. This high quality teaching means that the majority of pupils are able to reach their full potential as they prepare for secondary school.

19. All teachers show good explanation and demonstration skills. Most of the lessons are well organised and endeavour to involve all pupils and encourage them to complete tasks within allocated time scales. Staff interact well with pupils to check their understanding and to ensure they remain on task. Relationships within the classroom promote a positive learning environment and this motivates pupils to work and receive praise for their efforts. For example, this was very evident in an English lesson in the Year 4, 5 and 6 class. The very good relationships, which had been established between the teacher and class, enabled the pupils to have a good understanding of what they were actually learning through very positive questioning skills.

20. Teachers are well organised and use questioning skilfully to move children's learning forward. They achieve a good balance between whole class, small group and individual teaching. There is a purposeful atmosphere, which means that teachers do not have to spend time on managing behaviour. Time is set aside at the beginning and end of lessons, particularly in literacy and numeracy, for both teachers and pupils to reflect on the key facts, ideas and skills they have learnt.

21. Teachers have gained expertise through in-service training. This is especially evident in the teaching of literacy and numeracy. Some high quality teaching was observed in literacy lessons at both key stages. Teachers demonstrated very good subject knowledge through confident use of technical language and thus, promoted new learning. Lessons had very clear objectives, which were shared with the class, and sensitive questioning was used to evaluate pupils' learning. For example, in the Year 2 and 3 class dance lesson, very good subject expertise was used to promote creative skills and to provide the pupils with new concepts and learning opportunities. In this lesson the teacher gave pupils specific details to listen for when music was played. Expectations of achievement were high and this suitably stimulated the pupils who listened and responded very well to the music. Another feature of this lesson was the very good organisation, the use of very suitable resources and the opportunity for the pupils to evaluate each other's work.

22. Lessons are generally well planned, and when taken at an appropriate pace, lead to good progress in pupils learning. For example, successful features of good numeracy lessons include the provision of exciting activities, which carefully build on prior knowledge, challenge development and encourage them to think for themselves. For instance, in the Year 2 and 3 class, pupils were encouraged to use physical movements to promote their understanding of directional turns. This motivated the pupils' learning as they developed an understanding of half and quarter turns.

23. The best teachers are relaxed, but rigorous, secure in the subject and make effective cross-curricular links. For example, in a very good science lesson in the Year 2 and 3 class, the teacher successfully made relevant references to their art and design and technology topic on paper. Very good use was also made of resources to capture the pupils' interest and a key feature of this successful lesson was the very good relationships between the pupils as they worked together in small groups.

24. Teachers and support staff use good strategies to help pupils who have special educational needs. The quality of pupils' individual education plans is very good. The targets are broken down into small steps and the tasks are well matched to the pupils' individual needs. Teachers focus on specific targets and help pupils to achieve them. Good assessments of pupils give teachers a clear understanding of their abilities. The quality of teaching has improved significantly since the last inspection and makes a positive contribution to the standards attained and the quality of education provided.

25. Pupils' work is regularly assessed and results are used to inform future planning. The marking of pupil's work is generally consistent throughout the school and comments are used to provide challenge and to give encouragement to them. Homework is used well to extend what is learnt in school and pupils are given relevant activities to do at home.

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

26. The previous inspection report indicated that the school provided a broad and balanced curriculum that met the requirements of the National Curriculum, including sex education. This is true of the school's current curriculum at Key Stages 1 and 2. The curriculum provided for children under five is broadly satisfactory and work is generally adapted to provide some experiences in the recommended areas of learning. Resources both within the classroom and more especially, those outside, do not provide adequate stimulation and opportunities for regular investigative, imaginative and physical play.

27. The curriculum for Key Stages 1 and 2 meets the general requirements of the National Curriculum and sex education and drugs awareness. The curriculum is broadly based throughout the school, with a good balance between the times given to different subjects in different classes. The school has established the literacy and numeracy hours well and continues to provide further time for the teaching of some aspects of English within work in other subject areas such as geography. This enables the school to make best use of the time available for teaching other subjects. Appropriately, the school keeps the curriculum under review with particular reference to national developments and makes good use of national guidelines.

28. There is very good provision for pupils with special educational needs. The individual educational plans for these pupils are very well constructed and kept up to date. Good quality support is provided in the classrooms and the quality of education the pupils receive is good. Parents are involved in the regular reviews and the funds provided for this aspect of the school's work are spent wisely.

29. There is a very good range of extra-curricular opportunities provided by the school including an art club, a dance group and tag-rugby which are open to all pupils. There are regular visits to places of interest and two residential visits for older pupils are organised each year. These visits are well planned and contribute to the pupils' learning. A range of visitors also support learning in the classroom. The provision for personal, social and health education is good. Pupils are well cared for by all staff in the school and are encouraged to express their feelings and to consider others.

30. The local community contributes well to the education provided by the school. Members of the local community have provided direct support for pupils' learning. For example, an illustrated talk about astronomy to the older pupils. Financially, the school is well supported by the Trustees. The Parent Teacher Association is generous with the funds they raise and, for

example, have raised money for the purchase of information technology equipment. There are good contacts with the local community through involvement in the major festivals of the church. The Trustees, with the support of the Diocese, provide the school's proportion of funds for building work.

31. The school benefits from the part it plays in the local schools' group. The pupils participate in inter-school football, cross-country running, netball and tag-rugby tournaments. Headteachers and staff of local schools share information and this promotes the learning opportunities for the pupils.

32. The provision the school makes for the pupils' spiritual, moral, social and cultural development is good. The Christian basis of the school provides a clear foundation for the good provision for spiritual development. This is undertaken principally through the well planned assemblies and the development of awareness of the beauty of the local environment. The links with the church and the involvement on special occasions give the pupils insights into their spiritual heritage. The development of the pupils' self-awareness and wonder at the world in which they find themselves is effectively fostered through the curriculum, in art, music and literature. The experience of coming to terms with adventurous activities during the residential trips also supports this area of their development.

33. The school's code of conduct is well understood by the pupils. The behaviour policy and practices make good provision for pupils to understand why some sorts of behaviour are accepted and others are not. Pupils are encouraged to understand the difference between right and wrong and to behave as they would wish others to behave towards them. These contribute to the good provision for pupils' moral development.

34. Pupils' good social development is enhanced by the provision of various responsibilities concerned with the everyday running of the school. This ranges from collecting the registers to playing the music for assembly. The older pupils also help with the younger children at playtimes. The school is involved in local activities and this provides opportunities for the pupils to gain a good insight into village life.

35. The provision for pupils' cultural development is good. Work in literature, art, music, dance and history, provides the pupils with insights into their own cultural background and provide insights into the range of cultures in modern day Britain. A range of artists, authors and storytellers visit the school. Pupils have opportunities to study cultural activities from different faith and ethnic communities so that they become familiar with the multicultural richness of society. These aspects of the school's life are strengths and provide an important element in the overall educational effectiveness of the school.

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

36. The school has good arrangements for the care and protection of its pupils. Pupils are all well known and supported by the very good relationships that exist throughout the school. Pupils with special educational needs are well provided for and supported. Health and safety procedures are good and supported by a suitable policy. The school hall is narrow and presents some hazards for physical education lessons but this is generally well managed. For example, older pupils are split into groups for their lessons. Concerns raised at the last inspection about access at the school entrance have been fully addressed. The arrangements for child protection are good. There is a detailed policy that provides good guidance for staff who all have an appropriate level of awareness.



37. There are good procedures for assessing and monitoring pupil's academic achievement and progress. This is an area of improvement since the last inspection. A variety of tests and assessments allow detailed records to be maintained. In addition, pupils' records of achievement contain well-annotated samples of work that provide clear information about pupils' progress. Information gained is used well to identify problems in individual pupils or in particular groups. Individual and school targets are supported by this information and the planning of future work and lessons is influenced by assessment information and staff discussion. Pupils are well involved in evaluating their own work and in setting their own targets for improvement.

38. The procedures for monitoring and promoting good behaviour are good. There is an effective system of rewards and sanctions and clear rules which are well understood by all. The teachers have high expectations and are consistent in their use of praise and reward. Unacceptable behaviour is dealt with effectively. The good provision for the personal development of the pupils provides a high level of support to this area.

39. The procedures for monitoring and improving good attendance are good overall. The school meets with statutory requirements and the administrative arrangements are efficient. Parents are provided with clear information about attendance issues and the requirements concerning absences.

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

40. The parents' views of the school are good. Parents are appreciative of the education provided for their children. They are especially pleased with the approachability of all the staff and their children's happiness in coming to school. Parents feel that the school is encouraging their children to become mature and responsible. A number of parents expressed concern about the amount of homework provided, the information about their child's progress and the leadership and management of the school. The inspection team cannot justify their concerns.

41. The effectiveness of the schools links with parents is good. Parents are provided with many opportunities to take part in the life of the school, for example, by attending special events and performances. There are opportunities to visit the school for open events and to take part in information meetings and discussions. There is an open and supportive relationship between the school and its parents.

42. The impact of the parents involvement on the work of the school is good and has a beneficial effect upon the learning of all pupils. A number of parents are able to provide help in lessons or are able to share specialist skills and interests. Parents and members of the community support the very wide range of extra-curricular activities. There is a successful Parent Teacher Association, which holds social and fundraising activities. This provides the school with additional resources and supports various school visits, which complement the curriculum.

43. The quality of the information provided for parents is very good. The school brochure and governors' annual report meet all requirements and are well written and informative. School newsletters keep parents well informed about every day events and new parents benefit from opportunities to visit the school and informative meetings. Parents are very well informed about the curriculum and the work their children will be doing in the coming term, this includes

written information and termly discussion meetings. Information about the pupils work and progress is conveyed in high quality written reports issued in the summer and with two consultation events. Written reports offer detailed information about the work that pupils have done, their levels of achievement and how they might improve. Areas of difficulty are clearly identified and pupils are also involved in evaluating and commenting on their own successes and targets for the future.

44. The contribution that parents make to their children's learning at home and at school is good. Homework sheets are provided on a weekly basis and as pupils grow older the amount and variety set increases. Homework is well supported by parents who make good use of home-school books and homework diaries. These also provide a useful communication route for other information.

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

45. The governors, headteacher and staff make a good contribution to the quality of education in the school and the standards that pupils achieve. The best features of leadership are the ways in which the headteacher, the staff and governing body create a happy, welcoming atmosphere and a safe, caring environment for the children. They share a vision based upon Christian values and high moral principles. This shared commitment underpins the school's aims and they are fully reflected in the life of the school. The school successfully communicates its ethos to parents who appreciate the many ways in which they are invited to get involved in their children's education. Governors are frequent visitors to the school. Their positive attitudes inspire and motivate the staff thus ensuring that they work constructively together.

46. The overall leadership and educational direction provided by the headteacher are good. The school has successfully tackled the weaknesses identified in the last report. In its identification of targets, high standards of teaching, pupils' attainment and behaviour, the management of the school is well placed to further improve standards.

47. The school strives to realise its aims to enable each child to develop his or her full potential, in an atmosphere, which values the individual and offers equal opportunities to all. In producing an ethos of respect, concern and achievement the school is working well towards these goals. Aims and values are clearly expressed and the management of the school is successful in promoting them. The school's aims, values and policies are reflected in the work of all staff and there is a shared sense of purpose. A commitment to equal opportunities for all children is evident in the day-to-day work of the school. Parents generally support the school's aims, as reflected in the questionnaire and at the parents' meeting.

48. Co-ordination of the school's curriculum and aspects of school life are suitably delegated although much curriculum development work is undertaken jointly. Curriculum development is monitored by the headteacher, co-ordinators and governors and their evaluations are used effectively to plan for further development in the future. Insufficient opportunities are provided for co-ordinators to both monitor teaching and share good practice within their areas of responsibility. This is a weakness. Good policies are in place for all subjects within the National Curriculum. The management of the provision for special educational needs is good. Management of the provision for children under five is satisfactory. The admissions process is managed appropriately and helps the children to settle quickly into school. Teachers new to school receive good support from other members of staff. Staff development is effectively managed by the deputy headteacher and there are good

arrangements for the professional development of all staff, which are sometimes arranged in collaboration with other schools.

49. The governing body fully fulfils its statutory duties in the governors' annual report to parents. It successfully monitors the performance of the school through both the work of their committees and its day-to-day involvement with both staff and pupils. The governors have a very clear view of priorities and the ways in which these are achieved. They are clear about the school's strengths and weaknesses and carefully monitor the school's performance. Progress of the school's implementation of the National Literacy and Numeracy Strategies are also monitored rigorously and the co-ordination of special educational needs is very good. Governors have also undertaken monitoring related to their areas of responsibilities.

50. The school has moved forward well since the last inspection. It has started to monitor and self evaluate its performance with a view to addressing the major needs and moving positively in all areas.

51. The resources of the school are used well. The school development plan, which takes account of the needs of the school, has been appropriately formulated. All funds, including specific grants, are carefully matched to the priorities that have been identified in the plan. There are clearly defined routines which are well established and enable the headteacher and governors to monitor the deployment of resources and to establish best value for money principles when measuring improvements in the quality of teaching, standards achieved by the pupils and when purchasing resources.

52. Day-to-day financial management and administration are good. Routine administration procedures operate efficiently and unobtrusively. The school administrative assistant gives good support to pupils and staff. Good use is made of information technology systems to maintain financial control and accountability. The administration is efficient and effective and supports the smooth running of the school.

53. The overall number, qualifications and experience of both teachers and classroom assistants, matches the demands of the school curriculum, including those with special educational needs and those of children under five. Pupil teacher ratios are good. New teachers are supported well and are made to feel part of a team. The school is very well placed to offer placements for students on initial teacher training. The number of midday supervisors available to supervise the pupils during the lunchtime session is adequate and they provide good support. The accommodation is adequate and maintained satisfactorily. A strength of the accommodation is the library which enables pupils to access information easily. It is also used well to teach small groups and hear individual pupils read. Although the school hall is small, it enables a variety of activities to take place, such as music, dance and physical education. The school makes very good use of its playground, grassed area and orienteering course. Teaching resources around the school are good, clearly labelled, freely shared by all staff and used effectively by pupils.

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

In order to improve the quality of education further, the governing body, headteacher and staff should:

- ◆ improve the provision for children under five by:

- *providing a safe and secure outdoor area, which promotes all aspects physical development and enables appropriate activities for under-fives to take place throughout the school day;*
- *ensuring that appropriately sized tables and chairs are provided for the youngest children;*
- *developing specific schemes of work for this age group.*

(paragraphs 26, 54, 56, 58 and 59)

- ◆ provide opportunities for co-ordinators to monitor their subjects and share examples of very good teaching throughout the school;

(paragraphs 8, 69, 77, 83, 91, 95, 100, 105 and 108)

- ◆ develop the writing skills by:

- *using opportunities to use extended writing opportunities to promote learning throughout the curriculum;*

(paragraph 6, 67 and 103)

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan. This can be found in paragraph 67:

- ◆ ensure that written work is presented neatly.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3	39	45	12	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll	110
Number of pupils eligible for free school meals	4

#### Special educational needs

	YR – Y6
Number of pupils with Statements of Special Educational Need	3
Number of pupils on the school's special educational needs register	26

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

#### Pupils' 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	7

### Attendance

#### Authorised absence

	%
School data	4.0
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.03
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	6	10	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 or above	Boys	5	5	5
	Girls	9	10	10
	Total	14	15	15
Percentage of pupils at NC level 2 or above	School	88 (64)	94 (80)	94 (88)
	National	80 (80)	81 (80)	84 (84)

Teacher Assessments		Reading	Mathematics	Science
Numbers of pupils at NC level 2 or above	Boys	5	5	6
	Girls	9	10	10
	Total	14	15	16
Percentage of pupils at NC level 2 or above	School	88 (64)	94 (76)	100 (80)
	National	80 (80)	85 (84)	86 (85)

*Percentages in brackets refer to the year before the latest reporting year.*

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	14	8	22

National Curriculum Test Results		English	Mathematics	Science
Numbers of pupils at NC level 4 or above	Boys	10	9	13
	Girls	7	7	7
	Total	17	16	20
Percentage of pupils at NC level 4 or above	School	77 (86)	73 (71)	91 (100)
	National	65 (63)	59 (62)	69 (69)

Teacher Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 or above	Boys	9	11	11
	Girls	8	8	8
	Total	17	19	19
Percentage of pupils at NC level 4 or above	School	77 (86)	86 (86)	86 (100)
	National	65 (63)	65 (64)	72 (69)

*Percentages in brackets refer to the year before the latest reporting year.*

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	93
Any other minority ethnic group	2

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	1
Other minority ethnic groups	0	0

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

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

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

Total number of qualified teachers (FTE)	4.8
Number of pupils per qualified teacher	22.9 : 1
Average class size	27.5

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

Total number of education support staff	3.6
Total aggregate hours worked per week	83

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998/99
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	£
Total income	217,566
Total expenditure	218,704
Expenditure per pupil	1,870
Balance brought forward from previous year	2,236
Balance carried forward to next year	1,098

## ***Results of the survey of parents' and carers'***

### **Questionnaire return rate**

Number of questionnaires sent out:

110

Number of questionnaires returned:

48

### **Percentage of responses in each category**

	Strongly agree	Tend to Agree	Tend to disagree	Strongly disagree	Don't know
My child likes school	48	46	4	2	0
My child is making good progress in school	46	38	6	4	6
Behaviour in the school is good	44	40	10	2	4
My child gets the right amount of work to do at home	29	48	19	4	0
The teaching is good	46	38	4	6	6
I am kept well informed about how my child is getting on	31	42	15	12	0
I would feel comfortable about approaching the school with questions or a problem	58	34	4	4	0
The school expects my child to work hard and achieve his or her best	44	44	6	4	2
The school works closely with parents	44	35	17	2	2
The school is well led and managed	44	25	21	2	8
The school is helping my child become mature and responsible	40	50	10	0	0
The school provides as interesting range of activities outside lessons	46	38	6	2	8



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

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

54. Children are admitted to the Reception and Year 1 class on a full-time basis either in the autumn or spring prior to their fifth birthday. On entry into school, children have had widely differing pre-school experiences but their standards of attainment are broadly average. By the time that they are five, the majority of children are performing at appropriate levels for their age and abilities. Provision for the under-fives is satisfactory overall with pupils making appropriate progress. Parents have positive views about the start their children have to school. Although there is a satisfactory policy in place, planning is insufficiently detailed to meet all the needs of this age group. References are made to the recommended areas of learning for children of this age but the detail in the planning is not adequate to meet the needs of all the under-fives. As a result, the activities, at times, are not always appropriate for some of the younger children. The last inspection report identified the need to write a scheme for the under fives and this has not been sufficiently addressed.

55. Children make satisfactory progress in their personal and social development. Good relationships are established between the children, their families and the staff. The daily routines and rules form the basis for developing the children's understanding of the organisation of the school and the wider community. Overall, teaching is satisfactory in this area of learning. Children grow in confidence; they develop positive attitudes to learning and form good relationships with adults and other children. There is a secure and caring atmosphere where the contributions of all the children are valued. Adults use praise and encouragement and this contributes to the growth of the children's self-esteem. The children listen carefully to the adults and concentrate well when the whole class is gathered together. When they are working in groups they share resources sensibly and concentrate on their tasks. Opportunities for the children to use their initiative are limited. There are not always sufficient opportunities provided for the children to select activities for themselves. As a result, levels of independence are limited and the children have not gained sufficient experience in applying their intellectual and physical effort to their work.

56. By the age of five most children in literacy are working within the early stages of the National Curriculum. They listen with attention, speak with confidence in whole class discussions, and ask and answer questions. They have made a start with early literacy skills and take books home to share with parents. They display some knowledge of letters and sounds in their written recording and know that print carries meaning. The quality of writing is frequently untidy and poorly formed and is because of inappropriately sized tables and chairs. This furniture requires the children to kneel up awkwardly on their chairs to reach the tabletops and has a negative impact on the children's learning. Teaching is broadly satisfactory in literacy and good links are made with other subject areas such as history. For instance, a literacy session was observed which focused on the similarities and differences between artefacts from the past and objects used frequently today. The children were encouraged to express their ideas through careful questioning and activities clearly explained.

57. Satisfactory progress is made in mathematics and children reach expected levels by the time that they are five. Teaching is good and considerable effort is made by both the teacher and classroom assistant to make mathematical learning interesting and fun. Learning through play is exploited well in mathematical activities. For example, children learn the names, values of coins and use of money in the 'Post Office' area. They are given opportunities to choose from a range of activities that involve matching and sorting, counting and comparing. During the numeracy hour,

the teacher ensures that some questions are directed appropriately at the younger children to keep them interested. The children are able to count forwards and backwards to 10. When they work in a small group with the classroom assistant, they are able to both recognise and then sequence a variety of coins up to the value of 10.

58. Most children make satisfactory progress in developing their knowledge and understanding of the world and by the age of five have reached the expected levels. The children are developing an awareness of places in and beyond their own environment. They are taken on walks in the locality, such as to the post office, and visit nearby places of interest. They develop an understanding of directional language. The children have an appropriate understanding of the past and present and understand chronology in relation to their birthdays. The quality of teaching is satisfactory overall and all adults intervene effectively to develop and extend children's learning when they are investigating, for example, different plants. The children are guided to solve simple problems by making and modifying models and use a variety of small constructional equipment. They cut, paste and stick as they create models out of card and paper. They learn to use the mouse to operate a number of different computer programs independently. Limited opportunities are provided for the children to work either individually or in small groups to carry out investigations with water and sand.

59. Children successfully use a range of tools, including scissors, pencils and glue sticks. They cut different types of paper with some help. They move around the classroom and show a growing awareness of space and of each other. During physical lessons, children are given opportunities to develop the control of their bodies and are starting to jump in various ways. Most children's physical development is progressing satisfactorily and they reach expected levels by age five. The provision for physical development is limited, there is no outside area for the under-fives and the amount of hall time available is insufficient to meet the needs of these young children.

60. Children reach expected levels by the age five in their creative development. They listen carefully to music and have opportunities to make their own music using percussion instruments. The teaching in this aspect of creative development is generally satisfactory and the children respond well to music and join in confidently with action rhymes and songs. There is an area of the classroom for imaginative play. The children have opportunities to experiment with colour, texture and shape and handle both crayons and pencils well. Pictures are well proportioned and include appropriate detail. At times activities are too prescriptive and limit the children's opportunities to fully develop their creative effort in their work.

## **ENGLISH**

61. Inspection findings indicate that standards are good by the age of 7. Pupils in Year 2 speak articulately and with growing confidence. They use interesting language when they talk both within small groups and in whole class sessions. They listen to each other with good levels of interest and response to teacher directed sessions is of a high quality.

62. By age 7, the pupils are forming their letters well and are able to write independently. Many of the pupils in Year 2 correctly use both question and exclamation marks in their work. Writing is also enlivened through the use of interesting speech, which is appropriately marked. Good use is also made of rich and varied vocabulary, which is used well to create exciting and gripping stories. For example, stories are written about 'golden acorns' and adventures include realistic descriptions with characters being 'swept into the fierce and raging waves'.

63. By age 7, pupils read with fluency and good expression. Pupils are frequently given

reading as homework and this successfully promotes pupils' learning. They enjoy reading storybooks and are able to discuss the various characters and plots with good understanding. For example, this happened in a literacy lesson when 'Burglar Bill' was successfully used to discuss how one should look after a baby. Pupils competently devised questions about childcare whilst one group drew up a job advert for a child-minder!

64. Pupils in Key Stage 1 achieve these good results as a direct result of good quality teaching. Teachers in Key Stage 1 have a very good knowledge and understanding of the needs of this age group and this is illustrated through their choice in books for literacy sessions. This together with lessons, which are thoroughly planned, motivates the pupils in their learning. Teachers have high expectations of both behaviour and achievement; pupils are encouraged to work at an efficient rate, which ensures that their thinking is suitably deepened. They also show high level questioning skills, which helps the pupils to understand and challenges higher attaining pupils. Literacy lessons are made fun, for example, one teacher made spelling mistakes on the board and pupils were delighted to point them out to the teacher. Dressing up one pupil as the main character in the selected book also makes lessons more lively and interesting and increases their understanding. Teaching resources are very good, with each class having its own overhead projector, which displays directly onto a white board. These enable the teachers to mark the displayed text to highlight teaching points and reinforce skills. Literacy is also well promoted through attractive displays, for example, pupils in one class have been studying the history of the printed word and this has a positive impact on the pupils' learning.

65. Pupils in Key Stage 2 achieve good standards in speaking and listening. By the age of 11, pupils talk confidently on a wide range of situations and are able to speak clearly about a variety of subjects. For example, individuals in the Year 4, 5 and 6 class successfully direct discussions with the use of the overhead projector and are sensitively listened to by the rest of the class, who respond with appropriate questions and opinions. Teachers are relaxed and calm in their delivery and this encourages the pupils to respond positively and with real enthusiasm for the subject. For example, pupils confidently contribute to the plenary sessions and are able to explain the results of their tasks with confidence.

66. By age 11, standards of reading are good. Pupils read fluently for enjoyment and show a good understanding of plots and central characters in a wide range of books. They read widely and have a good knowledge of authors. Pupils are also encouraged to appreciate stories from other cultures and this has a good impact on their cultural development. For example, in a Year 3 and 4 literacy lesson, pupils were encouraged to write a 'Porquoi' story. The teacher carefully shared an example of this type of story from another culture to promote their learning. Particular attention was then given to ensure that the pupils could write a similar type of story either within groups or individually. Pupils also know how to find out information in books and are familiar with the Dewey classification system, which enables them to find specific details on a given topic. This is promoted very well through the use of the well-resourced library, which has been carefully catalogued to provide a supportive learning environment.

67. Standards in writing are satisfactory overall. By the age of 11, pupils have a good understanding of grammatical skills and spelling is generally accurate. They are clearly aware of the differences in writing for fact or for fictional writing. For example, they are able to write factual reports in detail and understand that when writing a recipe it is crucial to sequence the process correctly. Handwriting is not always legible and pupils fail to present their work neatly. Opportunities to write poems, stories and plays are limited and this results in limited experiences for the pupils to write for extended audiences. This has an impact on other subjects in the curriculum, for instance, history where limited use is made of creative writing to

develop their understanding of historical skills.

68. Pupils with special educational needs make good progress in relation to their prior attainment. The achievement of gifted and talented pupils is also appropriate and meets their needs successfully.

69. Overall, the quality of teaching is good at both key stages. The literacy strategy is continuing to have a good impact on both the quality of teaching and learning throughout the school. Teachers make good use of big books to develop pupils' knowledge and understanding of different types of text and the features of written English during whole class sessions. Planning for the literacy hour is consistent throughout the school and sufficiently identifies the needs of both higher attaining pupils and those with special educational needs. Marking is generally used well to encourage and improve written work but insufficient use is made of drafting and redrafting techniques. The co-ordinator has worked hard to implement the National Literacy Strategy but has limited time available for monitoring and evaluating teaching. Homework is provided on a regular basis and this successfully promotes pupils' learning.

## **MATHEMATICS**

70. Inspection evidence indicates that pupils' attainment at the end of Key Stage 2 is above the national average, with a significant number of pupils attaining a higher level. This good standard has been maintained since the last inspection as a result of consistently good or very good teaching. At Key Stage 1, standards of attainment are also above the national average and have been maintained at this good level since the last inspection. Pupils' attainment and progress have benefited from good teaching and the successful introduction of the numeracy hour.

71. At Key Stage 1, Year 1 pupils count in twos and fives, ordering and counting numbers in sequence. Pupils develop a secure understanding of shape. By the end of the key stage, pupils' attainment is above the national average. Pupils use different strategies when mentally adding and subtracting. For example, they double, use near doubles and count to the nearest 10. They understand place value. Most order numbers using two digits and those with higher prior attainment order three digit numbers. They know the coins and give change from up to £1. They partition sets into quarters and halves and understand half and quarter turns. They use centimetres and grams when measuring length and weight and recognise regular two and three-dimensional shapes.

72. At Key Stage 2, pupils develop confidence in number, shape, space and measures. By the end of the key stage, the majority of pupils' attainment is above the national average. Pupils are confident when working with numbers. They have a good understanding of place value and can use all four operations to solve a range of problems. They convert fractions to decimals and percentages and understand multiples and factors. Most have some understanding of square numbers. They understand co-ordinates. They use simple language of probability. The work with shape is particularly strong. Pupils record faces, edges and vertices of three-dimensional shapes and calculate perimeters and angles. They identify different types of triangle and angle and measure and construct angles accurately.

73. Throughout the school, pupils make good progress in their learning. Pupils with higher prior attainment are consistently challenged and their progress is good. Pupils with special educational needs are supported well and make good progress in both key stages. Teachers plan work for pupils' differing prior attainment, ensuring there is good progress in pupils'

learning.

74. Pupils' attitudes to learning are mostly good and sometimes very good, particularly in the older Key Stage 2 classes. Pupils are enthusiastic about their work and are keen to be involved. They behave well, listen attentively, work at a good pace and take pride in the presentation of their work.

75. The quality of teaching is good at both key stages. Teaching was at least good and sometimes very good in lessons observed. Teachers manage their pupils well and make good use of the support of non-teaching assistants. They involve pupils actively in their learning and give clear instructions and explanations. In the best lessons, teachers' secure subject knowledge ensured that pupils were highly motivated. They set challenging tasks, gave clear explanations, instructions and demonstrations. They made very effective use of questioning and maintained a brisk pace. Teachers focus their planning to meet the specific learning objectives of pupils with special educational needs.

76. Assessment is used well to inform planning and ensure pupils make good progress in their learning. This ensures the challenge being provided for pupils with higher prior attainment. Work is marked regularly. There are useful comments and constructive advice to further pupils' learning. Individual pupil targets are set. These are shared with the pupil and referred to regularly, they make a useful contribution to learning. Homework is set consistently, often linked to work in class.

77. The subject is effectively co-ordinated. The National Numeracy Strategy is being implemented well. Appropriate in-service sessions have been held. The co-ordinator sees medium-term plans and offers advice but has little opportunity to monitor classroom practice. There is some use of information technology to support the work in mathematics. For example, in data handling and in the use of spreadsheets, often linked to work in other subjects such as science and geography. Resources are good in both range and quality.

## **SCIENCE**

78. The previous inspection report indicated that standards in science were above average throughout the school. The observation of science lessons and the scrutiny of work during the current inspection indicate that standards are good by the end of both key stages. A high number of pupils are likely to achieve well beyond average standards. The older pupils have been successfully encouraged to relate new learning to what they have done in previous years.

79. Pupils in Key Stage 1 know a good amount about themselves and about their senses. They recall work done earlier in the term and use that to develop new knowledge. They readily use the correct scientific terms and take a pride in using these. For example, in the Reception and Year 1 class, pupils know the main parts of a plant such as root, stem, leaf and flower. They clearly explained their findings in investigating how plants grow. In the Year 2 and 3 class, pupils tested the suitability of different papers for a range of purposes and linked this well with their work in design and technology.

80. At Key Stage 2, younger pupils studied the human body and linked this well with their work in information technology and mathematics, creating a database on the number of bones to be found in a human skeleton. Pupils are involved in developing the tests, extending their experience in experimental and investigative science. Older pupils in the key stage have good understanding of how plants grow. They develop an understanding of pollination and

photosynthesis. They understand and make predictions based on previous knowledge. By the end of the key stage, pupils set up experiments to test their hypotheses. They are carefully helped to separate predictions from the tests. This enhances pupils' understanding of the principles involved. Pupils clearly understand the principles of fair testing and show good scientific understanding. This was seen, for example, in devising a recipe for a healthy breakfast cereal and then testing the results for appearance, taste and texture. Pupils worked successfully as members of groups and discussed their results maturely.

81. Progress in learning is good at both key stages and pupils gain a good understanding of scientific skills. Pupils with higher prior attainment are challenged and make good progress. Pupils with special educational needs also make good progress and are supported well by non-teaching staff. Pupils respond well, showing interest in science. Most listen carefully and follow instructions. Pupils have enthusiasm for the subject and work conscientiously with sustained concentration.

82. The quality of teaching is good at Key Stage 1 and very good at Key Stage 2. The teachers have good subject knowledge. The management of the pupils is most effective and pupils are well motivated. For example, in the Year 2 and 3 class during their investigation to test the strength of different types of paper, when pupils were closely involved in the development of the tests, and in the Year 3 and 4 class when interrogating their database of the bones in the human skeleton. There is good assessment of science at the end of each topic. This is used well to identify further development of the subject. The use of assessment to inform planning for all pupils is satisfactory. Marking is good providing useful comment to extend pupils' thinking. Homework contributes well to pupils' learning.

83. The resources available for the subject are good. The co-ordinator has good plans for continuing to develop resources in the subject to improve standards. The monitoring and evaluation of teaching has had some impact on improving teaching, though there are limited opportunities for this. The accommodation is adequate, though limited space in some classes restricts the organisation of practical investigations. Very good use is made of the extensive school grounds for environmental science studies.

## **INFORMATION TECHNOLOGY**

84. During the inspection, small numbers of pupils were observed working with computers and a small amount of class teaching within lessons in other subjects, for example, when creating a database in science. From the evidence provided, pupils achieve good standards that are above national expectations by the end of both key stages. This is similar to the findings of the last inspection. Observations showed that pupils throughout the school make good progress, supported by regular opportunities to use the computer and by the teachers' secure subject knowledge. Computers are used well throughout the school. Those using computers during the inspection were interested and worked conscientiously. They talk about their work well and produce good quality work. Pupils with special educational needs make good progress. They have good support from programs that reinforce their literacy and mathematical skills.

85. At Key Stage 1, pupils use information technology to further their understanding of information. They follow instructions to start a program and click on the mouse to operate games. They use the computer to support their learning in mathematics, for example, having weighed themselves and recorded their weights in kilograms they input the information into a data-handling program to produce a graph of their results. Pupils know names such as "monitor, printer and mouse". Pupils have good understanding of controlling and modelling.

They recognise patterns and relationships. For example, they are able to predict ways in which to alter the direction of a programmable robot, by amending the length of each leg to produce a corrected path. By the end of the key stage, pupils know and use the backspace, return and enter keys.

86. At Key Stage 2, pupils develop their use of information technology to support their work in different subjects effectively. They use CD-ROMs to obtain information about their work in subjects such as history and geography. Pupils were seen to be regularly using computers during the inspection, for example, when interrogating a database during a science lesson. Pupils' skills are developed well, older pupils use e-mail to correspond with a school in Tyne and Wear, obtaining information to compare and contrast their own community with that in an urban setting. They use the computer to record a variety of work, including results of science experiments. Pupils start, save, print and close programs independently. By the end of the key stage, pupils have secure understanding of word processing. The school has an adequate number of computers and this enables the pupils to have regular opportunities to develop skills of analysing, organising and reorganising information. Discussions show that they understand most functions and appreciate the value of using information technology to solve problems and to find information. Pupils willingly undertake independent research, such as in local history. They work well together, with more experienced users helping those who were less secure.

87. The quality of teaching seen was good. The planning and the consistent use of information technology indicate that teachers systematically and regularly develop skills across the curriculum. There is an appropriate policy and scheme of work and the co-ordinator has worked hard to establish a suitable programme of work for the school. The co-ordinator has secure subject knowledge and provides good support to colleagues. Assessment is undertaken by recording pupils' experiences as they take turns on the computer and this ensures that their progress in learning is consistent.

## **ART**

88. Standards in art are good in both key stages and all pupils, including those with special educational needs, make good progress. Displays around the school demonstrate that pupils' skills and knowledge are well developed. A strength of pupils' work at both key stages is the quality of observational drawing and illustrative work which they do. This is also seen in other subjects, such as their science work, when they produce accurate and detailed drawings of specimens such as flowers.

89. The younger pupils produce bold, bright paintings throughout Key Stage 1, their skills in representing what they see increase considerably. Paintings show a good use of colour and a mature appreciation of proportion for their age. At Key Stage 2 the pupils' drawing skills are good. They evaluate the work of other artists, such as William Morris and L. S. Lowry, and apply ideas gained from these studies to their own work.

90. The quality of teaching is generally good and this has a good impact on learning with pupils highly motivated. Pupils work hard, are keen, interested and evaluative. They respond very positively to lessons where objectives are clear. Individual lesson plans are based on the scheme of work, which ensures that a balance of skills and techniques are taught. Resources are used well to deliver these. Well-judged support for individuals enables pupils to improve their drawing skills and techniques. Pupils are well behaved and respond to the consistent use of praise. They concentrate well and are keen to make progress. This was obvious in a lower Key Stage 2 art lesson when pupils sustained good concentration when making a batik painting.

91. There are good links made with other subjects such as history and design and technology. The subject makes a good contribution to the pupils' spiritual development. In an introduction to batik work they were provided with opportunities to reflect upon how different effects make them feel. The pupils have a serious approach to their work and take pride in their achievements. They concentrate well, help each other and tidy away readily.

92. The subject is well led and there is good guidance for teachers to help them in their planning. The co-ordinator is clear about developments in the subject. A weakness is the lack of opportunity for the subject co-ordinator to monitor both the quality of teaching and evaluate provision throughout the school.

## **DESIGN AND TECHNOLOGY**

93. At the end of both key stages standards are good and above national expectations for the majority of pupils. The standards attained have improved since the last inspection. Pupils make good progress throughout the school.

94. At Key Stage 1, younger pupils work adeptly with construction kits and waste materials, building models such as small three-dimensional scenes from their local environment. Pupils develop their designing and making skills and gain confidence in handling tools. They listen attentively and watch demonstrations carefully. Pupils use tools and materials such as glue and scissors well. For example, they used tools carefully to cut and to assemble the parts when testing the suitability of different papers for specific purposes, for example, when making a paper bag. Pupils also have a good understanding of the need to ensure measurements are undertaken carefully. Most pupils learn from their finished products and modify their designs when they are discussed with their teachers.

95. At Key Stage 2, younger pupils show good designing and making skills and this is promoted well through the secure subject knowledge of the teachers. Older pupils in the key stage apply their learning in art studying the work of William Morris and create wall hangings. In their food technology work they display a good appreciation of the need for hygiene and safety when baking hot cross buns. Teachers give clear explanations and instructions and make good use of demonstrations. This ensures that pupils understand the need to choose materials to fit the purpose. Pupils are encouraged to use equipment confidently and work safely and accurately with developing confidence. Teachers encourage the pupils to evaluate their models and they learn from their experiences. Good use is made of questioning to probe pupils' understanding. Pupils readily join in class discussion and answer questions sensibly. For example, they are able to discuss the different types of clay tiles that might be suitable for different areas of the school. Pupils meet a range of increasingly challenging tasks and develop greater control and accuracy when using tools. They show a growing independence in choosing suitable materials and implements.

96. The subject is effectively co-ordinated. There is a clear scheme of work covering all the requirements and the co-ordinator offers advice and guidance. There are no regular opportunities provided for the co-ordinator to monitor and evaluate teaching of the subject. Resources are good in range and quality and this has a positive impact on the pupils' learning.

## **GEOGRAPHY**

97. At the end of both key stages standards of achievement for the majority of pupils are



broadly in line with national expectations. Pupils make satisfactory progress throughout the school. They develop their recording skills and learn about different places. Common planning for pupils of different ages in classes provides appropriate opportunities to build on previous experience. Pupils develop their geographical skills and learn from a widening range of study. In both key stages, pupils with special educational needs make satisfactory progress. This is an improvement since the last inspection when it was reported that geographical skills were not taught consistently and progressively throughout the school.

98. At Key Stage 1, younger pupils show sound understanding of places. They enthusiastically talk about their local environment. Local resources are used well and pupils identify buildings and features in the local landscape from photographs following a walk around their immediate environment. Pupils understand that a number of features such as the sand, sea, beach and funfair are not found in the location of their school. Teachers are well prepared and plan tasks that are well matched to the pupils' age. For example, Year 1 pupils identify different methods of travel, for example, car, bus and taxi. Year 2 pupils develop their mapping skills by drawing a plan of their classroom. They also competently use a computer program to draw an imaginary town plan and are able to discuss positively the relevant features. Pupils are interested, listen carefully and answer questions sensibly. They settle down readily to tasks and co-operate well together.

99. At Key Stage 2, pupils identify similar and different features of their local village and compare and contrast with other localities through the school's links with a town in France, e-mail links with a school in Tyne and Wear and a study of town and rural life in Kenya. Teachers are well prepared and make good use of resources such as pictures and photographs to encourage learning. For example, when comparing rural and suburban life, they are able to point out similarities such as shops and churches but recognise that a town has more traffic and several public buildings. Older pupils study world climatic zones and understand how different locations are affected by local conditions. They understand the impact of man on the environment, as they study their local community and changes that have taken place over time linked to their work in history. Teachers promote their understanding through the use of good questioning skills. Pupils respond by listening carefully, settling quickly to their tasks and co-operating well.

100. Pupils made good use of the school's Internet provider to find information about their topics. They read and make maps, such as those to plot out different land use. They use conventional symbols and read six-figure grid references. Pupils use graphs to record their work and develop good research skills. Their learning is reinforced by the use of information technology. For example, pupils use a reference program to enhance their geographical knowledge. They apply their knowledge well, for example, when discussing the alternative routes for their trip to France to identify the most convenient one for their use. Teachers effectively use assessment to inform planning and teaching. Pupils' work is regularly marked and teachers make constructive comments about ways in which pupils might improve.

101. The co-ordinator has good subject knowledge and has identified appropriate areas for improvement. The subject policy is to be reviewed in the light of the forthcoming changes. The co-ordinator provides guidance for colleagues but has limited opportunities for observing, monitoring and evaluating classroom practice. Good use is made of visits, such as those to France and to a residential centre, to enhance learning. The school makes good use of local places of interest as resources for learning.

## **HISTORY**

102. Evidence from the scrutiny of work, displays and teachers' planning, shows that the majority of pupils in both key stages achieve satisfactory standards. All pupils make appropriate progress throughout the school, including those with special educational needs. Standards are broadly similar to those reported in the last inspection.

103. At Key Stage 1, younger pupils enthusiastically talk about change, such as when describing different buildings in their village. Teachers use their secure subject knowledge to approach the subject with excitement and this encourages pupils learning. For example, pupils enthusiastically learn about famous people from the past, such as Francis Drake and Grace Darling. They are interested in recognising similarities and differences between clothes worn in the past and in the present day; this has a positive impact on their historical understanding. Through other subjects, such as art and English, they listen carefully to stories about the lives of famous artists of the past and writers of traditional stories. Teachers make good use of pictures and photographs to illustrate time lines that promote the concept of the passing of time. Pupils are also encouraged to gain information from different sources of evidence through the use of skilful questioning by the teacher.

104. By the end of Key Stage 2, pupils have a good knowledge of different times in history. They study the Tudor period and eagerly concentrate and learn about the major events and famous people of the time. For example, they confidently retell in detail the story of the Spanish Armada's invasion, following their visit to the home of Sir Francis Drake. Pupils show a mature understanding of the differences in people's lives between then and the present day. Topics studied in history provide good support for pupils' literacy and cultural development. Pupils learn about the theatre, music and art in the past. Limited use is made of creative writing to develop their historical skills and this restricts the depth of their learning.

105. Lessons are planned well and make effective use of a good supply of learning resources, including books and artefacts. The curriculum is enriched by visits to local places of historical interest. Work is marked regularly and there is good use of constructive criticism to help pupils to improve. Homework is closely linked to their work in the school. Pupils are encouraged to discuss historical facts and teachers skilfully encourage them to express opinions about events and interpret secondary sources. For example, in their discussion of the results of a survey of graves in the local churchyard, they were able to compare the data for the nineteenth and twentieth centuries and offer sensible explanations for the differences in lifespan in the two centuries. They used mapping skills to illustrate aspects of their work and developed effective research skills as they carried out independent investigations about their own local history. Some make good use of the computer and work independently with research programs. They settle quickly to their work and show a good interest in the subject. Pupils showed interest in history when discussing their work with inspectors.

106. The co-ordinator has good subject knowledge and the subject is effectively co-ordinated. Medium term plans are monitored and they offer advice and guidance to colleagues. The co-ordinator has limited opportunity to monitor and evaluate classroom practice.

## **MUSIC**

107. Good standards have been maintained since the last inspection. Pupils at both key stages sing with confidence and most have a good sense of rhythm. Building on the nursery rhymes and songs they learn in the early years, pupils' pitch and timing improves during Key Stage 1 as a direct result of good quality teaching. Pupils' singing continues to develop in Key Stage 2 and older pupils sing tunefully with enthusiasm and confidence.

108. All pupils, including those with special educational needs, make good progress in learning to play instruments and perform with increasing confidence for an audience. This happens both in the classroom when pupils perform to one another and when organised performances for parents take place. These opportunities have a positive impact on their learning and encourage both the pupils' confidence and their self-esteem. Work on composition starts when younger pupils use different types of percussion instruments as a creative response. For example, in the Reception and Year 1 class, pupils are encouraged to make musical responses to famous paintings through the use of a variety of musical instruments. Efforts are recorded and pupils show great pride in the finished production when it is played. Teachers continue to develop these skills and, by upper Key Stage 2, pupils confidently use a range of pitched instruments. They use instruments such as chime bars, xylophones, cornets, recorders and appropriate information technology programs, to work on rhythm, pitch and music appreciation.

109. Listening to music from many different sources is encouraged throughout the school and pupils concentrate and offer sensible suggestions, not only about the kind of instruments used and the type of music, but also about its impact on how they feel. During the inspection, for instance, the upper Key Stage 2 class listened carefully to Beethoven's Ninth Symphony, 'Ode to Joy'. Through excellent specialist teacher knowledge, high expectations, very positive relationships and very good interaction with the pupils, high quality learning took place when the pupils performed this piece of music using a variety of different instruments. A very wide range of quality resources were provided and this really stimulated pupils' learning. They were encouraged by the teacher to perform to their very best ability and the pupils' response was mature and receptive. In addition to the recorder groups, several pupils are learning to play orchestral instruments. Their commitment and hard work is manifest in the good progress they have made. A weakness is the lack of opportunities available for the co-ordinator to monitor the quality of teaching and evaluate provision throughout the school.

## **PHYSICAL EDUCATION**

110. In their physical education lessons, the pupils in both key stages experience the full National Curriculum programmes of study and good standards have been maintained since the last inspection. All pupils, including those with special educational needs, make good progress in gymnastics, dance, games and athletics. The school has an outdoor learner pool and this enables pupils to gain confidence in water skills at the earliest opportunity. By the age of 11, all pupils are able to swim at least 25 metres. Good standards are also achieved in the school's own orienteering course and during regular trips further afield for this activity.

111. In the lower Key Stage 1 class, the pupils experience a satisfactory range of movement, dance and gymnastics every week as part of the planned curriculum to develop their physical skills. By Years 2 and 3, they are able to travel in various ways, find spaces and vary direction and speed. Their ability to respond to music during dance sessions is outstanding. This reflects the very high quality of the teaching where knowledge is excellent, pupil expectations are very high and use of resources and class organisation very good. By upper Key Stage 2 pupils are able to perform sequences that focus on body shape, movement and developing technique. In outdoor sessions, pupils in Years 4, 5 and 6 are able to control the direction of a small ball through both 'underarm' and 'overarm' throwing. Pupils are also able to catch balls with reasonable accuracy and control. They also know the importance of activity and fitness in a healthy lifestyle and respond well to the warm up and cool down exercise, which are included in the carefully planned lessons. Pupils listen carefully to all instructions during physical education lessons and are usually well behaved and attentive. They co-operate well in small groups and enjoy appraising each other's work. The pupils' skills are improved

through detailed instruction and coaching. Lessons are frequently taken by the co-ordinator and this is a strength. Pace of lessons are generally brisk and both interest and enthusiasm are maintained through a series of related activities that support the development of skills.

112. There is a wide range of out of school sporting activities for the pupils, which include tag-rugby, football, netball and athletics. The upper Key Stage 2 class are given the opportunity to attend a week's residential outdoor pursuits course and pupils are also involved in dancing competitions. All these extra-curricular events provide opportunities for pupils to extend their skills and raise the standard of work across the school.