

# INSPECTION REPORT

## **Church Broughton CE Primary School**

Church Broughton

LEA area: Derbyshire

Unique reference number: 112871

Headteacher: Mrs S Smith

Reporting inspector: Dr Colin Lee  
21854

Dates of inspection: 5<sup>th</sup> – 8<sup>th</sup> March 2001

Inspection number: 191131

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
School address:	Main Street Church Broughton Derbyshire
Postcode:	DE65 5AS
Telephone number:	01283 585301
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J Shirley
Date of previous inspection:	26 <sup>th</sup> – 28 <sup>th</sup> November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21854	Dr C Lee	Registered Inspector	Science Design and technology Information and communication technology Physical education	The characteristics and effectiveness of the school The school's results and pupils' achievements How well pupils are taught How well the school is led and managed Special educational needs
8971	Mrs J Hesslewood	Lay Inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils The school's partnership with parents
22841	Miss P Jackson	Team Inspector	Mathematics History Religious education Areas of learning for children in the Foundation Stage English as an additional language	
10204	Mr D Vincent	Team Inspector	English Art Geography Music	The quality of the curricular and other opportunities offered to pupils Equal opportunities

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## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

Church Broughton CE Primary School is smaller than the average primary school. In reception to Year 6 there are 96 pupils on roll, 51 boys and 45 girls. At the time of the last inspection, there were 104 pupils at the school and the decreased numbers reflect the reduction in the number of pupils that can be admitted to the school each year. In addition to the children in reception, a further 15 pupils are under six years of age. Pupils are from a broad range of socio-economic backgrounds that are above average overall. The percentage of pupils who have English as an additional language, at two per cent, is lower than in most schools. These pupils are fully bi-lingual and do not require specialist English support. Seven per cent of pupils are on the school's register of special educational needs and this is below the national average. There are no pupils with a statement of special educational needs and this is also below average. The percentage of pupils eligible for free school meals, currently three per cent, is below average. Children's attainment on entry to the reception year can vary from year to year, due to the small numbers involved. However, a baseline assessment carried out shortly after children start at the school indicates that, for the last three years, their attainment on entry is above average overall. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

### HOW GOOD THE SCHOOL IS

This is a very good school where pupils achieve well in relation to their previous attainment. The standards achieved by pupils in National Curriculum tests reflect the annual variations in year groups but, even when, as in 2000, the test results of the 11-year-olds were well below the standards achieved in similar schools<sup>1</sup>, the pupils actually did very well in relation to their capabilities. This is also true of the standards being achieved by pupils currently in Year 6. Their work is well above average in English and above average in mathematics and science. Throughout the school, standards in information and communication technology and physical education are above average. Pupils with special educational needs are making very good progress. All pupils have very good attitudes to school and are very eager to learn. Pupils' good achievements and progress are the result of good teaching and very good leadership and management. The school has achieved good improvement since the last inspection and is providing good value for money.

#### What the school does well

- At the end of both key stages, standards are well above average in English and above average in mathematics and science.
- Standards in information and communication technology and physical education are above expectations throughout the school.
- The school is very well led and managed.
- The good quality of teaching helps pupils to make good progress in their learning.
- Excellent provision for pupils' moral development is a notable feature of the very good provision for pupils' all-round personal development. This results in pupils having very good attitudes and values.
- Very good provision for pupils with special educational needs helps them make very good progress.

#### What could be improved

- What pupils are to learn in science and several other subjects is not always planned in sufficient detail to show what should be learned by different age groups or by more able pupils.
- The resources for the physical development of children at the Foundation Stage<sup>2</sup> are very limited.

*The areas for improvement will form the basis of the governors' action plan which will be sent to all parents and carers of pupils in the school.*

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

The school has achieved good improvement overall since the last inspection in November 1996. Most key issues arising from that inspection have been rectified successfully. There has been very good improvement in the standards in information and communication technology by the end of key Stage 2. Standards have risen from below expectation to above expectation. A similar improvement has occurred in the standard of pupils' writing at the end of Key Stage 1. This is now well above average compared with average standards in 1996. However, there are still insufficient resources for the physical development of children under five. This weakness remains, due to a lack of finance for improvement of these resources. The school has made every effort to seek funding but has not been

<sup>1</sup> 'Similar schools' are defined by the proportion of pupils eligible for free school meals; this measure has been found to be significantly related to the levels of attainment normally found in schools nationally.

<sup>2</sup> The Foundation Stage applies to children from the age of three to the end of the reception year.

successful. Beyond the key issues from the last inspection, other aspects of the school's work show improvement. Standards in English at the end of Key Stage 2 and the standards overall of children at the age of five have risen. The curriculum planned for children in the Foundation Stage has improved. Pupils' attitudes and the general quality of teaching have also improved. Thorough procedures for self-evaluation have been developed by the teaching staff and these enable the school to identify comparative weaknesses. The school thus has a good capacity for further improvement.

## 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
	1998	1999	2000	2000
English	A	A	D	E
Mathematics	A	A	C	E
Science	A	A	E	E

**Key**

very high A\*

well above average A

above average B

average C

below average D

well below average E

very low E\*

The fall in results in 2000 reflects the characteristics of the group of pupils involved. A combination of factors, including an increase in the number of pupils with specific learning difficulties, contributed to the above results. In comparison with what was expected of the pupils concerned, they actually exceeded the targets that had been set for them in English and mathematics by a considerable margin. When the years from 1996 onwards are considered, the school's results have not kept up with the rise that has occurred nationally. However, where small numbers of pupils are involved, as in this school, results and trends do have to be treated with some caution. The school predicts what pupils should achieve in the national tests and sets realistically challenging targets for them. Even so, particularly good teaching during pupils' last two years in school and the very good attitudes of the pupils themselves means that the pupils currently in Year 6 are likely to exceed the targets set for them when they take the tests in May 2001. The standards of work now being achieved are well above average in English and above average in mathematics and science. Standards are also above average in information and communication technology and physical education by the end of Key Stage 2. In all other subjects, standards are in line with expectations.

In the 2000 National Curriculum tests taken by pupils at the end of Key Stage 1, results were well above average in reading and writing, and average in mathematics. The pupils currently in Year 2 are also achieving well. These pupils, who are approaching the end of Key Stage 1, are achieving well above average standards in reading and writing, and above average standards in mathematics. Their standards in science, design and technology, information and communication technology and physical education exceed expectations while standards in all other subjects match expectations. By the age of five, children's standards are above expectations for their age in all areas of learning.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and are eager to learn.
Behaviour, in and out of classrooms	Very good. There is a complete absence of any oppressive behaviour.
Personal development and relationships	Very good relationships exist between pupils and between pupils and staff, contributing to the good overall personal development. Pupils have an excellent understanding of the impact of their actions on others.
Attendance	Very good. Attendance is well above national rates and the amount of unauthorised absence is less than in most schools.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

The quality of teaching is good throughout the school. In the lessons seen, 31 per cent of all teaching was very good or better and this included one lesson where teaching was excellent. Fifty-seven per cent of teaching was good and 12 per cent satisfactory. No unsatisfactory teaching was seen. The percentage of very good teaching has risen since the last inspection. All teachers manage their classes very well. English and mathematics are taught well, overall, at Key Stages 1 and 2, and the basic skills of literacy and numeracy are consolidated well across the whole curriculum. Teaching is generally matched well to the needs of pupils of all abilities. However, the expectations of what can be achieved by some more able pupils are not high enough and there is, consequently, insufficient challenge in the work that is set for them. At the Foundation Stage, there is very good teaching of the basic skills that prepare children very well for their future learning. The very good use of support staff and the good quality of teaching of pupils with special educational needs by these support staff contributes very significantly to the very good progress of these pupils in all aspects of their learning. At Key Stages 1 and 2, all pupils work hard and many progress better than expected in their acquisition of knowledge, skills and understanding across much of the curriculum. A feature of the learning of pupils at Key Stage 1, and the children in reception, is their ability to work very well on their own. They maintain very good levels of concentration and interest in their work when given responsibility for working without direct supervision.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. At the Foundation Stage there is a good, very broad and well-balanced curriculum. At Key Stages 1 and 2, the school provides a satisfactory range of learning opportunities.
Provision for pupils with special educational needs	Provision is very good overall, with education care officers playing a vital role. There is early identification, good liaison with parents and regular review of pupils' progress towards the good, specific targets that are set for them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall, with strong emphasis and excellent provision for moral development, very good provision for social development, and good provision for spiritual and cultural development.
How well the school cares for its pupils	The school is a caring community providing good support and guidance and attending very well to all aspects of pupils' welfare. Good procedures for assessing pupils' attainment and progress are used well to plan their future work.

The school works hard to develop links with parents and is involving them very well in their children's education.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The headteacher leads the school very well with very good support from the deputy headteacher. As subject co-ordinators, all teachers carry out their management responsibilities very well.
How well the governors fulfil their responsibilities	Good overall. The provision of constructive, critical guidance and a sound vision of the school's strengths and weaknesses ensure good fulfilment of responsibilities.
The school's evaluation of its performance	Very good self-evaluation procedures enable the school to identify priorities, to set itself targets, and pursue effective courses of action for future improvement.
The strategic use of resources	There is good use of physical and human resources and very efficient management of the limited finances available.



The principles of best value are applied very well. The school constantly challenges itself to improve, there is constructive comparison and co-operation with other schools and goods and services are procured with attention to competition alongside quality.

#### **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>• How the school deals with their questions or problems.</li><li>• The school has high expectations of the pupils.</li><li>• Good leadership and management.</li><li>• How the children are helped to become mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>• The extent to which children like school.</li><li>• The amount and the timing of homework.</li><li>• The information that they receive about their child's progress.</li><li>• The range of activities outside lessons.</li></ul>

Inspectors endorse all the positive views of parents, but not the concerns that they have about the information they receive about their child's progress, or the extent to which their children like school. In fact, the latter view relates to six children and inspectors found a generally high level of enjoyment amongst pupils of what is experienced at school. The school has circulated its homework policy to all parents but actual practice is inconsistent. Parents would appreciate more information about what homework is going to be set and when as well as how they can help their children. They would also like more evidence of completed work being marked. Inspectors support parents in these concerns. There are fewer activities outside lessons than at many primary schools but organisation of such activities is dependent on teachers having time to volunteer to run them. Member of staff have excessive workloads due to their small number and the wide-ranging responsibilities held by each of them. The wishes of parents for more extra-curricular activities are understandable, but inspectors cannot endorse their concern.

## **PART B: COMMENTARY**

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

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

1. Children start in the reception class in the September or January before their fifth birthday and transfer to Year 1 at the end of that school year. Their attainment is assessed by a formal, baseline assessment when children enter reception and their attainment is judged to be above average overall although, in the past, it has fluctuated, and some of the year groups in the school entered with only average attainment levels. By the age of five, children achieve above expectations for their age in all areas of learning covered by the new Foundation Stage curriculum. Children are, therefore, making satisfactory progress overall, during their time in the Foundation Stage.
2. The results achieved by seven-year-olds in National Curriculum tests have fluctuated during the past five years. Pupils' performance in the reading and mathematics tests shows an overall fall since the last inspection in 1996, whereas results in writing have risen. The latest results in 2000 can be compared with what was achieved in schools nationally and with similar schools. Compared with all schools, pupils' results were above average in reading and writing and average in mathematics. Teachers' assessments of pupils' attainment in science showed standards to be very high. Compared with similar schools, science was very high, reading was above average, writing was well above average, but mathematics was well below average. The percentage of pupils who reached the higher-than-expected level in the tests, and the assessment of science, was well above average in reading, writing and science, but well below average in mathematics. Compared with similar schools, the percentage of pupils reaching the high level was above average in reading, writing and science and well below average in mathematics.
3. In the National Curriculum tests for eleven-year-olds, pupils' results have fluctuated from year to year. This is largely the result of variations between each successive year group and years when results have fallen have tended to reflect the higher numbers of pupils with learning difficulties in that particular year. This was one of the factors present in the group who took the tests in 2000. Over time, results have generally not kept pace with the improvement that has occurred nationally. Compared with the national averages for 2000, the school's results were slightly below average in English, average in mathematics and well below average in science. Compared with the average results in similar schools, all subjects were well below average. The percentage of pupils reaching the higher Level 5 in the tests was average in mathematics but well below average in English and science. Compared with similar schools, the percentage of pupils reaching Level 5 was well below average in mathematics and very low in English and science.
4. Annual targets are set by the governing body who anticipate the percentages of pupils who are expected to achieve Level 4, or above, in the English and mathematics tests at the end of key Stage 2. In conjunction with the local authority, the school makes predictions based on pupils' performance in tests taken when they are younger. The governing body considers these predictions and then sets the targets. In 2000, the targets were exceeded by considerable margins. This represents good achievement by the pupils concerned. Earlier indications suggested far lower results than they actually achieved. Realistic targets have been set for the pupils currently in Year 6, who will take the tests in 2001. Even though these targets are sufficiently challenging, the pupils are working so hard, and showing such positive attitudes, that their present standards indicate that they are likely to exceed the targets.
5. Pupils in Years 2 and 6, who are approaching the end of their respective key stages, are achieving well above the average standards expected of their ages in English and above-average standards in mathematics and science. Particular strengths are speaking, listening, reading and writing skills, basic numeracy skills, and the quality of pupils' investigative work in science.
6. In the other subjects of the curriculum, all pupils are maintaining satisfactory, and sometimes good levels of achievement and standards are generally in line with expectations in each subject by the end of each key stage. Throughout the school, pupils show two particular strengths and these are in information and communication technology and physical education, where standards exceed

age-related expectations. Additionally, at Key Stage 1 pupils' standards in design and technology exceed expectations. There has been very good improvement in information and communication technology, particularly by the end of Key Stage 2, since the last inspection. The good work of the subject co-ordinator in developing the planning of what is taught, the good teaching and, in particular, the very good quality of teaching of a support teacher employed specially for the subject, have brought about these improvements. In contrast, the last inspection judged standards to be above expectations at the end of both key stages in art, design and technology, geography, history and religious education. Standards in these subjects are currently slightly lower than in 1996 and this is mainly as a result of lower time allocations to these subjects as a result of the introduction of the National Strategies for Literacy and Numeracy. However, the way in which several of these subjects are taught to the mixed-age classes also affects standards. For example, both year groups in a class cover the same material in a geography topic and there is no consistent expectation that older or more able pupils will progress to higher levels of knowledge or skills. This can have the effect of holding standards back.

7. In relation to their abilities, pupils of all ages are, generally, showing good levels of achievement in most subjects and in some year groups, notably Years 5 and 6, they are achieving much better than earlier indications of their attainment suggest. There are some variations between different groups. Pupils with special educational needs, for example, achieve very well in relation to their abilities and several of these pupils are now achieving standards in mathematics that match those of their classmates. They approach their work with confidence, due to the good levels of support they receive within the school. They progress well towards achieving the targets for learning set in their individual educational plans. These targets are clear, appropriate to pupils' needs and are reviewed regularly. Some of the more able pupils are not always achieving the standards of which they are capable. This is due to inconsistency between subjects in the extent to which teachers plan work that is suitably challenging.

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

8. Pupils' positive attitudes to learning and their good behaviour have been maintained since the previous inspection and continue to be a strength of the school.
9. Pupils are interested in lessons and fully involved in their work. They are keen to talk about what they have learnt and often bring information from home to enhance their knowledge. Pupils listen well to adults and each other, offering sensible, thoughtful and constructive comments during discussions, group work and whole-class sessions.
10. The youngest pupils are very enthusiastic and confident in their learning. Pupils' development as independent learners, particularly within Key Stage 1, is very good. They use computers competently and confidently. Skilful classroom organisation, good teaching, and high expectations, enable pupils, particularly those in Year 2, to make choices about their activities, and to work independently and productively for sustained periods.
11. The quality of pupils' co-operative learning and play is very high. Boys and girls work well together in pairs and groups with good examples seen while working on the computer, in literacy groups, during a Year 2 design and technology lesson, and 'activity sessions', and while playing during break and lunchtime.
12. Pupils' behaviour is very good. A firm and consistent approach is taken against any lapses. There are no instances of exclusion. Relationships within the school are very good. Pupils are friendly, polite and considerate towards one another and adults. Pupils' understanding of the impact of their actions on others is outstanding. They use their common sense well within the cramped classrooms and small play areas. Pupils showed respect for other people's feelings about the local impact of the foot and mouth epidemic.
13. Willing monitors carry out their duties during assemblies and lunchtimes well. Pupils in Years 5 and 6 value their roles and responsibilities. They work hard to earn team points for their houses, and value others contributions. Through the school's very good provision for personal

development, pupils mature into caring, hardworking, independent and responsible young people ready to face the challenges of secondary school.

14. Pupils' good attendance has improved over the last three years and is now well above the national average. There are relatively few absences for medical reasons. The rate of unauthorised absence is well below the national average. Pupils are expected to be punctual, however, they are not penalised when school transport is late.

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

15. The quality of teaching is good throughout the school. In the lessons seen, 31 per cent of all teaching was very good or better and this included one lesson where teaching was excellent. Fifty-seven per cent of teaching was good and 12 per cent satisfactory. No unsatisfactory teaching was seen and this is an improvement, compared with the last inspection, as is the greater proportion of very good teaching.
16. The teaching of children in the Foundation Stage is consistently good and enables the children to make good progress in the short time they are in the reception class. Even though the youngest children are in mixed classes with Year 1 and Year 2 pupils, through very good organisation and management, the children are frequently taught in their own age group. The teachers and education care officers have a good understanding of the new Foundation Stage curriculum and plan activities which ensure the children learn through lively, practical experiences. Children are carefully assessed on an individual basis and activities are matched well to their particular needs. Relationships throughout the Foundation Stage are excellent and the young children benefit from the very well-established routines.
17. Teaching is good overall at both Key Stage 1 and Key Stage 2. Good teaching is particularly evident throughout the school in English, mathematics, science, information and communication technology and physical education. This is contributing well to the good progress that pupils make in their learning in these subjects.
18. All teachers manage pupils' behaviour well, creating purposeful working atmospheres in classrooms. Pupils respond very well to teachers, and other adults, and work conscientiously and co-operatively. This is particularly apparent when pupils in reception and Years 1 and 2 are expected to work without direct supervision. Pupils respond very well to the independence that they have at these times. They maintain very good levels of interest in their work and show commendable maturity in their attitudes. They settle to work at a series of tasks, moving without delay to the next as soon as one is finished. The relationships between teachers, other adults in the classroom, and pupils are very good. These have a positive impact on pupils' attitudes to learning, making them keen to get started on their work. The good quality of behaviour management and relationships are evident in all classrooms.
19. In the best teaching, lessons are carefully prepared and resources are used very well to aid pupils' learning. Teachers question their pupils in a purposeful manner to consolidate pupils' understanding and extend their learning. There is a brisk pace to very good lessons and work is carefully matched to pupils' individual needs and abilities. All these characteristics were evident in the excellent teaching of a Year 1 Literacy lesson. The teacher provided activities that were carefully matched to pupils' levels of prior attainment and communicated high but realistic expectations. Pupils responded very well to the demands made of them. All pupils were challenged sufficiently by their work and made very good progress in their learning.
20. Teachers' subject knowledge is good at the Foundation Stage, very good at Key Stages 1 and good at Key Stage 2. Good use is made of specialist expertise in information and communication technology, where a specialist support teacher's very good teaching is having a good impact on pupils' learning throughout Key Stage 2.
21. The teaching of basic literacy skills in both key stages is good. Teachers are implementing the National Literacy Strategy very effectively by providing a good range of activities that are matched well to the needs of groups of pupils of different abilities. Teachers are successful at using lessons

in subjects other than English to develop pupils' speaking, reading and writing skills. This is particularly evident in all lessons at Key Stage 1 where pupils' work contributes very well to the progress they make in the basic skills of English.

22. The National Numeracy Strategy is implemented well. Number work is strongly promoted and mental calculation is a feature of all mathematics lessons. This is having a positive effect on standards.
23. Teachers make very good use of support staff to provide additional instruction and guidance for pupils. Support staff are briefed thoroughly and the quality of their guidance to pupils is good. They play an important role in the school's arrangements for the provision of special educational needs. Support staff have received thorough training and are closely involved in the planning and assessment of pupils' work and progress. Both when supporting pupils in classrooms during lessons or when working with them outside the classroom for short periods, they teach consistently well and contribute significantly to the very good progress being achieved by all pupils with special educational needs. For several of these pupils, their progress in mathematics is such that they are now achieving average standards for their ages.
24. Pupils, throughout the school, are generally achieving good progress in their learning in English, investigative science, information and communication technology and physical education. Teachers' provision for more able pupils varies between subjects and, overall, is better at Key Stage 1. At Key Stage 2, some more able pupils are capable of more progress than they are currently achieving in subjects other than English, where they are catered for well. The completion of the same work by both age groups in the Key Stage 2 classes when they work on, for example, a science, geography or history topic, fails to stretch the more able pupils. There is insufficient planning and provision of learning activities that will extend their learning beyond the basic learning intentions of a lesson that are to be achieved by all pupils. At Key Stage 1, where teaching of single-age groups is possible, teachers' expectations are higher.
25. All pupils' learning is positively influenced by the intellectual and physical effort that they put into achieving as well as they can from the experiences that are provided for them. At Key Stage 1, pupils show particularly good levels of interest in all their learning activities and, by maintaining good levels of concentration; they make good progress in lessons as well as over time. When encouraged to work independently, without constant attention and guidance from the teacher, pupils respond very well.
26. Pupils' learning is assisted well by the high quality of teachers' marking. This is detailed and provides pupils not only with confirmation of good features of their work but also indicates what should be worked on for further improvement.
27. The use of homework at Key Stages 1 and 2 is satisfactory overall, as it was at the time of the last inspection. All pupils have practice at the basic skills of literacy and numeracy that consolidates their learning in lessons well. Projects set for the older pupils in Key Stage 2 challenge them to produce significant pieces of work in a variety of subjects. Pupils' research skills are positively enhanced by these opportunities. There are, however, inconsistencies in homework provision. It does not follow a regular pattern and parents and pupils are not helped by this irregularity. The guidelines on time allocation in the school's policy are not followed consistently. Homework is not always marked which, although this is clearly stated as school policy in its homework guidelines, is viewed as unsatisfactory by significant numbers of parents. Teachers' reliance on feedback through discussion with pupils reduces both the learning potential of the activity and the information that parents are getting about their child's progress.

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

28. The school provides the children with a good start to their education during their time in the reception class. Provision is carefully made for children to develop in all the six areas of learning of the Foundation Stage curriculum. Due to the small number of children in each age group, and the necessity for mixed age classes, the staff have had to work extremely hard to plan both for the new

statutory requirements for children in reception and for those pupils studying the Key Stage 1 National Curriculum. This they have managed very effectively.

29. The school teaches an appropriately broad range of subjects all of which meet the requirements of the National Curriculum. The requirements for religious education are also met. The curriculum offered provides a satisfactory range of opportunities for learning. There is a considerable emphasis upon English, mathematics and science, but all other subjects have a secure place in the overall programme. The school has introduced the National Literacy and National Numeracy Strategies with rigour and these initiatives are having a good effect upon the provision for English and mathematics and the standards achieved by pupils.
30. All pupils have access to the curriculum and enjoy equality of opportunity. Following the previous inspection, productive improvements have been made to the information and communication technology programme and to the emphasis upon pupils' creative and extended writing. Curricular provision for pupils with special educational needs is good and the requirements of the Code of Practice are fully met.
31. The governing body has approved an appropriate policy for the teaching of sex education, and matters relating to health education are given proper emphasis. The school's programme for health education includes the required emphasis upon the dangers associated with the misuse of drugs as the school seeks to ensure that pupils are provided with the knowledge and awareness which will help them make informed choices as they assume greater independence. The development of good relationships and consideration for others are embedded in the life and work of the school. Overall, the provision for pupils' personal, social and health education is very good.
32. The school has adopted national and local guidance in order to provide a structured curricular programme. This documentation provides a sound basis for ensuring that pupils' knowledge and skills are built incrementally and that a balanced programme is delivered. In some subjects, further development of these course outlines is required so that teachers are given precise guidance about what should be taught and when. This is particularly true of the development of pupils' skills in geography, for example, and work to address this issue is already underway. The topic system promotes productive links between subjects, for example, history and geography, information and communication technology and science. The school tries to ensure that the curricular needs of pupils within mixed-year classes are properly met by delivering a two-year 'rolling' programme for a number of subjects. This does result in occasions when the range of learning activities planned for a topic are experienced by all pupils in the class, regardless of age or ability. Expectations of different pupils being able to achieve more, by the provision of additional learning activities, are not always evident and this can restrict the progress of more able pupils in particular. The innovative reorganisation of Key Stage 1 provides carefully planned opportunities for well-focused, year-group teaching and for pupils to engage in independent learning. The booster classes in Key Stage 2, and the employment of a part-time teacher for information and communication technology, are further examples of the school's determination to meet the curricular needs of all its pupils. There is keen awareness of the need to review and evaluate curricular provision and the staff meet regularly to discuss curricular matters and to improve their expertise. An example is the planned training to ensure that staff become more proficient in computer skills. There is a clear determination, shared by all associated with the school, to continue the process of curricular improvement.

#### *Spiritual, moral, social and cultural development*

33. The school's provision for spiritual development is good. The lessons in religious education, the school assemblies, and special events throughout the year, give pupils opportunities for reflection on spiritual matters. A wider understanding of the values and beliefs that influence other people's lives is promoted and opportunities to discuss these differing traditions are provided. Pupils' own imaginative writing and artistic work demonstrates the school's encouragement for pupils to experience the wonder and mystery that can be inspired by elements of the wider curriculum, and are exemplified by the visits to the school of a potter, a book illustrator, and a sculptor. Emphasis upon the impact of language in English and awe of the power of some computer programs are further examples of how wonderment is recognised across the curriculum.

34. The school's provision for the moral development of its pupils is excellent. There is an extremely orderly learning environment and all pupils behave well and demonstrate self-discipline. A clear framework associated with personal behaviour has been developed and is clearly understood by pupils and parents. The related system of rewards and sanctions is applied consistently and pupils are clearly aware of what constitutes acceptable behaviour towards others. A wide range of personal and moral issues is developed through discussions, as issues arise, and older pupils contribute with maturity and sensitivity.
35. Provision for the development of pupils' social behaviour is very good and pupils relate exceptionally well to each other and to adults. Teachers and other adults provide excellent role models and relationships are very good. Pupils are regularly given duties within the classroom, or on behalf of the school community, and they respond responsibly. The school regularly supports charitable initiatives.
36. The quality of provision for pupils' cultural development is good. Pupils who attend the school do not come from a wide range of cultural backgrounds, but the school seeks to inform them about the richness and diversity of other traditions. Raising awareness of the nature and traditions of other religions features strongly in the religious education programme and other curricular work, together with visits to museums and other places of educational interest, such as the 'Open Centre', help to develop knowledge and experience of local traditions. Aspects of history, music, art and geography provide examples of how the curriculum incorporates the influence of other religions and cultures. The school works hard to inform and prepare pupils for a multi-cultural society.

#### *Extra curricular activities and community links*

37. Although the range of extra-curricular activities is smaller than in many schools, this provision is dependent upon the voluntary efforts of a relatively small number of teachers and others. The teachers have extensive curricular responsibilities and, in this context, the provision for out-of-school clubs is reasonable. Parents run various sporting and craft clubs during the year. Some, like the tennis club, involve a fee. A teacher provides football coaching after school. Pupils also benefit from participation in competitions and a residential activity weekend with other schools. A satisfactory range of inter-school events is organised and these are well supported by pupils. Visits to places of educational value, including residential visits, make valuable contributions to several curricular areas and enhance pupils' personal and academic development. Good links with the community are evident; for example, through the organisation of a day in which local people are encouraged to display their skills and talents, through the strong involvement of the parents, through events associated with the Millennium, and by the charitable efforts of pupils. There are also productive links with other schools in the area through the professional liaison of staff.
38. Visitors regularly provide information, support and demonstrations that enhance the curriculum. The local vicar frequently leads services, both in school and at the local church. An exhibition of photographs at a coffee morning successfully linked the school and village community in celebrating the Millennium. The Friends of Church Broughton School is a thriving organisation. They regularly raise substantial funds for the school. An annual May Day celebration successfully involves the school, surrounding village communities and pre-school groups. This, and other joint events, builds upon the school's inclusive approach. Successful 'cluster school' co-operation, for example, training and the sharing of an information and communication technology teacher, with another small school, has direct benefit to pupils.

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

39. The school continues to provide a very high standard of care for its pupils. All staff, working together as a team, provide a supportive and caring environment which promotes the welfare, academic progress and self-esteem of all pupils. As a consequence, pupils feel secure, happy, and valued, and this makes a positive contribution to the quality of their learning, attitudes and behaviour.
40. There are very good procedures for ensuring pupils' welfare and child protection. An appropriate induction programme, the opportunities for pupils to work in mixed-age classes in Key Stage 1,

together with consistent and familiar school routines, create a secure learning environment. Good academic and pastoral links with the receiving secondary schools benefit both pupils and teachers.

41. Staff and governors are vigilant in monitoring the health and safety of pupils in school and on educational visits. Good care is taken to ensure pupils leave the school safely at the end of the day. Pupils are checked against a daily list and escorted to school minibuses by the duty teacher. Risk assessments are regularly undertaken. Fire drills are carried out each term. Advice on safety issues is regularly reinforced in physical education and design and technology lessons. Careful consideration and appropriate care is taken of pupils with specific medical needs. Incidents of pupils who receive bumps to the head are taken seriously, recorded and reported to parents.
42. The headteacher, who is the designated named person for child protection issues, knows pupils and families well. The school follows local child protection procedures. Staff are aware of and have had training in what to do if issues of child protection arise. Links with Social Services and other welfare agencies are effectively maintained.
43. Good behaviour is promoted and monitored very well. All adults working within the school consistently promote the value system and actively encourage good manners and self-discipline. Pupils are involved in the drawing up of classroom rules, which are calmly reinforced by staff. Praise and team points for good work and behaviour are awarded consistently. Personal, social and health education lessons and assemblies are used well to remind pupils about acceptable standards of behaviour towards one another.
44. The educational and personal support and guidance for pupils is satisfactory. A new system of bronze, silver and gold certificates has been introduced, since the previous inspection, to help monitor and support pupils' academic and personal development and raise self-esteem. However individual target setting for improvement is in the early stages of development. The homework policy is applied inconsistently, and not enough support is given to pupils in the setting and marking of homework.
45. The importance of regular attendance and punctuality is promoted to parents in the school brochure and newsletters well. Parents are very prompt in informing the school about their child's absence. Careful and up-to-date annotation of the registers ensures accurate monitoring of attendance and reasons for absence.

### *Assessment*

46. Procedures for assessing pupils' attainment and progress are good. They refer to the key elements of learning and are carefully analysed in order to ensure that any weaknesses in provision may be addressed. Regular, planned opportunities to measure the effectiveness of learning, and to respond to the individual and group needs are, consequently, identified. The setting of group-learning targets further promotes the effectiveness of the assessment procedures. In English, for example, specific sets of words are set as the school seeks to improve pupils' spelling skills. These measures constitute good use of the assessment data in determining what should be taught next. The school is increasingly using the computer for data analysis, to further identify the strengths and weaknesses of provision.

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

47. Through the views expressed at the parents' meeting and by their questionnaire responses, parents are satisfied, overall, with what the school is providing. They feel the school has high expectations of pupils and helps them become mature and responsible. They feel comfortable approaching the school with questions or problems and think it is well managed and led. However they have concerns about homework and the range of extra-curricular activities and feel the school could provide more information about their child's progress.
48. Effective links with parents have been maintained since the previous inspection. They are invited to special assemblies, curriculum information evenings and other celebratory events. Information on topics to be covered is provided. A regular newsletter effectively informs parents of current



achievements and future events. However, the wording of the homework policy, and homework element of the home-school agreement, is ambiguous and open to mis-interpretation by parents. Written reports, although all written to the same format, are inconsistent in the quality of information they provide. Some Key Stage 2 reports do not always make clear what pupils know and can do, or give an indication of what they need to do to improve. The school works well with the parents of pupils with special educational or medical needs.

49. Parental involvement in the work of the school has a very significant impact on the quality of education provided. Practical and financial help, such as that with redecoration and provision of screens between classrooms and the hall, significantly enhances the learning environment. Fund-raising and social events involving parents, pupils, and the local community, enhance pupils' academic, personal and social education. A particularly good example being the annual May Day celebrations organised by the Friends of Church Broughton School. Provision of computers, the Abacus numeracy scheme, and other resources, greatly increases the school's capacity to improve pupils' skills and learning. In addition, a significant number of parents help in the classroom, hearing pupils read and assisting during the numeracy hour. They also assist on trips and residential visits, run extra-curricular sports and craft clubs and help with transport. Parents who travel send postcards to 'Barnaby Bear'. These cards and other resources, such as a cake from Italy shared during a Key Stage 1 topic lesson, effectively build on pupils' knowledge and understanding of the wider world.
50. A home-school reading diary in Key Stage 1 provides good information to assist effectively parents who regularly help their children by listening to them read. Parents indicate a willingness to help their children with other homework. A homework diary is provided for pupils in Key Stage 2 and parents are requested to sign it. However, homework is not set consistently, the diaries are irregularly monitored, and communication between parents and teachers, regarding the setting of homework, together with pupils' expectations of feedback and marking, are muddled.

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

51. A new headteacher has been appointed since the last inspection. Leadership and management of the school was very good at the time of that inspection and it continues to be very good. The headteacher provides very good, purposeful leadership while carrying out a high teaching commitment. She is very ably supported by the deputy headteacher who works very successfully to ensure the smooth running of school routines. Together with the other staff they share a very clear sense of educational direction for the school's progress.
52. The headteacher's awareness of the school's strengths and weaknesses has led to clear priorities for the school's development and thorough planning of the initiatives necessary for school improvement. The headteacher and deputy headteacher's very good management skills, and very effective day-to-day management of the school, contribute significantly to the good quality of relationships at all levels and the development of a shared sense of purpose amongst all teaching and non-teaching staff. Particular emphasis has been given to the delegation of responsibility to staff, and the development of corporate objectives and decision making. All staff are responsible for the co-ordination of several subjects each and they carry out the responsibilities associated with this co-ordination very effectively. Curriculum development, as a whole, and the development of good, manageable systems of assessment are very good achievements by staff.
53. The school's aims and values are integrated very well in all its work and, following the example set by the headteacher and her deputy, all staff show high levels of concern for pupils' welfare. There is, thus, a very positive ethos that reflects the school's commitment to creating a caring environment for all pupils in which they are helped to achieve improving standards in their academic and personal development.
54. The school implements its policy for equal opportunities very thoroughly. All pupils have the same opportunities for each area of learning. Pupils with special educational needs are catered for well in terms of staff support and are totally integrated into all aspects of school life.

55. The school has very good systems for monitoring and evaluating its own performance as a result of the headteacher's successful introduction of a range of procedures for monitoring and evaluating the curriculum, the quality of teaching, and the standards of pupils' work. The strength of these arrangements is the ongoing review of the curriculum that enables new initiatives, including national initiatives and subject guidelines, to be incorporated into what is taught. Standards of pupils' work are also monitored very effectively through thorough analysis of National Curriculum test papers each year, including the optional tests taken by pupils in Years 3, 4 and 5 that are similar in format to the tests taken at the end of Key Stages 1 and 2. The strengths and weaknesses of each year group are identified and action is taken to address and rectify identified weaknesses. The monitoring of teaching is limited by the actual time that can be allocated to it. The headteacher completes as much observation as is possible and, by the employment of supply teachers, teachers are provided with occasional periods away from their classes so that they too can observe colleagues. The strength of the staff as a team means that observations are discussed openly and constructively enabling staff to learn from one another about good practices.
56. The management of special educational needs provision within the school is very good. There is accurate identification of pupils' needs and the monitoring of these pupils' progress is very conscientiously carried out by the co-ordinator. The programme of work is very effectively delivered by good quality support staff.
57. Management of the Foundation Stage is good. The co-ordinator has developed efficient procedures that ensure continuity between the Reception year and Year 1, such as collaborative planning involving teachers and the education care officer. The co-ordinator has paid good attention to methods of planning to ensure that the demands of the new Foundation Stage are fully met, despite constraints of accommodation and facilities.
58. The governing body fulfils its responsibilities well. It is led very well by a chairperson with a very good awareness of the school's strengths and weaknesses. The school's overall management is strengthened by the very good working relationship between the headteacher and the chairperson. The governing body provides good support for the work of the school, and individual members visit the school to assist in a variety of ways. Through their visits, and liaison with co-ordinators, governors are very familiar with the school's working methods. There is constructive monitoring of the school's developments, by the governing body, through visits and the reports received from teaching staff. The headteacher consults widely about proposed improvements, seeking the contributions of all staff and governors, and developments proceed with the commitment of all concerned. As a result, the school development plan provides a good framework for school improvement and combines review of what has been achieved in the previous year with appropriate detail of prioritised targets for the current year. The financial and resource implications, including the demands on personnel, are identified and detailed costings and success criteria are included. The governing body has carefully monitored the action plan that followed the last inspection and parents have been regularly informed of its progress.
59. The governing body has established a finance committee and has properly defined its role. Governors are fully meeting their responsibilities in relation to budget setting and expenditure is carefully monitored. The governing body thoughtfully evaluates the cost-effectiveness of major spending decisions through the reports of the headteacher, through discussion, and through analysis of assessment and other data. Governors compare the school's results with national averages and those for schools with a similar intake. A desire for high standards and improvement is central. These instruments enable the governing body to have a good understanding of the strengths and weaknesses of the school. Governors are very aware of the need to ensure that money is spent carefully. Competing quotations are obtained before contracts are issued, although governors are mindful that the cheapest price does not always represent the best value. The school has responded assiduously to the financial implications of fluctuating pupil numbers and monetary affairs are controlled well.
60. Financial control and office administration are very good. The school makes very good use of the computer for analysis. The last audit report made minor recommendations and all of these have been properly addressed. Very good use has been made of the additional money made available to the school through specific grants, such as that to support literacy, and the development of

information and communication technology skills. The financial allocation for educating each pupil is broadly average, but the school does not have the cost advantages of scale associated with a larger institution. Overall, the school uses its resources shrewdly and productively.

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

61. Hard-working and well-qualified teaching staff are deployed well. They are ably supported in the classrooms by suitably qualified, well-trained educational care officers. All school staff play an important role in promoting the school's strong ethos and team values. The deployment of an information and communication technology teacher, shared with another small school, together with increased quantities of modern equipment, has a very positive impact on pupils' acquisition of information and communication technology skills and knowledge.
62. Since the previous inspection, the provision of internal screens to separate classrooms from the hall has gone some way to reduce noise disturbance. However, the accommodation is very cramped and inadequate for delivering the more practical aspects of the curriculum. Without the high degree of co-operation and consideration for others, demonstrated by all pupils, the high quality teaching and learning would be greatly reduced. The hard play area is very small for the number of pupils in the school. The school has attempted to address the issue raised at the last inspection to improve resources for the physical development of the youngest pupils. Financial limitations continue to restrict this development and the overall provision remains inadequate.

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

63. In order to improve the standards of work and the quality of education, the governors, headteacher and staff should:
  - ☐ Continue the programme of curriculum development by reviewing programmes of study in science and non-core subjects to ensure that:
    - a clearly defined range and progression of learning activities is provided for each year group;
    - more able pupils are challenged sufficiently. (*Paragraphs 6, 7, 23, 32, 110*)
  - ☐ Improve the learning environment for the physical development of children at the Foundation Stage. (*Paragraph 62*)

*In addition, the following less important weaknesses, should be considered by the school for inclusion the action plan:*

- revision of the homework policy and guidelines to parents in order to clarify expectations to teachers, pupils and parents about the type, amount, and timing of homework for each year group. (*Paragraphs 27, 50*)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

32

Number of discussions with staff, governors, other adults and pupils

23

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	28	57	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

	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)		96
Number of full-time pupils known to be eligible for free school meals		3

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		7

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	96.7
National comparative data	5.1

#### Unauthorised absence

	%
School data	0
National comparative data	0.4

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	7	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year. The number of boys and girls taking the tests has been omitted from the table, as there were ten or less pupils in each group.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	9	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	13	11	13
Percentage of pupils at NC level 4 or above	School	87 (82)	73 (88)	87 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	12	13	14
Percentage of pupils at NC level 4 or above	School	80 (82)	87 (82)	93 (94)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year. The number of boys and girls taking the tests has been omitted from the table, as there were ten or less pupils in each group.

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	4
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	78
Any other minority ethnic group	0

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

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

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

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

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

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

Total number of qualified teachers (FTE)	4.5
Number of pupils per qualified teacher	21.3
Average class size	24

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

Total number of education support staff	2
Total aggregate hours worked per week	30

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/00
	£
Total income	175,072
Total expenditure	181,327
Expenditure per pupil	1,796
Balance brought forward from previous year	21,302
Balance carried forward to next year	15,047

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

### **Questionnaire return rate**

Number of questionnaires sent out	90
Number of questionnaires returned	56
Percentage of questionnaires returned	62

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	41	11	0	2
My child is making good progress in school.	43	45	9	2	2
Behaviour in the school is good.	57	32	7	0	4
My child gets the right amount of work to do at home.	23	46	13	14	4
The teaching is good.	46	43	9	2	0
I am kept well informed about how my child is getting on.	30	54	13	0	4
I would feel comfortable about approaching the school with questions or a problem.	64	30	2	4	0
The school expects my child to work hard and achieve his or her best.	57	41	2	0	0
The school works closely with parents.	41	48	9	0	2
The school is well led and managed.	52	39	7	2	0
The school is helping my child become mature and responsible.	52	41	2	4	2
The school provides an interesting range of activities outside lessons.	14	34	32	14	5

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

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

64. Most children begin the reception class around the age of four and a half, and some are almost five years old. When they start school, the majority of children are well on the way to reaching the Early Learning Goals<sup>3</sup> which they are expected to reach by the start of Year 1. All make steady progress and almost all the children achieve the goals well before the end of their time in reception and begin work on some aspects of the National Curriculum, for example in literacy and numeracy. The good early literacy work reported at the last inspection has continued.
65. The management and teaching of children in the reception is good. Well-planned activities constantly stimulate and motivate the children to maintain a lively interest in what they are learning. The school has made a real effort to provide for children's physical development, which was a key issue at the last inspection. Although the provision for outdoor play with large equipment is still very limited, and insufficient opportunity is provided for climbing and using wheeled toys, good use is made of the hall for developing gymnastic, dance and drama skills appropriate for the age and ability of the children. Additionally, the children are, routinely, taken outside for activities linked to other areas, such as singing and counting games. They have regular playtimes, with and without older pupils, and, weather permitting, small play equipment, such as sand and water is used outside.

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

66. Children enter the reception class with good social skills and quickly settle into the very well-established routines, with older Year 1 and 2 pupils providing very good role models. Children of all ages play very well together and the children in reception confidently respond to adults and older children, both in large groups and one-to-one situations. They maturely share equipment, take turns and concentrate very well for their age. In assemblies and whole-class situations, all but one or two are able to sit and listen very attentively. They all respond very well to the good opportunities provided for taking responsibility for their own actions.

#### *Communication, language and literacy*

67. The children have good language skills for their age and communicate well with adults and each other. They readily chat about what they are doing and answer questions confidently, using a wide range of vocabulary and sentence structures. For example, when asked what had happened to the house on the computer screen, one boy enthusiastically explained, '*I've coloured it black so that it exploded and disappeared*'. Many very good opportunities are provided for the children to engage in speaking and listening, enhanced by simple resources to stimulate imaginative thinking, for instance, in the retelling of the 'King's Successor'. During activity time, through good planning and skilful adult interaction, children engage in meaningful discussions about a wide range of subjects such as favourite foods and places they have visited as well as the activity in which they are engaged.
68. Elements of the National Literacy Strategy are used well by the teachers, and all the children are beginning to acquire a good knowledge of phonetics. Most children are able to read simple texts and recognise many common words. Children's handwriting is already well formed and mature for their age, with most being able to write their own name unaided. Very good systems are in place to encourage children to have daily access to a variety of books, which they regularly enjoy sharing with parents, teachers and volunteers. Close records are kept of the children's reading progress.
69. By the end of the reception year, children are more than ready to start on the National Curriculum and have already been sensitively introduced to some aspects of the National Numeracy Strategy, such as mental and oral work. Children are mostly taught numeracy skills in small, single-age

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<sup>3</sup> The Early Learning Goals set out what children should achieve by the time they reach the end of the reception year in primary school.



groups which enable the teachers to focus on the specific needs of individuals and make accurate assessments of their progress.

70. Currently, all the children can count to ten, (one of the *Early Learning Goals*) and most of them to 50. Imaginative teaching encourages the children to count quickly, confidently and accurately to a range of actions such as clapping, stamping and jumping. Other practical activities encourage the children to order numbers to 20, and they, excitedly, become involved in showing whether a number comes before or after another one. Many children know and understand one more than and one less than.
71. Other aspects of mathematical development are appropriately planned for and taught well, with good reinforcement of mathematical language. For example, children are taught the properties of two- and three-dimensional shapes and are able to sort into cuboid and non-cuboid categories. A few children can even identify a prism!

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

72. The children have a relatively good knowledge and understanding of the world around them when they start school and this is satisfactorily built on and extended during their time in the reception class.
73. Many of the experiences in this area of development are with Year 1 and 2 pupils and this has both advantages and disadvantages. However, follow-up activities are frequently provided which are specifically planned for the children in reception. In a whole-group topic session, the television programme was aimed at the older pupils and one or two of the children in reception lost interest and became restless. In contrast, a science session about animals really extended their knowledge and understanding of the animal kingdom. Following a stimulating introduction, with children in reception together with pupils in Year 1, the children in reception looked carefully at pictures of animals and insects before creating their own models.
74. The children have many opportunities to use a computer and skilfully operate the mouse and arrow keys. Programs are carefully selected to reinforce learning in other areas. Provision, learning and teaching are satisfactory overall.

#### *Physical development*

75. The children easily reach the expectation of the Early Learning Goals, and many exceed them, both in their use of controlling their arms, legs and bodies, and in the finer skills of using pencils, scissors and small apparatus. Despite the lack of a specifically designated outdoor play area, teachers plan very carefully to ensure that there are daily opportunities for the children to develop physical skills. This is achieved through using physical activities in other areas of development as well as specific sessions in the hall. All sessions for the children in reception include physically active, as well as sitting, activities and only, rarely, are they expected to sit for longer than 10 to 15 minutes. A typical example of this was the counting activity, which involved clapping, stamping and jumping.
76. Teachers also manage the very cramped indoor space exceptionally well. 'Activity' sessions are deliberately planned to provide opportunities for children to use scissors and develop dexterity through modelling in materials such as clay and play-dough. Literacy sessions include opportunities to use pencils correctly, but because of the lack of space, insufficient opportunities are provided for the use of construction toys.

#### *Creative development*

77. In this area of development children also make satisfactory progress and again start and end their time in the reception class with above average-skills and understanding. They are encouraged to explore colour, texture, shape, form and space in a variety of ways, though the opportunities for frequent use of paint and fabrics are limited by the lack of space.

78. Through good teaching, the children make good progress in music. For instance, in a joint session with pupils in Year 1, they sang familiar songs tunefully and with real enthusiasm. They were encouraged to listen carefully to the dynamics of a tune and to respond to hand signals for playing instruments louder and softer. Most of them have no difficulty in playing simple rhythms with untuned instruments.
79. Teachers are well aware of the importance of providing opportunities for imaginative play and include these in literacy planning. The provision of masks and other resources stimulated good imaginative enacting of the story of 'Little Red Riding Hood'

## ENGLISH

80. The National Curriculum tests undertaken in 2000, by pupils at the end of Key Stage 1, showed that the standards in English were very high when compared with the national average. This standard was reflected in the elements relating to reading and writing. When these results were compared with similar schools, standards were above the average in reading, whilst those in writing were well above. Results have been steady in recent years. Inspection evidence indicates that the standards attained by pupils currently in Year 2 are well above the national average. Reading standards have been maintained since the last inspection and writing has improved.
81. The results of the National Curriculum tests, in 2000, taken by pupils at the end of Key Stage 2, showed that standards in English were below the national average for all schools and well below the average when compared with similar schools. This was a fall from the standards achieved in previous years, but the school is a relatively small primary school and slight variations in the results will impact, significantly, upon the percentage of pupils achieving the national average. Inspection evidence indicates that pupils' attainment at the end of Key Stage 2 is currently well above average.
82. At the end of Key Stage 1, the majority of pupils are able to express themselves orally, with appropriate clarity and confidence. Pupils listen attentively and constructively to their teacher and to the contributions made by others. A good range of suitable opportunities for pupils to develop their speaking and listening skills is provided, with activities such as role play, and teachers' questioning is used effectively as a means of promoting pupils' speaking and listening skills and of developing their confidence.
83. At the end of the Key Stage 2, standards in speaking and listening are well above average. Almost all pupils listen attentively to their teacher and respond thoughtfully to the contributions made by other pupils. Pupils' ability to generate cohesive and complex sentences is well above average and higher-achieving pupils are able to develop abstract and speculative ideas.
84. Pupils' achievement in reading is well above the national average at the end of Key Stage 1. The importance placed upon this skill and the systematic method of teaching is very successful in promoting reading standards. Most pupils enjoy reading and are eager to discuss what they have read. They develop a good range of phonic and contextual skills in order to tackle unfamiliar words. Most are able to use simple dictionaries and very good standards are achieved in relation to library skills.
85. Pupils' achievement in reading at the end of Key Stage 2 is also well above the national average. Most pupils are able to discuss what they have read with perceptive analysis of the characters and the plot. This was well demonstrated during a comparison, by a group of pupils in Year 6, of the contrasting approaches and styles of different authors. The higher-achievers sometimes demonstrate sensitive insight, such as the insight displayed by two older pupils when discussing the imagery contained within 'The Hobbit'. Most pupils display good skills when using phonic and other strategies, such as context, in order to tackle unfamiliar words. They are beginning to use more advanced skills such as scanning. Higher-achieving pupils have an appreciation of inference and figurative language that is well beyond their age. The structured programme helps to promote reading standards and to ensure that most pupils make good progress in both key stages. Most pupils in Key Stage 1 progress from the recognition of a limited range of words to the ability to read a simple story with understanding and enjoyment. This good foundation is an important element in the continued good progress in reading which is evident at Key Stage 2. By Year 6, the majority of

pupils can read books containing quite challenging text, with fluency and expression, and can discuss the contents maturely.

86. At the end of Key Stage 1, pupils' achievement in writing is well above that found nationally. Pupils' awareness of grammatical structure and punctuation is very good in relation to their age. Most possess a broad vocabulary and are able to express themselves clearly and confidently. Spelling is methodically developed and pupils achieve very good levels of accuracy. Standards of letter formation and control are particularly good and reflect the systematic refinement of handwriting skills.
87. Standards of writing in Key Stage 2 are also well above the average. By the end of the key stage, a good proportion of pupils have the appropriate skills in relation to grammatical structure and punctuation and are able to express themselves with accuracy. They are able to organise their writing and to develop a theme in a logical and sustained manner. They write with a growing awareness of audience and of purpose. Instructions, recipes, poetry, description, reports, letters and plays are just a sample of the wide range of writing encountered. Spelling continues to be approached systematically, with pupils' levels of accuracy being well above average. Standards of handwriting are well above average with a high proportion of pupils able to employ consistent letter formation and to write in an attractive and legible hand. Pupils in both key stages make good progress in writing skills. From elementary letter and simple word formation, at the beginning of Key Stage 1, pupils develop increasing literacy skills until, at the end of Key Stage 2, they are competent in the use of extended and sequential prose, with accurate grammatical structure and appropriate use of punctuation.
88. Word-processing skills are satisfactorily developed and information communication technology is used satisfactorily to support reading and writing at both key stages.
89. The quality of learning in both key stages is good. Teachers have created a very positive atmosphere in which learning is both enjoyable and productive. Although the majority of pupils enter Key Stage 1 with literacy skills that are above those expected for pupils of that age, the majority make good progress as they move through Key Stage 1 and Key Stage 2. In both key stages, a range of suitable opportunities for pupils to develop their speaking and listening skills are provided, which leads to good progress in this aspect of the subject. Younger pupils are able to speak in simple terms about something that is within their immediate experience, whilst older pupils are able to develop a theme and to consider more abstract subjects.
90. Pupils' attitudes to English are very good at both key stages. The overwhelming majority of pupils have a very positive attitude towards the subject. Most work diligently, persevere with their tasks, and show obvious enthusiasm for their work. They collaborate productively in pairs and small groups. Pupils are very attentive and are able to sustain concentration over a period. Even the youngest pupils respond maturely when required to work independently.
91. The quality of teaching at Key Stage 1 is good. Activities are well matched to the needs of the pupils and a range of strategies are employed which help to sustain interest. Teachers have a caring and positive rapport with their pupils and lessons conducted with clear purpose. For example, excellent teaching occurred in a Year 1 lesson relating to the building of a description of a baby teddy bear. Here, the teacher skilfully used a range of approaches to develop both creative ideas and literacy skills. Every opportunity to extend pupils' knowledge was taken, using material that both motivated the pupils and gave them the confidence to explore their imagination.
92. Teaching at Key Stage 2 is also good with lessons proceeding at a brisk pace within a positive working atmosphere. An example of very good teaching was seen in a Year 3/4 lesson relating to the characters within a fictional story. Here, the teacher's clever balance of developing pupils' skills, whilst encouraging creative ideas, led to sensitive and creative writing. In Year 5/6, more good teaching was seen when pupils made very good progress in understanding the essential elements of a 'rap' poem, and in developing their imaginative writing. This was achieved through the very productive relationships, clear objectives shared with the pupils and stimulating tasks. In both key stages, lessons are carefully planned and are properly related to the requirements of the National Literacy Strategy. It is a feature of teaching that skills, such as spelling, grammar,

handwriting and punctuation are developed extremely systematically, but this is balanced by a sensitive emphasis upon the quality of language and a 'feeling' for words. Pupils' work is diligently and constructively marked and pupils of all abilities are presented with work that is well matched to their needs. Pupils with special educational needs are sensitively and effectively supported. Such pupils also make good progress.

93. The subject is well led. The co-ordinator for English is committed to improving standards and has a clear sense of purpose. The school places considerable emphasis upon English and the National Literacy Strategy has been introduced with care and rigour. This initiative, together with the quality of teaching and the positive attitudes of the pupils, are significant factors in determining the good levels of achievement and learning. Pupils' learning is further enhanced by the imaginative organisation of the pupils in Key Stage 1 for English lessons, which provides well-focused work for each year group, and which develops independent study skills. The 'booster' classes in Key Stage 2 also enhance the quality of learning and contribute significantly to learning. Pupils' increasing competence in literacy makes an important contribution to standards in other areas of the curriculum.
94. The assessment procedures used to measure progress are good, as is their use to guide the content of subsequent work. Targets for improvement are mutually agreed with pupils and these procedures complement and support the systematic approach to the teaching of English that the school employs.
95. The previous inspection reported insufficient emphasis upon writing at Key Stage 1 and insufficient use of information technology to support the subject. Both these issues have been addressed well. The report also found significant shortcomings in the school's accommodation. This issue remains unsatisfactory and noise from adjacent rooms, and cramped conditions, continue to have an adverse effect upon provision.

## **MATHEMATICS**

96. Standards in mathematics are above national expectations at the end of both key stages, as they were at the last inspection. Over the last four years, standards have risen gradually except, in 2000, when they fell to around the national average and were well below those of similar schools. This fall affected the overall upward rise, which is less than the national trend. Last year's drop in standards at Key Stage 2 happened for a number of valid reasons, including a higher than usual movement of pupils in the relatively small year group, and a high proportion having specific special educational needs. The school also carefully analysed the reasons for the drop in standards at Key Stage 1 and has taken steps to address the identified area of weakness in the area of number and algebra.
97. Pupils start Year 1 with higher than average standards and, overall, satisfactory progress is made as pupils move through the school. Lower-attaining pupils, however, including those with special educational needs, make good progress but the higher-attaining pupils could be further challenged. The targets set for the number of pupils to achieve national averages in the National Curriculum tests, are realistic and challenging, though no specific targets have been set for the number of pupils who might reach the higher level. The school is aware of this and the careful tracking of each pupil's progress, which is now firmly established, means the school is very well placed to set individual targets year by year.
98. Standards of attainment in Year 2 are good. By the age of seven, pupils confidently handle numbers to 100, know multiples of ten and count in fives, twos and threes. Most have a good understanding of place value and can add and subtract two-digit numbers by splitting into tens and units. They have a good knowledge of two- and three-dimensional shapes, such as pentagon, hexagon, cuboid and prism, and many are able to select whether to use centimetres or metres to measure objects of different lengths. An introduction has been made to fractions and pupils recognise  $\frac{1}{2}$  and  $\frac{1}{4}$ . Pupils' attainment in Year 1 is also good, with most pupils working at levels higher than expected for their ages. Pupils are very confident with numbers to 20, being able to add and subtract, and most can recognise numbers to 50. Their knowledge of three-dimensional shapes is also very good, as they are able to recognise spheres, pyramids and cubes.

99. The standard of attainment of pupils currently in Year 6 is above average overall, although, from the scrutiny of work seen, the mathematically most able pupils are not always sufficiently challenged. In some areas of mathematics, for example, in a lesson seen about angles, 80 per cent of the pupils, in both Years 5 and 6, showed knowledge and understanding above the national average. In Year 6, pupils know that the sum of the angles of all triangles is 180 degrees, the angle of a straight line is 180 degrees, and a circle 360 degrees. They can apply this knowledge very well. For instance, if given the size of one angle in an isosceles triangle, or the size of two angles in a scalene triangle, they can work out the other angles. Many pupils in Year 5 identify acute, obtuse and reflex angles and can measure them accurately using a protractor. Only two pupils in this class, who have special educational needs, are working at levels below national expectations and they make good progress.
100. Pupils also achieve well in Years 3 and 4, and the majority of them are working at levels above national expectations. In Year 4, pupils confidently explain how they work out problems, such as  $23 \times 8$ , by breaking it down into manageable numbers, for example,  $20 \times 8$  and  $3 \times 8$ , skilfully applying their knowledge of partitioning and tables. They can equally well apply their understanding of place value when multiplying by 10 and 100. In Year 3, pupils are also good at explaining their thinking and are developing good mental techniques. They confidently add and subtract multiples of five and ten to 100, as well as applying the three and four times tables to money problems.
101. The teaching of mathematics is consistently good throughout the school, and, occasionally, very good. In Key Stage 2, the routine of an hour's numeracy each day is well established and teachers are secure in their knowledge and application of the National Numeracy Strategy. In Key Stage 1, the hour of numeracy on four days each week is very well planned, ensuring that the younger pupils' interest and motivation are maintained through plenty of practical activities. On the fifth day, careful planning ensures that games and activities reinforce the learning from previous lessons. The planning of numeracy lessons carefully takes into account what has been achieved in previous lessons, ensuring pupils' knowledge, skills and understanding are developed systematically. The very good relationships between pupils and adults encourage a calm, well-focused atmosphere in which pupils work hard and concentrate well.
102. Teachers begin lessons promptly and in a lively manner, with brisk, probing questions which recap previous work. However, only in the very good lessons are pupils made aware of exactly what they will be learning in the session. The mental and oral start to lessons improves pupils' ability to think quickly, apply skills and explain logically how they reach their answers. Most teachers are skilled at asking appropriately targeted questions to individual pupils to assess their learning. Pupils generally answer enthusiastically, trying very hard to grasp new facts and ideas. In all classes, pupils want to do well and they succeed within the limits of the challenges set by the tasks provided by the teachers. Although the pace of most lessons is good, there is a tendency to miss that extra challenge, particularly of the most able pupils. In only one lesson were pupils set time targets. Most classes tend to work in just two ability groups, with individual work for those with special educational needs, and this again tends to limit work at more advanced levels. Educational care officers provide very valuable support, particularly to the slower learners, who are helped to maintain good progress for their abilities.
103. Whether working individually, in small groups, or as a class, pupils consistently work very well together. They listen carefully and are very willing to share both ideas and equipment. In every lesson an atmosphere was created in which teachers were able to work with small groups or individuals, whilst others concentrated and worked hard independently. These good practices result in high quality work which is well presented. Teachers are secure in their mathematical knowledge and make very good use of resources available. For example, they use individual white boards for pupils to record their answers during quick-fire mental activities. This ensures all pupils are involved and the teacher can make a quick assessment of their accuracy. Most teachers have established the good practice of finishing lessons with a quick review of what the pupils have learnt during the lesson, and also make them aware of what the next stage will be.
104. Information and communication technology is used well to reinforce and extend mathematical learning. Spreadsheets, graphs and diagrams support pupils' understanding of data handling. In

Year 6, pupils design triangles using 'Logo' programming and their understanding of degrees. Pupils in Year 4 apply their knowledge of right angles, and pupils in Key Stage 1 practise number games on the computers.

105. The subject is managed well and particularly good advancement has been made in the assessment and tracking of pupils' progress, though targets for improvement are not yet agreed with individuals. The recent introduction of a new commercial scheme of work provides a satisfactory basis for coverage of the National Curriculum, but there are serious limitations, some of which have already been identified by the school. A full review is planned for the summer. The school routinely monitors planning and teaching. Overall, satisfactory progress has been made since the last inspection.

## SCIENCE

106. In the 2000 National Curriculum assessments at the end of Key Stage 1, pupils' attainment was well above the national average and very high compared with the average for similar schools. The percentage reaching the higher level was well above the national average and above the average for similar schools. These results represent a maintenance of standards since the last inspection. The test results at the end of Key Stage 2 showed attainment to be well below both the national average and the average for similar schools. The percentage reaching the higher level was well below the national average and very low compared with similar schools. These results represent a fall in standards since the last inspection, when attainment was judged well above average although the result in 2000 was a good achievement by the pupils concerned when their prior attainment is taken into account.
107. The standards of achievement of pupils now at the end of Key Stage 1 are above average in all aspects of the subject. At the end of Key Stage 1, pupils' knowledge of scientific topics is broad, and their understanding and use of scientific vocabulary is a particular strength. For example, they name correctly, and explain well, the parts of a tree and their functions. In scientific investigations, they are starting to consider likely results before they start and realise that one of the purposes of an investigation is to test a prediction. Their various experiences of practical investigations result in a good understanding of what makes a test fair and accurate. Teachers emphasise the learning and explaining of scientific terms, from the start of the key stage, and during a lesson seen, clear, good explanations of facts, related to sight and light were provided by pupils in Year 1. They used the term 'reflection' to explain how an image is seen in a mirror and listened with fascination to the teacher's explanation of optical illusions. More able pupils were starting to relate their existing knowledge of the topic in their efforts to understand the scientific reason for such illusions. Pupils throughout the key stage present their work well, for example, electrical circuit diagrams are accurate and clearly labelled.
108. At the end of Key Stage 2, standards are now above national average. This is a significant improvement on the 2000 national test results. Pupils' achievements are good. By the end of the key stage they have broad knowledge across a wide range of topics. They achieve good standards in investigative work and this is due, in part, to the frequent opportunities provided for them to design and carry out experiments. As a result, they have a good routine of automatically establishing a hypothesis and then incorporating their good knowledge of how to ensure that a test is fair as they set about testing the hypothesis. This is seen in such diverse investigations as a comparative test of the strength of sunglasses, the effects of water resistance, and finding out the best light reducing materials for use as bedroom curtains. The use of correct terminology continues to develop well throughout Key Stage 2. By the end of a lesson on the use of symbols in electrical circuit diagrams, pupils in Years 5 and 6 not only had very good understanding of the topic but also confidently described different types of circuit as being either series or parallel. Good quality support, clear teacher expectations and, where necessary, amendment of learning activities to take account of their different prior attainment is enabling pupils with special educational needs to achieve similar standards to their classmates. Boys and girls also achieve similar standards.
109. At both key stages, pupils' positive attitudes have a beneficial effect on their learning. Good behaviour and careful attention to teachers' instructions result in no time being wasted in lessons and good levels of concentration. There are frequent opportunities for pupils to work in groups and

the good relationships that exist between all pupils promote mature levels of co-operation and collaboration. Pupils also respond well to opportunities for independent work. For instance, group investigations of the effects of friction by pupils in Years 3 and 4 were approached with good co-operation between group members as they allocated one another specific jobs in their planning of a fair test.

110. The overall quality of teaching is good at both key stages. Teachers have good knowledge of the subject. Lessons are organised well and, at the end of the key stages in particular, teachers have high expectations of pupils in terms of standards of behaviour, co-operation and the learning to be achieved. All pupils are appropriately challenged by these expectations. However, this is not evident in all classes and scrutiny of pupils' work shows that there are occasions when pupils of different abilities are all given the same learning activity, with no planning of further activities to challenge the more able; this limits the progress of more able pupils, in particular.
111. Teachers use resources well, ensuring they are well prepared and have good potential to help pupils' learning. The regular use of charts and tables, together with recording of results in graphs, is making a good contribution to the development of pupils' numeracy skills. Information and communication technology is used well as a means of creating these records of results and pupils in Years 5 and 6 also have a good understanding of information and communication technology, as a tool for scientific investigation, through opportunities to use sensors and computer programs that record sensor measurements. As well as making good use of information and communication technology, teachers also relate science well to other subjects and this broadens and consolidates pupils' learning well. In Years 3 and 4 pupils' learning about plant growth was extended successfully by using herbs that they had grown to make soup in a food technology lesson. The post-tasting evaluation reinforced learning across both subjects.
112. The subject is very well led by a co-ordinator who has successfully amended the curriculum to incorporate new national guidelines. Attention to whole-school provision is ongoing and this, by focusing on what should be learned in each topic, by the different year groups, will address the current weakness in the planning. Good systems of assessment enable class teachers to gain a good understanding of standards and to plan future work for improvement of any weaknesses that are evident. Pupils' standards and the quality of teaching have been maintained close to the levels at the last inspection.

## **ART AND DESIGN**

113. Although the number of lessons observed was very limited, the available evidence shows that achievement of pupils at both Key Stage 1 and Key Stage 2 is in line with that expected for their ages. At Key Stage 1, are able to mix colours, to use simple printing techniques and to model in clay and using scrap materials. They produce pictures from observation and by using their imagination. The majority of pupils display levels of skill and creativity that are expected for their age and make satisfactory progress as they move through the key stage.
114. At Key Stage 2, pupils continue to develop their knowledge and technique and to make satisfactory progress. Attainment is reflected in pupils' ability to draw from direct observation and by creating work from their imagination. They are able to use appropriate techniques and tools in painting, collage, pattern, printing and modelling.
115. Pupils in both key stages work in both two and three dimensions and are able to choose from a satisfactory variety of materials. They are introduced to the work of a number of well-known artists, such as Mondrian, whose style and method might influence their own interpretation and development. A number of pupils produce work that is of good quality. The examples of texture found around the school and the painted portraits were examples at Key Stage 1 and some of the clay 'Greek' masks and the illustrations to original creative writing in Key Stage 2.
116. Pupils' attitudes to art are very good in both key stages. They clearly enjoy their work and strive to achieve good results. They work thoughtfully and carefully and pupils in Years 5 and 6 co-operate responsibly with others despite working in extremely cramped conditions.

117. Although little direct teaching was observed, the impact of teaching over time is satisfactory. Teachers place due emphasis upon the subject and provide their pupils with a satisfactory range of experiences. Very good teaching occurred in a Year 5 and 6 lesson in which pupils were designing and making hats using a range of materials. Here, the lively pace, thorough preparation, high expectations for both behaviour and work, and the excellent attitudes of the pupils, combined to produce very good progress. In this lesson, good use was made of a parent volunteer in order to extend the individual support provided for pupils.
118. The co-ordinator brings considerable expertise and a sense of purpose to his role. The programme is soundly defined and is usefully augmented by other guidance to help teachers ensure that pupils' skills are built incrementally and that they are provided with a satisfactory range of experiences. Art maintains its status within the curriculum and productive links with other subjects are forged. In the Year 5 and 6 lesson noted above, for example, design and technology skills were enhanced by the designs, the making of a prototype, and pupils' thoughtful evaluation. Visits such as those by a potter, an illustrator of children's books, and a sculptor, enrich the programme.
119. In some parts of the school the cramped classroom conditions make flexibility of organisation and movement of pupils difficult. This has an adverse effect upon provision.

## **DESIGN AND TECHNOLOGY**

120. Standards are above expectations at the end of key Stage 1 and in line with those expected at the end of Key Stage 2. The school's long-term plans ensure full coverage of the curriculum and a satisfactory systematic building up of pupils' skills.
121. By the end of Key Stage 1, pupils successfully use a variety of materials, for example, clay and other plastic materials to make models, different types of card and paper to create cards. These show satisfactory skills of cutting, joining and assembling different materials to make products that match their intended purpose. Pupils' design skills are good, as is evident in their designs of action dolls, plans for a moving picture, and computer-generated designs for a pullover. They have good understanding of how a product's features can be understood by disassembly, having taken a jumper apart before designing their versions of Joseph's multi-coloured coat. Moving cards were made successfully after examining moving parts in books. A similar activity, for example, carried out by pupils in Years 3 and 4 indicates how pupils' learning in Key Stage 2 builds successfully on previous learning. In this activity the pupils had progressed to investigating mechanisms and learning about levers and linkage.
122. Pupils develop a good understanding of the need to examine products in order to gain knowledge of the working characteristics of components. By the end of Key Stage 2, pupils have a secure understanding of the function of axles, for example. They consider the users of products, evaluate constructively, both the process of making a product and the quality of the finished article. Pupils' skill levels are satisfactory and they benefit from teachers' good demonstrations. By the end of the key stage, pupils plan their work methodically. The production of musical instruments and, as was seen during the inspection, the use of sophisticated construction kits to create motor-powered fairground models, go through the systematic process of designing in detail, selecting materials and evaluating. Pupils consider how what they are making, and how they are making it, can be improved, both during production and at completion. Their evaluations are thoughtful and they explain clearly their reasoning and conclusions.
123. Teaching is good overall at both key stages. Pupils' learning is generally good in individual lessons. Activities are planned thoroughly and pupils are given helpful guidance about acquiring and improving skills. This was evident in the very good teaching of a lesson with Year 3 and 4 pupils. The teacher's strong emphasis on pupils acquiring safe, efficient techniques was initiated by a very good demonstration of a specific cutting technique that was consolidated by good observation of pupils at work to ensure that the technique was being learned. Good use was made of the work of individual pupils as demonstrations of key teaching points in order to help the learning of others. Pupils were encouraged to make decisions about what was most appropriate for their work. All teachers use questioning well and encourage pupils to phrase their responses clearly. Pupils' speaking and listening skills are extended very well through this strategy.



124. The subject co-ordinator has recently taken on responsibility for this subject. She has carried out a thorough replenishment of resources and has well-formulated plans for the subject's development, particularly in relation to establishing a stronger focus on the skills to be acquired at each stage of pupils' learning. There is an effective assessment of pupils' learning that has recently been introduced throughout the school. Overall, standards and teaching are at the levels found at the time of the previous inspection.

## **GEOGRAPHY**

125. The number of geography lessons observed during the period of the inspection was very limited, but the available evidence indicates that standards are in line with the expectations at the end of both key stages. This is an apparent fall since the last inspection, which reflects the pressure on the curriculum caused by national initiatives in English and mathematics.
126. Pupils in Key Stage 1 have an elementary awareness of features of the area around Church Broughton. They can identify some of the similarities between life in the village and a contrasting area such as the fictional island of Struay. Older pupils are beginning to gain knowledge of the United Kingdom. Competencies associated with the use of maps, such as how buildings and roads can be represented on a plan, are beginning to be understood. Pupils in Key Stage 2 acquire satisfactory understanding of the factors relating to development and to land use. They have a sound knowledge of their local area and of the countries and physical features of the United Kingdom. Most pupils can describe some of the differences and similarities between their own area and the Lake District. The comprehensive study of the village of Chembokolli in India provides a stark comparison between their own area and that of a developing country. Pupils are beginning to appreciate the importance of climate and physical features in determining the development of agriculture, towns and industries. Pupils' understanding of weather patterns and the development of their mapping skills are extended, as is their awareness of how the need for development can result in both improvement and damage to the environment. In all these areas, the depth and range of pupils' knowledge and understanding is comparable to that expected for their age and pupils make satisfactory progress as they move through the school.
127. Although little direct teaching was observed, the impact of teaching over time is satisfactory in both key stages. The school has adopted detailed national guidance that provides a sound framework for the programme. There is due emphasis upon geographical skills as well as factual knowledge. Further definition of what is taught, and when, is underway and this is needed in order to promote greater rigour in the development of geographical skills such as mapping. The integrity of the subject is preserved but meaningful, cross-curricular links are established through the topic approach that the school has adopted. An example is the topic relating to Egypt which helps to show how the modern country has been influenced by historical factors. Pupils in all parts of the school display genuine concern for environmental issues and a planned lesson, relating to the recycling of materials, was an example of the importance attached to this matter.
128. The co-ordinator for geography brings expertise, commitment and a sense of purpose to the role. The school has responded appropriately to the curricular problems resulting from the creation of mixed-year classes by organising a two-year rolling programme. Exploration of the area surrounding the school helps to consolidate the understanding of local geography and visits to places of educational value often contain productive geographical features.

## **HISTORY**

129. By the time the pupils leave the school, standards are broadly in line with those expected for 11-year-olds. At the time of the last inspection, standards were judged as being good throughout the school, although no lessons were seen. During this inspection, again no lessons were being taught at Key Stage 2, and just one lesson was seen at Key Stage 1. Judgements are, therefore, based on discussions with pupils and staff, and on a scrutiny of documentation, including pupils' work. Given that children in reception have a good knowledge and understanding of the world, pupils make satisfactory progress through Years 1 and 2 and achieve well by the time they move into Key

Stage 2. By the time they leave the school, standards are broadly in line with expectations, which indicates unsatisfactory achievement through Key Stage 2.

130. At Key Stage 1, pupils have a good understanding of the passing of time. They know a number of facts about life in Elizabethan times and make comparisons with life then and their own today. They are encouraged to think and feel how the characters felt, such as how Elizabeth I was imprisoned in a Tutbury Castle. At Key Stage 2, pupils have a satisfactory knowledge and understanding of the sequence of different historical periods. However, in Years 5 and 6, they have had insufficient opportunity for independent research and do not have a satisfactory understanding of the difference between first- and second-hand evidence, that is historical facts, and someone's opinion. Pupils in Years 5 and 6 have satisfactory knowledge of the Second World War, and all pupils in Key Stage 2 have an appropriate understanding of how aspects of the Ancient Greek civilisation have influenced some of today's ideas. Additionally, in Years 3 and 4, pupils' work on the life of Victorian children shows good knowledge and appropriate independent research.
131. It is not possible to make firm judgements about the overall quality of teaching, although the one lesson seen was good. In this Year 2 lesson, pupils showed keen interest in the topic and listened attentively. However, a discussion with a group of pupils in Year 6 indicated a lack of enthusiasm about their history lessons. Planning was careful and thorough, ensuring pupils' knowledge and understanding was extended. Good use was made of a variety of resources, such as reference books, maps and pictures, to encourage pupils to think and apply previous learning. Pupils of different abilities were appropriately challenged and their understanding assessed through the teacher's skilful questioning of individuals. From the scrutiny of pupils' work, teaching in Key Stage 2 appears to be satisfactory overall. The standard of presentation in workbooks is very variable and the marking shows few valuable comments. Although pupils of all abilities in each class are usually given the same tasks, there is an expectation that higher-attaining pupils will produce more detailed and extensive work.
132. Changes to the long-term planning, based on a two-year topic cycle, rather than a four-year one, have recently been made to ensure more progressive learning of skills and understanding. This planning, which is based on the new National Curriculum, includes important elements, such as being able to distinguish between fact and opinion. The school has also begun to effectively use the suggested assessment procedures to record pupils' achievements at the end of each topic. Although, because of the drop in standards, there has been unsatisfactory improvement since the last inspection, appropriate steps have been taken by the co-ordinator to address these weaknesses.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

133. Standards in information and communication technology are above expectations at the end of both key stages. This is a very good improvement since the last inspection when standards matched expectations at the end of Key Stage 1 and were below expectations at the end of Key Stage 2. The improvement is due to a combination of much hard work by the co-ordinator in developing the curriculum and teachers' own skills, the good teaching now being achieved, and the employment of a part-time specialist support teacher at Key Stage 2.
134. No direct teaching was observed at Key Stage 1, but the work being undertaken by individual pupils, planning for the subject, and especially the knowledge and understanding shown by pupils in Year 2, provide firm evidence of above-average standards. Pupils in Year 1 work independently with a mathematics program and use the mouse confidently, and those in Year 2 use the mouse very skilfully to control line and colour in pictures created on the computer screen. In conversation, pupils in Year 2 demonstrated their full understanding of how to name and save their work. They know how to program a robot, to draw a square, or turn through 180 degrees, and have used computers successfully to draw graphs and charts. Their use of language shows good familiarity both with hardware and software. In addition to computer-related work, pupils have good experiences and develop good competencies, using tape recorders to listen to stories, working with a variety of cameras, for example, when planning and directing a video of 'A day in the life of Key Stage 1' as a Millennium project.

135. At the end of Key Stage 2, pupils study all aspects of the National Curriculum with confidence and good understanding. Information and communication technology is linked very effectively with other subjects so that pupils' work is made more meaningful. Their work shows that they understand how computers can be used to communicate information, as a research tool, and to control and monitor events. They use the language of computing naturally and, in general, demonstrate good skills, particularly in use of the mouse, and in the operation of different programs. Pupils have a very good understanding of the place of these technologies in everyday life. When studying the procedures for entering instructions into a computer program in order to control external devices, for example, pupils in Year 6 showed quick understanding of the procedures, analysed any faults logically, and were able to recognise the application to the operation of traffic lights. Pupils have thorough knowledge of the features of word-processing and desktop publishing programs. In conversation, they provided immediate and correct explanations of the features of such programs, identifying all buttons on a toolbar and were keen to demonstrate their use.
136. At Key Stage 2, the quality of teaching is very good overall. Teachers' planning and observations of incidental teaching at Key Stage 1 indicate that there are many good features of teaching at this key stage. It is an indicator of good teaching that Key Stage 1 pupils have sufficient skill and confidence to work independently, with little need for help from their class teacher. The quality of learning is good overall. The very good subject knowledge of the specialist support teacher at Key Stage 2, and her ability to communicate often complex ideas and procedures simply and meaningfully to pupils, results in good progress in the learning of the groups of pupils with whom she works. Teachers' planning is a strength, both for the subject overall and for individual lessons. Teachers have a sound and sometimes good knowledge of the programs they are teaching, showing confidence and some expertise. Lessons are well prepared and teachers make good use of facilities now present in the school or borrowed from neighbouring schools. The positive relationships they have with their pupils helps to ensure that pupils pay close attention to instructions and, as a result, lessons have a good pace.
137. All pupils have very good attitudes to the subject, at both key stages, and are highly motivated to learn. In conversation, they spoke positively and with enthusiasm about the programs they had used and what they discovered. Behaviour is very good, and pupils treat the equipment sensibly and with care. Many of the lessons involve pupils working in pairs at the same computer, sharing both physical control and ideas. They do this very well, without argument and fairly, and, as they progress through the school, their discussions are often of a high standard. They listen with interest to the ideas of others, as was seen when group spontaneously gathered around a pupil in Year 2 to listen to him explain what he was doing at the computer. Pupils observed and listened with interest, made comments and asked him questions and then returned to their own tasks. All of this occurred with complete independence of adults in the room.
138. Leadership in the subject is very good and the school has benefited from the excellent work of the co-ordinator in developing the subject since the last inspection. A very good curriculum provides an excellent range of learning opportunities for pupils. This provides many good links with other subjects, but also provides clear guidelines on the specific skills that pupils should learn and the order in which they should be introduced. Good opportunities are provided for pupils to develop their literacy and numeracy skills in particular. Planning is closely monitored and the co-ordinator has a very good awareness of pupils' standards throughout the school.

## **MUSIC**

139. Due to the small number of lessons seen during the course of the inspection no formal judgement was made relating to standards or learning in music at either key stage. In the lessons seen the standards were satisfactory and other evidence confirms that music has an established place in the curriculum.
140. Pupils sing with satisfactory levels of accuracy and harmony and there is documentary evidence to confirm that a comprehensive range of musical experiences are provided.

141. Within the limited evidence available, pupils' attitudes in both key stages are very good. There is productive collaboration between pupils and good levels of awareness of other performers both in small groups and in whole class activities. Pupils' behaviour is very good.
142. No formal judgement was made in respect of teaching at either key stage, although good individual lessons were observed in both phases. A Reception/Year 1 lesson successfully developed appreciation of musical patterns through skilful questioning, high expectations, well-matched tasks and the calm manner of the teacher. Good teaching was also demonstrated when pupils in Years 3, 4 and 5 combined to sing a range of hymns and songs. Here, the enthusiasm and extensive musical knowledge of the teacher promoted enjoyment and a motivation for pupils to perform well. In Years 3 and 4, good organisational skills and well-focused teaching built productively upon the very good attitudes of the pupils. The observed lessons were conducted purposefully and relationships were very good. There was good emphasis upon the expressive qualities of music.
143. The co-ordinator for music has considerable musical expertise and brings commitment to the role. The school bases its syllabus on a well-defined and detailed programme that helps to ensure that teachers provide a balanced programme in which skills are acquired systematically. A two-year curricular 'rolling' programme satisfactorily addresses the problem of mixed-year classes. Peripatetic instrumental tuition for various wind instruments is available. These opportunities have a positive effect upon the standards of those involved although they are dependent upon a fee paid by the parents of the pupils concerned. From time to time, the school organises additional musical events for its pupils such as the Millennium concert. This provides challenging opportunities for pupils and helps to foster involvement with the community. Other musical experiences, such as the visit by a secondary school band and the concert by the County Orchestra, offer worthwhile extensions to the curriculum.

## **PHYSICAL EDUCATION**

144. Gymnastics and dance lessons were observed at both key stages. As at the time of the previous inspection, standards exceed expectations at the end of both key stages. Gymnastics skills are well developed by the end of Key Stage 1. Pupils show good technique when performing short sequences on low-level apparatus. They show very good control and co-ordination when practising the separate actions, such as travelling, jumping and balancing and then link combinations of these actions into their sequences successfully. By the end of Key Stage 2, pupils perform dance sequences with confidence and many achieve high levels of creativity in their responses to musical stimuli. They understand the ways in which a short sequence, or motif, can be repeated and modified in order to sustain an extended interpretation of a theme. They also achieve good levels of collaboration when, in small groups, they work in unison and match or contrast their movement to members of the group. This shows a good understanding of basic choreography.
145. Teaching is good at both key stages but with examples of very good teaching at both. Teachers' careful attention to safety factors ensures that pupils use space and equipment sensibly. In Year 6, pupils are given good levels of responsibility for organising themselves in appropriate spaces for practice and performance. These pupils respond well to the high expectations that their teacher has of them and use the limited space in the hall very sensibly. Teachers achieve a smooth transition from the one activity to the next without interrupting the brisk overall pace of the lesson. In the very good lessons seen, in the Reception and Year 1, and Year 5 and 6 classes, the teachers combined obvious enjoyment of the quality of pupils' dance work with appropriate guidance to help pupils to improve. In the Reception and Year 1 session, although using a pre-recorded tape of a broadcast lesson, the teacher stopped the tape very frequently in order to select demonstrators or repeat activities. This ensured that pupils made good progress in their learning. In all lessons good progress in learning is achieved by all pupils, including those with special educational needs.
146. A strength in all the lessons observed was the emphasis on the health-related aspects of physical education. Pupils were always provided with some form of appropriate warm-up activities, the reasons why preparation for exercise is important were discussed, and pupils were given good opportunities to acquire knowledge about the effect of exercise on the body.

147. The co-ordinator leads the subject well. She has a good awareness of strengths and weaknesses in provision, teaching and standards of pupils' work. The small size of the hall is a limiting factor once pupils are in Key Stage 2. Resources are adequate overall, but some gymnastic apparatus is dated and some of it is inappropriate for younger pupils. The school provides a small range of extra-curricular activities, organised by parents. One of these, tennis, is fee-paying. Opportunities for a rural school to participate in competition against other schools are limited but the school takes every opportunity that occurs and teams experience considerable success.

## **RELIGIOUS EDUCATION**

148. Currently, the standards pupils reach at the end of both key stages are in line with those expected for their age. At the last inspection, standards were judged to be good throughout the school. No lessons were seen during this inspection and judgements were made from discussions and scrutiny of pupils' work and teachers' planning.
149. At Key Stage 2, pupils have a sound knowledge of Christianity, and some aspects of Islam and Sikhism. They understand the basic beliefs of these faiths and are taught to consider the difference between facts and myths in religious stories, for example, by looking at different accounts of creation. For their age, pupils in Years 5 and 6 make satisfactory comparisons of Holy Scriptures and write about the great teachers of the three religions. Pupils in Key Stage 1 are taught aspects of Christianity and its links with Judaism. The stories and celebrations are related to their own experiences and the pupils are helped to relate these experiences to how they impact on other people.
150. No overall judgement on teaching can be made because no lessons were seen. However, the planning of lessons over time shows teachers' satisfactory knowledge and understanding of the subject at Key Stage 2 and good knowledge at Key Stage 1. Judging by standards reached in written work in other subjects, by pupils in Year 6, the work produced for religious education is lacking in both quantity and quality. This indicates insufficient challenge or inappropriate tasks, particularly for the pupils with higher ability. The same tasks are set for pupils in Year 5 and the work produced by them is of a very similar standard to that produced by pupils in Year 6.
151. The school places particular emphasis on discussion and personal reflection but the lack of written work is a lost opportunity for development of pupils' literacy skills. The co-ordinator is experienced and knowledgeable and has established a satisfactory scheme of work which plans for the progressive learning of knowledge and understanding, based on the locally agreed syllabus. However, there is no monitoring of the planning, teaching and implementation of this scheme, particularly at Key Stage 2. The local authority's end-of-key-stage attainment targets are used satisfactorily as a general guide for assessing pupils' attainment. Good use is made of available resources, particularly the local church, and visits to other places of worship. The subject makes a good contribution to pupils' spiritual, moral and cultural development.