

## **INSPECTION REPORT**

**SWINEFLEET PRIMARY SCHOOL**

Goole

LEA area: East Riding of Yorkshire

Unique reference number: 117942

Headteacher: Mr P L Gibson

Reporting inspector: Mrs A Dawson  
11608

Dates of inspection: 28-30 January 2002

Inspection number: 191172

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Primary

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Low Street  
Swinefleet  
Goole  
East Yorkshire

Postcode: DN14 8BX

Telephone number: 01405 704386

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Appropriate authority: Governing Body

Name of chair of governors: Mrs Anne Knapton

Date of previous inspection: 18 November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |              |                      | Subject responsibilities  | Aspect responsibilities  |
|--------------|--------------|----------------------|---|--|
| 11608        | Mrs A Dawson | Registered inspector | English<br>Art and design<br>Design and technology<br>Geography<br>History<br>Foundation Stage.   | What sort of school is it?<br>What should the school do to improve?<br>The school's results and pupils' standards?<br>How well are pupils taught?<br>How well is the school led and managed? |
| 9399         | Mr R Watts   | Lay inspector        |   | Pupils' attitudes, values and personal development.<br>How well does the school care for its pupils?<br>How well does the school work in partnership with parents?                           |
| 20714        | Mr M Carter  | Team inspector       | Mathematics<br>Science<br>Information and communication technology<br>Music<br>Physical education<br>Religious education<br>Equal opportunities<br>Special educational needs. | How good are the curricular and other opportunities offered to pupils?<br>Spiritual, moral, social and cultural development  |

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## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

Swinefleet Community Primary School is a small rural school near Goole. It is much smaller than most other primary schools. It mainly draws its pupils from the village of Swinefleet and the surrounding villages. The majority of pupils have attended a playgroup or nursery class before they start school in the September of the year they become five. The very small numbers in each year group means that standards on entry vary widely from year to year. Currently, the attainment of pupils in the Reception Year is average in social and mathematical skills but below average in language and early literacy skills. Seven children attend a travelling nursery class for two half-days per week on a part-time basis. Sixty-six pupils are in full time education; of these, 38 are girls and 28 are boys. They are grouped in two mixed-age classes. There are 19 pupils, 29 per cent, are on the register for special educational needs, most with language and literacy difficulties; this is above the national average. One pupil has a statement of special educational need; this is broadly average. Seventeen per cent of the pupils are eligible for free school meals, which is average. All of the pupils are of white British origin and all speak English as their first language. The school has a highly mobile population with 13 pupils entering and eight leaving in the last school year other than at the normal times; this amounts to about a third of the children changing each year and is well above the national average. The attainments of the pupils on entry to school are lower than at the time of the last inspection. The headteacher has been at the school for 18 months and has a substantial class teaching commitment. The school is receiving intensive support from the Local Education Authority for literacy and numeracy.

### HOW GOOD THE SCHOOL IS

The headteacher has made a good start to his leadership and is supported by an effective governing body and a committed staff who are working hard to raise standards. The quality of teaching and learning is generally satisfactory with good teaching and learning for pupils in the Reception Year and in Years 5 and 6. Pupils are achieving well compared to their attainment on entry. Throughout the school, more pupils are on course to attain the expected national level for their age in English, mathematics, and science than in previous years, though not enough are likely to attain national expectations for the proportion to be average. Since the previous inspection, the school has been through a very unsettled period with a succession of temporary headteachers, there was no clear educational direction, and test results fell to well below average. Since the appointment of the headteacher in September 2000, there is clear educational direction and the school is well thought of by the parents. Although the improvement is not yet showing in test results, more children are attaining national expectations than did so twelve months ago when numbers doing so were very low. The school has now turned the corner and, although unit costs are high, the current standard of education gives satisfactory value for money.

#### What the school does well

- Pupils in Year 6 achieve well in English, mathematics, and science.
- There is good provision for the Foundation Stage. The children are learning well and making good progress.
- The quality of relationships in the school is good.
- Most pupils have good attitudes to work and enjoy coming to school.
- There is good provision for pupils with special educational needs.
- There is very good provision for pupils' moral development and good provision for their social development.
- Homework is used well to extend pupils' learning. This is supported well by parents who play a significant part in helping their children to make progress.

#### What could be improved

- The proportion of pupils attaining national expectations in English, mathematics and science.
- The use made of assessments of pupils' work to plan new learning.
- The quality of lesson planning for Years 1 and 2.
- The monitoring of subjects other than English and mathematics.
- The provision for pupils' cultural development.

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

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

The school was last inspected in 1996. The period of uncertainty over leadership has meant that not enough improvement has been made since the previous inspection, though the pace has quickened considerably under the leadership of the new headteacher. There has been recent good improvement in standards in information and

communication technology, which are now satisfactory in the juniors. There has been good improvement in the quality of the school improvement plan and satisfactory improvement in schemes of work for all subjects and policies, which are currently being reviewed. Appropriate procedures are now in place for the assessment of pupils' progress in English, mathematics and science, which are used satisfactorily to plan pupils' work in the juniors. The use of assessment is still insufficiently developed in Years 1 and 2 and procedures for assessment still need to be developed in other subjects. There has been insufficient improvement in the provision for pupils' cultural development. Results in English, mathematics and science, which were average in 1996, have fallen and overall improvement is unsatisfactory. Since the appointment of the present headteacher in September 2000, there has been an improvement in standards within the last year from a very low starting point but the proportion of pupils at expected national levels remains below average overall.

## **STANDARDS**

The table of examination data showing results achieved by pupils at the end of Year 6 in the National Curriculum tests for English, mathematics and science in 2001 is excluded from this report because there were only four pupils taking the tests. This is too small a number to report without breaching confidentiality and because comparisons based on such small numbers become statistically unreliable. In some years, the numbers have been even smaller. When results over the past four years are combined it is clear that too few seven-year-olds and eleven-year-olds have attained the expected national level for their age. The achievement of the eleven-year-olds when compared to their attainment at seven has often not been good enough for them to catch up with national expectations. The results in English, mathematics and science during that period were much lower than other schools, including schools with pupils from similar backgrounds, and got worse as time went by. On occasions, results were in the lowest five per cent of schools. Close to a third of the pupils have special educational needs. The distribution of pupils with special needs within the school is uneven and sometimes amounts to more than three-quarters of a year group. Although pupils with special educational needs are currently doing well in relation to the difficulties they face, such pupils in the past have struggled to attain the expected level by the age of eleven.

The school has set challenging targets for Years 5 and 6 and most pupils are on course to meet these targets by the end of the 2002 and 2003 school years. Currently, the oldest pupils are making good progress in lessons. Although not enough of them are yet at the expected level for their age in English, mathematics, and science, they are catching up and their achievement is now close to that of pupils in other schools. In the infants, pupils make typical amounts of progress though in this age group, as in the juniors, not enough of the pupils are at the expected national level in reading and writing, mathematics and science compared to other schools. In other subjects, standards throughout are broadly average. There was insufficient evidence to make a judgement on standards in physical education and information and communication technology in the infants. Pupils with special educational needs across a range of difficulties get good support and make good progress towards their targets. In the Reception Year, the children achieve well. They make good progress and are on course to attain the early learning goals in all areas of learning by the end of the year except in communication, language, and literacy, where standards are more variable and lower overall.

## **PUPILS' ATTITUDES AND VALUES**

| <b>Aspect</b>                          | <b>Comment</b>  |
|--|---|
| Attitudes to the school                | Pupils have good attitudes to learning and are keen to learn in most lessons.   |
| Behaviour, in and out of classrooms    | Overall, pupils' behaviour is satisfactory. Most are polite and welcoming to visitors. A very small number lose concentration occasionally and disturbs others in the class.  |
| Personal development and relationships | There is good provision for personal development. The school makes very good provision for moral development, good provision for social development and satisfactory provision for spiritual development. There is unsatisfactory provision for knowledge and appreciation of other cultures. |
| Attendance                             | Attendance overall is below average. This is due to a few pupils with poor attendance. There is good attendance by the vast majority of pupils.   |

The positive approach towards encouraging good behaviour, good attitudes to work and respect for others, is central to the school's aims and values.

## **TEACHING AND LEARNING**

| <b>Teaching of pupils in:</b> | <b>Nursery and Reception</b> | <b>Years 1 and 2</b> | <b>Years 3 to 6</b> |
|-------------------------------|------------------------------|----------------------|---------------------|
| Quality of teaching           | Good                         | Satisfactory         | Satisfactory        |

*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 and learning is satisfactory but varies between key stages and year groups. There is good teaching in the Foundation Stage and in Years 5 and 6. The basic skills of reading, writing, and mathematics are taught well throughout the school. The teaching of English, mathematics, and science in lessons is good for the Reception Year and satisfactory for Years 1 and 2. In the juniors, teaching is satisfactory in English and good in mathematics and science. It is not possible to make an overall judgement on the quality of teaching in subjects other than music and physical education because there were too few observations made; the small amount seen was satisfactory except in geography, where one lesson was unsatisfactory. Most teachers have good subject knowledge. Homework is used well to extend pupils' learning. The teaching and support assistants make a significantly positive contribution to pupils' learning in literacy. Teaching is particularly successful in lessons where the work is well matched to pupils' learning needs. The pupils with special educational needs are supported well and make good progress. The teachers take care to fully include all pupils in all aspects of school life. Where teaching is satisfactory, the learning needs of most pupils are met but the work is not always well matched to the needs of the higher attaining pupils, particularly in the infants. Teaching does not always promote positive attitudes as well as it should towards pupils living in a multicultural society.

#### **OTHER ASPECTS OF THE SCHOOL**

| <b>Aspect</b>   | <b>Comment</b>   |
|---|--|
| The quality and range of the curriculum   | Satisfactory. The curriculum for children in the Reception Year is well-planned and leads effectively into the programmes of study for the National Curriculum. The curriculum for pupils throughout the school is satisfactory. There are effective strategies in place for the teaching of literacy and numeracy.        |
| Provision for pupils with special educational needs   | Good. Learning difficulties are identified early. The pupils are supported well in classes or when they are withdrawn for extra support. The pupils make good progress towards their targets. The school takes good care to ensure that all groups of pupils are included in all school activities.                        |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | There is satisfactory provision for pupils' personal development. The school makes very good provision for pupils' moral development. There is good provision for pupils' social development and satisfactory provision for their spiritual development. There is insufficient provision for pupils' cultural development. |
| How well the school cares for its pupils  | Satisfactory. There are satisfactory procedures for promoting good behaviour and pupils' personal development. There are satisfactory procedures for assessing pupils' attainment and progress but insufficient use is made of these assessments to guide curricular planning.   |

The school has a satisfactory partnership with parents. Most parents support their children's learning well at home and a small minority support pupils in school.

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

| <b>Aspect</b>  | <b>Comment</b>   |
|--|--|
| Leadership and management by the headteacher and other key staff | Overall satisfactory. The headteacher has made a good start to his leadership. He has set a good educational direction for the school. The staff work together well with him and are successfully improving standards. |
| How well the governors fulfil their responsibilities             | Good. The governors are supportive of the school. They are working well together to meet the targets for the school and fulfil their statutory duties.   |

|  |  |
|--|--|
| The school's evaluation of its performance | Satisfactory. The school evaluates its performance appropriately and monitors its strengths and weaknesses. However, the role of the subject leaders to monitor the teaching and learning in their subjects is underdeveloped. |
| The strategic use of resources             | The school makes good use of the building, time, staff and the budget to help children learn. The accommodation and learning resources are satisfactory overall. However, there are shortages for some subjects.               |

The headteacher has made a good start to his leadership by putting strategies into place to improve the school. There are now sufficient teachers with an appropriate range of expertise to meet the demands of the curriculum. The well-deployed support assistant, learning assistant, and the nursery nurse make a good contribution to pupils' learning. The accommodation is well maintained and provides a good learning environment. The school seeks to find best value for money and has identified areas for spending to make the best use of its budget to raise standards. The surplus in the budget is mainly for building renovations.

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

| What pleases parents most   | What parents would like to see improved   |
|---|---|
| <ul style="list-style-type: none"> <li>That there is good quality teaching and their children make good progress.</li> <li>That their children behave well and like school.</li> <li>That the school expects their children to work hard and helps them to become mature and responsible.</li> <li>Most feel comfortable in approaching the school with questions or problems.</li> <li>Most feel the school is well led and managed.</li> <li>The majority of parents feel happy with the provision for homework.</li> </ul> | <ul style="list-style-type: none"> <li>Some parents feel the school does not work closely with them.</li> <li>Some parents would like a better range of extra-curricular activities.</li> <li>A few parents think that they are not well informed about their children's progress.</li> </ul> |

The inspectors agree with most of the positive views held by the parents. However, the parents have a slightly more positive view of their children's behaviour and progress and the quality of teaching. There is a good range of extra-curricular activities for a school of this type. There is a satisfactory partnership with parents and there are satisfactory arrangements for informing parents about their children's progress.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

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

1. The school has not done as well as it should over the past four years. This is recognised by the headteacher and the governors, who are working to raise standards. When the results since 1997 are added together, it is clear that the proportion of seven-year-olds and eleven-year-olds who have attained the expected national level for their ages has been well below the national average, especially in English and mathematics. Results in science have been low but better than in the other two core subjects. The school has not done as well as schools with pupils from similar backgrounds and results fell between 1997 and 2000. Compared with their results when aged seven, too many eleven-year-olds did not achieve enough to catch up with national expectations.
2. In any analysis of test results, caution must be exercised when, as in this case, the numbers of pupils taking the tests are very small, which reduces the statistical reliability of the data. In 2001, each pupil in the Year 6 cohort of four pupils represented 25 per cent of the total and each pupil in the Year 2 cohort of seven pupils counted for approximately 14 per cent. The numbers of pupils taking the tests who have special educational needs varies between year groups and causes fluctuations in the overall results for the year. In 2001, 35 per cent of the pupils in Year 2 and 75 per cent in Year 6 had special educational needs.
3. Throughout the school, the attainments of the pupils cover a full range but most are at typical or lower levels for their age, with very few exceeding national expectations. Pupils' overall attainments on entry to school vary significantly from one year to the next and are often very low, particularly in speaking, listening and early literacy skills. Pupils extend their knowledge by broadly typical amounts but this has not always been enough, given the low starting point. The last two years have seen increases in attainment on entry to the reception, reflecting improved opportunities for pre-school education, but this improvement has yet to work its way through the school. The proportion of pupils currently in the Reception Year and Year 1 with typical social and mathematical skills is average, though slightly below average for their language skills. The proportion of pupils with special educational needs in Years 3 to 6 currently varies between 21 and 50 per cent. The present Year 2 class has only four pupils. Two have recently joined the school, with no records of attainment on entry. Tracking pupils' achievement through school is complicated by the high mobility of pupils joining and leaving the school other than in the Reception Year or in Year 6. With present Year 6, mobility is very high with half of them joining the school at other than the usual time.
4. At the time of the previous inspection in 1996, standards were average throughout the school in English, mathematics, and science. Standards have fallen since then. Following the retirement of the previous headteacher, a lack of educational direction coupled with constant changes of teachers lowered the amount of work pupils produced and interrupted the systematic development of their knowledge, skills and understanding. Consequently, the pupils did not achieve as well as they should have done. Standards have begun to improve since the appointment of the present headteacher in September 2000. Improved educational direction and leadership and the teamwork of the staff in planning a satisfactory curriculum has resulted in an upturn in standards in the classroom, though this is not yet showing in test results.
5. The school has put into place a number of strategies to raise pupils' attainment. As pupil numbers have increased, there has been additional staffing for the Foundation Stage and for the teaching of English, mathematics, and science in the juniors. This has helped the teachers to develop methods that focus sharply on the learning needs of each of the year groups. Additionally, the support assistant and teaching assistant have been deployed very well to support pupils with special needs and those who need additional help with reading. The involvement of parents in their children's learning has been strengthened. Parents respond well by helping their children with reading and homework tasks. Homework is used well to support what pupils have learned during the day. The nursery nurse implements the early learning support for Year 1 pupils well. This is beginning to help their developing reading and writing skills. Family literacy and numeracy courses for parents of pupils in their Reception Year inform them of how to help their children at home. The work they do with their children in the classroom helps to build confidence and self-esteem. The school has set challenging but achievable standards for pupils to attain in English and mathematics in 2002.
6. The pupils join the Reception Year in the September of the year in which they are five. Most transfer from the adjacent nursery. Pupils are currently entering the Reception Year with attainments that are typical for pupils of this age in social and mathematical skills. Many pupils enter the Reception Year with limited language

skills. They do not have a good knowledge and understanding of basic vocabulary nor are they able to sufficiently express their feelings and thoughts by the end of the Reception Year. However, the individual targets that are now being set for speaking and listening are helping the pupils to quicken their progress, which is currently good in this aspect. Overall, the pupils in the Foundation Stage make good progress because there is a well-planned curriculum and good quality teaching; the children achieve well. Most are on course to achieve the Early Learning Goals in all areas of learning except in their language skills, where most are on course to reach the targets just below the expected goals. A very few are on course to exceed the expected goals. Particular care is taken to ensure pupils get a good start to their education on entry to school.

7. In the infants, the achievement and progress for the current pupils is satisfactory overall but could be better for the small number of higher attaining pupils. Infant pupils have increased their knowledge and skills by typical or better amounts since entry but not enough of them are likely to attain or exceed the expected national level in reading, writing, mathematics and science by the age of seven for the proportion to be average. The teachers' planning and teaching meets the needs of most pupils but is not always sufficiently detailed to challenge some of the higher attaining pupils.
8. In English, the oldest infants listen well to their teachers but when speaking, most of them struggle to find the correct vocabulary to express themselves clearly. All of them are achieving well in reading. The reading they do at home and the additional reading support provided within school contributes effectively to their success. The handwriting of most pupils is good. They can write simple sentences for themselves but the punctuation and use of capital letters is often inconsistent and not as good as expected. Spelling of simple words is accurate but pupils find longer words difficult. A few of the most able infants write stories and events that are organised logically but show reluctance to use adventurous and exciting vocabulary. The planning of pupils work is not specific enough to stretch some of the higher attaining pupils and the expectation for these pupils is sometimes too low.
9. In mathematics, the infants have a secure knowledge and understanding of numbers to ten and beyond and solve simple problems of addition and subtraction, which is the expectation for their age, but are less secure in applying what they know to solving problems involving money for example. Lessons are planned for all abilities but do not provide enough extension work for the higher attaining pupils when they finish their tasks early. In science, most infants, especially the older ones, have a satisfactory grasp of the classification of living and non-living things. The achievement and the progress of the average and higher attaining pupils overall is satisfactory in science and is good for the lower attaining pupils and those on the register for special educational needs who receive additional support. Expectations are set too low in science for the higher attaining pupils. The pupils' work shows that there has been improvement over the last year in their achievements in mathematics and science and the overall standards in these subjects are better than the previous year, albeit with further to rise to reach the national average.
10. In the juniors, the achievement and progress of the current pupils is satisfactory overall in English and good in mathematics and science. Standards are rising but the proportion of pupils attaining national expectations is not likely to reach average by the end of the school year. The junior pupils have an unsettled history because of staff changes and the pupils' progress in recent years has been adversely affected. The high numbers of pupils moving in and out of the school have contributed to the slowing in progress, and to the high proportion of pupils with special educational needs. The teaching is now getting to grips with the issues of mobility and is supporting effectively the pupils with special educational needs, and standards in the juniors are rising. In the short time that one of the junior teachers has been in school, less than a year, she has made useful assessments of the pupils' attainments, which are used appropriately to plan their work.
11. In English, lower junior pupils listen well but most find it difficult to express their thoughts, ideas, and feelings when speaking. When writing, the pupils' stories have increased satisfactorily in length. Spelling is improved and the pupils turn readily to dictionaries to find the meaning and correct spelling of words. Simple punctuation with the use of capital letters and full stops is usually accurate. In the upper juniors, pupils' listening skills are generally good but most still find it difficult to speak at length about their work. Many pupils are writing long and coherent stories. They are beginning to use paragraphs, which display well the stages in the development of their ideas. Most find it difficult to spell and punctuate their work accurately without help, use adventurous vocabulary, or complete a first draft during the lesson. In mathematics, most have a good grasp of the place value of numbers and are generally accurate when solving problems of multiplication, addition, and subtraction. The oldest pupils are beginning to apply their knowledge to solving problems using the correct vocabulary. Work using data handling is evident in science but is not well represented in other subjects. In science, pupils generally have a sound grasp of the properties of materials. They are developing their enquiry skills well and

have a good knowledge of scientific vocabulary but are less confident in applying what they know to new investigations without a lot of help.

12. In subjects other than English, mathematics and science, pupils make satisfactory progress in their learning. Teachers keep their own records of pupils' progress through the programmes of study. However, there are no school agreed assessment procedures in these subjects. The thrust of curricular development has been to improve pupils' attainment in English, mathematics, science and information and communication technology. Since the previous inspection, the staff plan to the national guidance and standards have remained satisfactory in art and design, design and technology, geography, history, music and physical education. In information and communication technology, standards have risen from below average to average in the juniors. This is mainly because the resources and training curriculum for this subject have improved.
13. The school is good at identifying pupils who have special educational needs, tracking their progress and setting appropriately challenging work that promotes good achievement. The individual education plans are detailed and include small achievable targets, which are frequently reviewed. The pace and quality of learning for pupils with statements of special educational need is very good; specialist teaching for such pupils is well tailored to learning needs. The school takes care to ensure that all groups of pupils are included in all activities. However, the school does not sufficiently track pupils' attainment for gender differences. Girls do better in science, but there are no significant gender differences in attainment in English and mathematics. There are no pupils identified by the school as gifted or talented.

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

14. Pupils have good attitudes towards school. The vast majority of parents say that their children enjoy coming to school and that they are expected to work hard. Children in their Reception Year are inducted well into the school and quickly settle into the school routines and they have made a good start to their learning. As a result of the nursery nurse's calm and positive approach, the younger pupils are settled, responsive and ready to learn. For example, pupils listen well to stories and are learning to share resources with one another. During their role-play, they cooperate well in acting out their roles in the story *Goldilocks and the Three Bears*.
15. Pupils in the infants come eagerly into school at the start of sessions and show willingness to get down to work. They generally enjoy learning, and respond well when the teaching is good. They listen attentively to the lesson introductions, join in enthusiastically when asked to answer questions and contribute to discussion with a good maturity for their age. They enjoy practical tasks. In the juniors, some of the younger ones have difficulty in maintaining concentration. They are easily distracted and this sometimes detracts from the learning of the rest. The older juniors are well motivated and this has improved their learning. Pupils enjoy the extra-curricular activities provided.
16. Overall, pupils behave satisfactorily. Children in the nursery and Reception Year and in the infants behave well. They are learning self-discipline. They do not call out when asked questions and rarely talk when the teacher is talking. A small number of the older pupils are not always so well behaved and in some cases disrupt learning because of a lack of discipline. Pupils' behaviour is good when they move around the school. Most of them listen quietly in assemblies. Lunchtime is a good social occasion, with pupils sitting together in well-behaved mixed age groups. No bullying was seen. Parents were satisfied that there was little bullying and pupils agreed. They were satisfied that, if there were any, it would be dealt with in an effective way. Pupils of different ages and abilities play well together in the playground, although play can be rough at times. There were no exclusions last year.
17. Pupils' personal and social skills are developing well. Most pupils willingly take on small jobs around the classroom and accept other responsibilities with maturity. They can discuss the way in which they should behave towards others and to appreciate the effect their actions can have on others' feelings. They know the difference between right and wrong. Older pupils learn that other people may hold different beliefs and to respect those. Relationships between pupils are good and pupils say they enjoy friendships. Pupils who join the school are welcomed and made to feel at home very quickly.
18. Attendance last year was slightly below the national average and this was mainly because a few pupils had very bad attendance records. There is little unauthorised absence or lateness and the good attendance by the vast majority of pupils has a positive effect on their learning.

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

19. The quality of teaching and learning varies between key stages and classes but overall it is satisfactory. There were 27 lessons observed. Teaching and learning was very good in two, good in 13 and satisfactory in 11 lessons. There was one unsatisfactory lesson. There was consistently good quality teaching in the Foundation Stage and in Years 5 and 6.
20. The teaching mainly takes place in two classrooms. The peripatetic nursery was in session at other schools during the time of the inspection and is inspected separately. The Reception Year pupils work mainly with a nursery nurse. Years 1 and 2 are taught in the same classroom as the Reception Year. Years 5 and 6 are taught English and mathematics in the hall by the headteacher while their class teacher teaches these subjects to Years 3 and 4 in their classroom. Science is taught to Years 3 and 4 and to Years 5 and 6 separately by a part-time member of staff with particular subject expertise. Apart from the teaching of English, mathematics and science, all pupils in the juniors are taught in one class by their class teacher.
21. Examples of good teaching were mostly observed for the Reception Year pupils in the Foundation Stage and in Years 5 and 6. This is the major feature that contributed to pupils were making good progress. The common strengths that were identified in the good teaching are that teachers have good questioning skills and English, mathematics, and science are taught well. Classroom management is good in the main. The support for pupils with special educational needs is effective. Phonics and other basic skills are well taught. Homework usefully extends learning in the classroom. The non-teaching staff make a considerable contribution to pupils' progress in literacy. In satisfactory lessons, nearly all of the pupils made satisfactory progress but, occasionally in the infants, the provision was challenging enough for the higher attaining pupils.
22. The amount of unsatisfactory teaching is very small compared to the typical picture nationally. One geography lesson was unsatisfactory in the infants and was not typical of that teacher's other work. The lesson was poorly planned. Learning objectives were not clear enough and the work was not appropriately matched to the needs of the pupils, preventing them from making satisfactory progress.
23. Provision for the Foundation Stage is implemented well. The close liaison with the adjacent nursery helps the pupils to make a good transition to the Reception Year. These pupils have been in school since September and are happy, settled and confident learners. This is a result of well-organised classroom routines and planned activities and high expectations of pupils' work and behaviour. Pupils with special educational needs are quickly identified and given the help and support they need. The pupils get good assistance in lessons from the nursery nurse. The nursery nurse is skilled in using techniques and methods that motivate and interest the children. Her constant focus on the development of language skills and her good questioning to promote pupils' thinking and learning results in the children making good progress. For example, pupils enjoy listening to one of their favourite stories about the three bears. Their interest and enthusiasm was captured through well planned activities such as designing and making the bears' house from small bricks; role playing the story in the creative play area and tasting different flavours of porridge. The outdoor environment is used effectively to support learning in all areas.
24. Overall, the quality of teaching in the infants is satisfactory though there is sometimes a lack of clear objectives in the planning, especially in setting challenging work for a few of the most able pupils. The staff have good strategies for managing the pupils' behaviour in the infants. In the juniors, the quality of teaching is satisfactory. Occasionally, a few disruptive pupils do not always cooperate despite the good efforts of the staff. This also contributes to a slower pace of work as the teacher has to spend time in managing pupils' behaviour at the expense of the class. Parents' feel that pupils' behaviour has improved considerably since the appointment of the headteacher.
25. The teaching of English and mathematics is good overall and best in Years 5 and 6. There was one very good science lesson taught by the part-time teacher. In these lessons, whole class introductions are well managed. The review of pupils' previous knowledge and understanding and the effective use of interesting stimuli create a positive start to lessons and promote a good response from most pupils. Most are keen to learn and enjoy the challenge of new learning. Questioning is used well to assess frequently the pupils' understanding during class discussions. When pupils are involved in sharing what they have learned in the summary of the lesson after they have completed their tasks, this helps them understand how far they have achieved the objectives. This was particularly evident in a science lesson where pupils in Years 5 and 6 were investigating materials. The teacher was very knowledgeable about the teaching of science and quickly focused the pupils on using their investigational skills to find out the similarities and differences between gases, liquids, and solids. By the end of the lesson, pupils' learning was very good because they benefited from others' contributions in

discussion as the class shared their findings. The teacher was then able to recap effectively on the main objectives of the lesson, which consolidated pupils' learning.

26. The National Literacy and Numeracy Strategies and the Foundation Stage curriculum have been implemented well within the last two years. The Literacy Strategy in particular had not been fully implemented before the appointment of the present headteacher. However, the positive impact of in-service training and the constructive feedback following the monitoring of teaching and learning in literacy and numeracy by the headteacher, subject leaders and the Local Education Authority advisory staff is evident in much of the teaching and is helping to raise standards. The use of some specialist visiting teachers in music and the planned-sharing of expertise in religious education, science and music are ensuring that good use is made of teachers' expertise.
27. The teaching support staff are experienced and are well trained for the work that they do. These staff regularly support pupils with special educational needs, those targeted for support in reading and the Year 1 pupils in the early literacy support programme. These pupils get good support. The constant encouragement staff give to the pupils motivates them to learn, helps to raise their self-esteem and helps to keep them focused on learning. The teaching assistants record well the day-to-day assessments of pupils' progress with special educational needs. This then informs class teachers of the effectiveness of learning.
28. There are satisfactory records kept on pupils' overall progress in mathematics and English and science. Pupils' profiles contain annotated samples of work along with records of pupils' test results. This provides a useful record of the range of work covered. The staff are beginning to set personal targets for pupils to work towards. However, these are recent and their impact is not yet evident. In other subjects, although teachers know the pupils well, the procedures for assessing pupils' work are insufficiently detailed. Consequently, there is insufficient data to record pupils' progress in other subjects. There is still more work to be done by the staff to ensure that the pupils' progress is regularly assessed and monitored to improve the quality of their planning and pupils' learning. In the juniors, pupils' work is marked regularly. In the infants, there was little recorded work kept and a judgement about the overall quality of the marking cannot be made. In the best practice, the comments to the pupils are informative in specifying ways in which the work can be improved. In the absence of a marking policy, however, there is inconsistency in the quality of marking across the school.

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

29. The quality of the curriculum is satisfactory overall. For the pupils in the Foundation Stage, the curriculum is good and well planned. The provision in the rest of the school is satisfactory and statutory requirements are met. The provision for the pupils' spiritual, moral, social and cultural development is satisfactory overall.
30. In most subjects, there are schemes of work, medium term planning, and short term planning. The long-term plans are based on a rolling programme of topics to ensure all aspects of the curriculum are taught and pupils do not repeat work. The curriculum for religious education is taken from an amended and approved version of the local agreed syllabus. The school includes a good programme for personal, social and health education, some of which is taught through other subjects, such as science. Sex education and drugs awareness are included appropriately. In addition, lessons in swimming are provided for the juniors. There is a daily assembly incorporating collective worship, which is mainly of a Christian nature. One assembly each week celebrates the good work or behaviour of individual pupils during the week.
31. The implementation of the National Literacy and Numeracy Strategies is well organised and embedded in the school's practice. Much training has taken place, particularly in numeracy, to ensure effectiveness. These have significantly increased the pupils' progress in gaining skills and knowledge. The amount of time overall for lessons in the juniors is lower than national recommendations but lessons start on time and are often taught at a brisk pace. Lessons in religious education and music are sometimes too long. The impact of the curriculum in terms of the pupils' standards in the non-core subjects is not monitored by the coordinators in subjects other than English and mathematics which restricts the overall view the staff have of teaching and learning across the school.
32. Planning the learning for pupils with special educational needs is good because there are individual detailed plans drawn up by the class teachers and support assistant to help the pupils make significant progress. The class teachers consider the needs of these pupils in their class planning although in subjects other than English, mathematics and science, the support given is mainly through discussion. Pupils with special educational needs are sometimes not given simpler work, although they often receive extra adult help. The

school tracks the progress made by groups of pupils with different attainment and is particularly keen to ensure that every pupil has an equal opportunity and is fully included in all the school's work.

33. The school enhances the pupils' opportunities with a good number of extra-curricular activities, mostly concerned with sports, which are open to both girls and boys. All pupils are taught to play the recorder and there is a small amount of violin teaching. A number of visits have also been made to places of educational interest and occasionally the school has visiting specialists who enrich the pupils' experience. For example, visiting musicians. The school's environment is little used for educational purposes but there are plans to do so in science. Teachers in training and students on work placement are appropriately accommodated. The school has good links with local schools and benefits from grants available collectively such as a project concerning the creative arts. Homework also plays a helpful role in enhancing the pupils' learning and most pupils read regularly at home and complete other work.
34. The provision for the pupils' spiritual, moral, social and cultural development is satisfactory overall. The pupils' personal development is fostered satisfactorily through the many opportunities there are for pupils to take responsibility and the way in which the staff know well and care for the pupils individually. This personal knowledge and consideration extends to each pupil whatever special need or difficulty they may have. It is also extended in some lessons through discussion about personal and social issues.
35. Provision for spiritual development is satisfactory and assemblies have an appropriate time for prayer and reflection although this could be encouraged more often. The music played at the beginnings and ends of assemblies helps pupils to have a sense of calm or joy and is listened to well. In lessons there are sometimes aspects that help the pupils to experience wonder or delight and their good work is celebrated on the last assembly each week, helping them to build their self-esteem.
36. The school's provision for moral development is very good and has improved since the last inspection. In religious education, and other subjects, the pupils are taught to understand that their actions affect others and they learn right from wrong through stories and a good number of discussions. This emphasis is very strong and supports the school's overall aims. Good behaviour and moral thinking are stressed and praised. For example, a pupil who found and returned a 20p piece was praised well and from this, other pupils learn about moral behaviour. They are able to share in assembly instances of when they have not told the truth but have learnt how this can affect others. Stories such as the *Good Samaritan* also help the pupils to know right from wrong. The older pupils are beginning to deal with moral conflicts and have sound thinking to support their decisions.
37. The provision for social development is good and there are many opportunities for pupils to help others through jobs around the school. The pupils generally collaborate well in lessons. For example, in a dance lesson they were able to agree and perform together a dance taking consideration of others' opinions and moving in harmony. In team sports, the pupils also gain a good sense of collaborative effort. At dinner and other times they mix well with younger pupils and show respect for each other.
38. Provision for the pupils' cultural development is unsatisfactory and has not improved since the last inspection when it was raised as issue for improvement. There are examples of pupils learning and copying art that stems from other cultures and to a lesser extent in listening to music. An Indian lady has visited the school for some discussion and work and there have been visits from musicians playing western classical music. There are, however, still no opportunities for the pupils to gain an understanding of British multicultural society or to extend their experience of past and present cultures around the world. Even aspects of the cultural heritage of British society are limited in the extent to which they are taught.

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

39. The school has satisfactory procedures for promoting the safety and welfare of pupils. Pupils feel secure and able to learn in a caring and generally harmonious atmosphere. Staff trained in first aid take good care of pupils who are ill or have accidents at school. The school buildings and playgrounds are safe and governors and staff identify and rectify health and safety risks. Fire precautions are appropriate and all equipment is regularly checked. Procedures for child protection are in place but the training of the designated teacher requires updating. The school has no concerns at present but links with support agencies are good.
40. Procedures for promoting good attendance are generally satisfactory and good attendance is rewarded. In cases where the school has concerns about the poor attendance of a few pupils, it calls on the support of the

education welfare service in an attempt to resolve the concerns. Registers are completed correctly but pupils who arrive and leave between registrations are not formally accounted for. The school satisfactorily promotes good behaviour and this has improved over the past year or so according to parents. Pupils know how they should behave and understand the reasons for having rules. Every teacher uses praise and reward well and there are sanctions available for the more difficult pupils. However, these procedures are not totally effective for some pupils in the middle of the age range. The absence of bullying is a consequence of the promotion of an ethos of understanding and caring for each other, as well as taking appropriate action should any arise.

41. The procedures for assessment are satisfactory in English, mathematics, and science and good for the identification of pupils with special educational needs. The children are assessed on entry to school and records of their progress are kept up-to-date as they progress through the early learning goals and into the National Curriculum until they take the statutory tests in Year 2. In the juniors, pupils are tested regularly on optional National Curriculum tests and in their reading skills until they take their statutory National Curriculum tests in Year 6. Pupils with special educational needs are regularly assessed and parents are involved when necessary. The initial assessments of the children in the reception class are used well to identify those children who need extra support. The staff have analysed the pupils' test and assessment data well to group pupils or plan individual targets for learning in the juniors. This is less evident in the infants as the data is not used sufficiently well to plan work for some of the higher attaining pupils. Individual portfolios of pupils' assessed work are kept each term. Pupils in the juniors have begun to become involved in using assessments made of their work to improve as individual targets have recently been set and shared with the pupils in English and mathematics but this is at an early stage of development. The oldest pupils have a clearer picture of their own levels of attainment and how to improve their work than the other pupils. This is because they prepare for their assessment tests by taking practise papers, the results showing them the level at which they are working.
42. In other subjects, however, the procedures for the assessment are insufficiently developed except for pupils with special educational needs. Because this is a small school the teachers' understanding of the individual strengths and areas for development for each pupil and their own records, enables them to target the pupils' learning in lessons. However, there are no agreed systems of assessment to inform staff of pupils' progress through the National Curriculum. Information available is not being used to effectively target groups in all classes for specific improvements in skills, knowledge, or understanding. The teachers are very aware of the need to improve the assessment procedures and include assessment in more of the subjects.

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

43. Parents hold very positive views of the school and most are very satisfied with the education that the school provides. The school has developed appropriate links with parents. The parents have recently been encouraged to take a more active role in their children's education. They are now making a good contribution to their children's progress by helping them with their homework and reading. The partnership with parents was better at the time of the previous inspection but has improved within the last year in response to better communication with the school and the commitment from parents to help their children make progress at home.
44. When parents responded to the questionnaire sent out before the inspection, all were satisfied that their child is making good progress and that teaching is good. Most felt that their child enjoyed school and is expected to work hard. Most are happy approaching the school if they have concerns. They had minor concerns about limited extra-curricular activities, information on their child's progress, and how closely the school works with them. Details are given elsewhere. The views of the parents who attended the meeting before the inspection were very positive. The inspection supports most of the parent's positive views, although academic progress, behaviour and the quality of teaching, although improving, is perhaps not as good as they think. Extra-curricular activities in fact make a good contribution to pupils' education and other areas are of concern are not substantiated.
45. The school makes satisfactory efforts to involve parents in the life of the school. When their children start, the school gives parents a thorough introduction to the school, including the ways in which their children will be taught the basic skills of literacy and numeracy. They can attend classes where they are helped to support their own child at home in these and other skills, such as use of computers. Parents are kept well informed about routine aspects of school life through regular letters, which also give details of the work to be undertaken each term. Annual pupil reports satisfactorily meet the requirements to report on all subjects. Comments on progress in the main subjects are rather brief, however, and tend to appear somewhat stilted or use too much

educational jargon that some parents might not understand. Those for the older class give an indication of attainment in comparison with national expectations. They give a good, frank picture of the pupil's personal development. Parents have good, formal opportunities for personal discussion with the class teacher and they find these very helpful. The school has issued a home-school agreement, although the parents are not fully familiar with its terms. The school has successfully encouraged parents to take a more active role in improving reading and parents are encouraged to come and help around the school. The school does not consult parents formally about their attitudes to the school, or its long-term plans.

46. Parents give good support, hearing their children read at home and supporting them with homework and this has had a positive impact on standards. Otherwise, there is satisfactory support for the school. Parents communicate with the teacher so that they can coordinate their efforts at improving reading. A good proportion of the parents of younger pupils have joined the family literacy, numeracy and information and communication technology sessions and have gained confidence and been able to help their child as a result. A few parent volunteer helpers give very valued support within school and most parents attend functions in which their child is participating. Some parents at the parents' meeting felt that the more general support within the parent body is disappointing but that the home-school association organises successful social events to raise funds for resources.

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

47. The leadership and management of the school are satisfactory. The headteacher is supported by an effective governing body. The strategies for self-evaluation and improvement are satisfactory. Good use is made of the budget to help the pupils learn.
48. Since his appointment in September 2000, the headteacher has made a good start in putting a number of initiatives in place, which have already had a positive impact on improving pupils' behaviour and standards. Since the previous inspection in 1996, there has been an unsettled and difficult period because the school lacked leadership and clear educational direction. During this period, there was instability in the teaching of junior pupils and a prolonged absence of the infant teacher and standards dropped. This is reflected in the rate of improvement in standards for the last three years being below the national trend. However, standards are rising and have improved within the last year. There is a clear vision of the standards to be aimed for, priorities for future development, and the strategies to achieve them.
49. The issues from the last inspection have not all been resolved but there has been satisfactory progress within the past year. The school improvement plan was provided by the headteacher in September 2000 and is now an effective document that provides a clear educational direction for the school and maintains a good perspective on raising standards. This is good improvement from the last inspection when the plan lacked precision and was an ineffective tool for monitoring the school's progress. The staff and the governing body, with help and training from the Local Education Authority, worked hard to successfully implement the National Literacy and Numeracy Strategies and the Foundation Stage curriculum as well as working towards resolving the key issues from the last inspection. There has been good improvement in the implementation of a curriculum for information and communication technology, which has raised standards from below average to average in the juniors. There is still work to be done in the implementation of schemes of work and policies for all subjects. There are schemes of work for all subjects that have been adopted from national guidance and commercial schemes; these are in their early stages of implementation. Policies for subjects have been brought up to date or prioritised for future review. A satisfactory start has been made in the development of procedures for assessment. Results from national test data have been analysed for strengths and weaknesses; this is good practice. The major areas of weakness form the basis of the school improvement plan. In English, mathematics and science there is a satisfactory range of national and standardised tests that measure pupils' progress between Years 3 and 6. There are no agreed procedures for the assessment of pupils' skills as they progress through the school in subjects other than English, mathematics, and science.
50. The headteacher has successfully improved pupils' behaviour and has encouraged parents to become involved in helping their children at home. This has been beneficial in raising standards in literacy. The roles of the subject leaders are at an early stage of development. The teachers have delegated responsibilities and have begun to work together well and have planned the overall long-term curriculum to ensure all the elements of the programme of study are taught. Apart from English and mathematics, teachers have had little time to monitor the quality of teaching and learning across the school. This restricts their overview of subjects and the extent of the help and advice they are able to offer colleagues. The teachers have worked well together to provide an

acceptable and stable learning environment. They all share a good commitment to improvement. This results in a caring community that is building effective links with the parents and working to raise standards.

51. The teachers are suitably qualified and there is an appropriate range of teaching experience. The new arrangements for performance management are in place, though they have not been in place long enough to have had full impact. The training needs of the staff are taken into account according to the priorities set on the school improvement plan and personal needs. There are good arrangements made for teachers to share expertise such as music, religious education, and science. The benefits of the most recent training for literacy and numeracy are evident in the quality of teaching and learning. Training for information and communication technology is still in progress. The school is well served by the support assistant, teaching assistant and a nursery nurse who plan effectively with the teachers to support individuals and small groups of pupils in their work. This makes a significant contribution to pupils' learning especially in reading, writing, and with special educational needs. The lunchtime and administrative staff make a positive impact on the smooth running of the school.
52. The governors work well together to support the school and are well informed about its work. The chair of governors has been particularly hardworking and influential in guiding the school through a difficult and turbulent recent past when the school was without a headteacher and many governors left. A good pattern of meetings and contact with the school has been established. There are regular meetings between governors enabling them to establish good relationships with the staff and build up an effective understanding of the work of the school. They are well informed by the headteacher of the ongoing development towards the targets set in the school development plan through regular and informative reports. The governing body is fully involved in making key policy and planning decisions.
53. The governing body, with the headteacher, effectively exercise their responsibilities for oversight of the budget. The financial, staffing and curriculum implications of spending are carefully considered. Expenditure is linked well to the priorities identified in the school development plan. The current large surplus is allocated satisfactorily to improve resources, accommodation and to provide a cushion against changes in the school roll. The budget is efficiently managed on a day-to-day basis by the headteacher and the school administrative officer. Detailed and up-to-date monthly information on expenditure and forecasts effectively inform discussion and decision making. The recommendations of the last financial audit of the school have been put into place. The governors and the school seek to find best value for money before committing to expenditure. Statutory requirements are met.
54. The accommodation is satisfactory. There is a small hall, which is not big enough for a class lesson in physical education with juniors. However, in order to meet the requirements of the programme of study for physical education, the school makes good use of a community hall and the playground. The teachers are deployed well. There is an appropriate learning environment, which is used well and maintained to a good standard of cleanliness. The grounds are maintained satisfactorily and provide good areas where pupils can play safely. The school library is used well by the pupils who often come to find out information or borrow books. There are many good quality new reading books, easily accessible, which the pupils enjoy reading. However, a number of non-fiction books are old, in poor condition and need replacing. Although the level of learning resources is satisfactory, there are areas where there are too few resources or they are old and need replacing. For example, more prints of artists' work are needed and artefacts in history. The accommodation for the children in the reception class is satisfactory; the classroom allows space for work, play, and practical activities. There are sufficient resources for the children to use to develop and extend their learning. Good use is made of the room allocated to the peripatetic nursery by the Reception Year pupils to work with the nursery children or to work on their own when the nursery is not in session. The outside environment is used appropriately for a variety of physical and outdoor activities. However, the grounds are not often used for other work such as investigative work in science.

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

55. The governors, headteacher and staff should:

- raise pupils' standards in English, mathematics and science by:
    - ensuring the higher attaining pupils are sufficiently challenged in their work in English, mathematics and science;
    - continuing to provide opportunities for pupils to write independently and at length across the curriculum at an appropriate pace;
    - encouraging pupils to use more adventurous vocabulary;
    - planning further opportunities for pupils to extend their vocabulary and speak at length;
    - planning more opportunities for pupils to use data-handling in mathematics;
    - providing more opportunities for pupils to investigate and solve scientific problems;
- (Paragraphs 1-11, 70-79, 80-85, and 86-90)
- improve the use made of the assessments of pupils' work by:
    - making accurate assessments of what pupils can do so that the work provided builds on past learning;
    - developing manageable systems for the assessment of pupils' progress in all subjects;
    - ensuring that all work is regularly recorded and marked and that marking includes comments to help pupils understand how they can improve their work;
- (Paragraphs 10, 12, 27, 41, 42, 49, 79, 85, 86, 95)
- improve the quality of pupils' learning in the infants by developing the process of lesson planning so that the needs of all the pupils are fully met;  
(Paragraphs 7, 8, 14, 21-24, 28)
  - develop the role of the coordinators to monitor the teaching and learning in their subjects;  
(Paragraphs 31, 85, 90)
  - improve the provision for pupils' cultural development so that there are further planned opportunities for pupils to appreciate the richness and diversity of their own and other cultures.  
(Paragraphs 38, 78, 95, 108)

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 27 |
| Number of discussions with staff, governors, other adults and pupils | 22 |

### ***Summary of teaching observed during the inspection***

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 0         | 2         | 13   | 11           | 1              | 0    | 0         |
| Percentage | 0         | 8         | 48   | 40           | 4              | 0    | 0         |

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.*

### ***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)      | 3       | 66      |
| Number of full-time pupils known to be eligible for free school meals | 0       | 11      |

*FTE means full-time equivalent.*

| Special educational needs   | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs       | 1       |
| Number of pupils on the school's special educational needs register | 19      |

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

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 13           |
| Pupils who left the school other than at the usual time of leaving           | 8            |

### ***Attendance***

#### **Authorised absence**

|                           | %   |
|---------------------------|-----|
| School data               | 6.5 |
| National comparative data | 5.6 |

#### **Unauthorised absence**

|                           | %   |
|---------------------------|-----|
| School data               | 0.1 |
| National comparative data | 0.5 |

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

### **Ethnic background of pupils**

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 0            |
| Black – African heritage        | 0            |
| Black – other                   | 0            |
| Indian                          | 0            |
| Pakistani                       | 0            |
| Bangladeshi                     | 0            |
| Chinese                         | 0            |
| White                           | 66           |
| 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) | 3.2 |
| Number of pupils per qualified teacher   | 19  |
| Average class size                       | 33  |

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

|   |    |
|---|----|
| Total number of education support staff | 3  |
| Total aggregate hours worked per week   | 19 |

#### **Qualified teachers and support staff: nursery**

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 0.2  |
| Number of pupils per qualified teacher   | 7    |
| Total number of education support staff  | 1    |
| Total aggregate hours worked per week    | 4.75 |
| Number of pupils per FTE adult           | 7    |

*FTE means full-time equivalent.*

### **Recruitment of teachers**

|  |     |
|--|-----|
| Number of teachers who left the school during the last two years   | 2.2 |
| Number of teachers appointed to the school during the last two years   | 3.4 |
|  |     |
| Total number of vacant teaching posts (FTE)  | 0   |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 0.2 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0   |

*FTE means full-time equivalent.*

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

**Questionnaire return rate 41%**

|                                   |    |
|-----------------------------------|----|
| Number of questionnaires sent out | 71 |
| Number of questionnaires returned | 29 |

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

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 69             | 29            | 2                | 0                 | 0          |
| My child is making good progress in school.  | 79             | 21            | 0                | 0                 | 0          |
| Behaviour in the school is good.   | 52             | 42            | 3                | 3                 | 0          |
| My child gets the right amount of work to do at home.                              | 55             | 35            | 10               | 0                 | 0          |
| The teaching is good.  | 72             | 28            | 0                | 0                 | 0          |
| I am kept well informed about how my child is getting on.                          | 55             | 28            | 17               | 0                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 76             | 17            | 7                | 0                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 76             | 21            | 3                | 0                 | 0          |
| The school works closely with parents.   | 55             | 31            | 14               | 0                 | 0          |
| The school is well led and managed.  | 62             | 28            | 7                | 3                 | 0          |
| The school is helping my child become mature and responsible.                      | 66             | 31            | 3                | 0                 | 0          |
| The school provides an interesting range of activities outside lessons.            | 48             | 18            | 10               | 10                | 14         |

Parents at the meeting were supportive and appreciative of the work of the school. They felt there has been improvement in pupils' behaviour, standards in the last year.

## **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**

56. The Foundation Stage applies to children in the nursery and Reception Year at school. The school has the services of a peripatetic nursery run separately by the local authority. Two nursery staff provide nursery education in a classroom at the school for two half-days a week for seven children. There is good provision in a large well-equipped room, which is well resourced and adjacent to the class for the Reception Year and Year 1 and 2 pupils. Most children from the nursery transfer into the reception and Year 1 and 2 class in the September of the year they will become five. There is good liaison between the two classes. When the nursery is in session, the younger children who benefit from a nursery curriculum join in the nursery class. At the time of the inspection, the nursery was not in session. However, discussions with staff and an examination of children's assessed work demonstrate good progress made by the children during the time spent in the nursery class.
57. This section of the report focuses on the 11 children in the Reception Year. They are taught for the most part by a nursery nurse whose work is overseen by the infant teacher who works alongside her in the same classroom. The children start school in September of the year in which they become five. Many have had some pre-school experience before they start school. The majority of children in the Reception Year have attainments in social and mathematical skills that are normally expected of four-year-olds. Their skills in language are generally below that normally expected, though there are individual variations. The nursery nurse takes full account of children's attainments to plan a curriculum to match the needs of the children. Particular emphasis is placed on the development of language skills. Learning difficulties are identified early and children get the help they need. Consequently, the children are achieving well because they receive good teaching and are helped to start school successfully. Most are on course to reach the expected early learning goals in all areas of learning by the end of their Reception Year and a few are on course to exceed them. In communication, language, and literacy, despite good progress, most will not reach the expected learning goals by the end of the Reception Year, needing longer to do so. The provision for these children has improved since the last inspection because of the introduction of the Foundation Stage curriculum and an improved level of staffing with the employment of the nursery nurse.

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

58. Since September, the children have made good progress and their personal and social skills are developing well. Most are on course to achieve the nationally agreed early learning goals because they are taught well. The children are sociable; they sit together and talk about their activities and concentrate well on their activities. For example, they sit on the carpet and listen carefully to the nursery nurse as they work out the shortest and longest lengths of three coloured ribbons. They are helped and encouraged to learn to share resources and to take turns. The nursery nurse makes clear to the children what is expected of them in school. The children have learnt the school routines well. For example, they line up to go outside with only the minimum of help and support. They use equipment properly and help to replace it carefully after use. They help one another well when putting on aprons for creative work or water tray activities. The children talk to each other enthusiastically about their activities. They cooperate well with one another in role-play activities and are learning to share toys and resources. The children respond well to the nursery nurse's high expectations.
59. The teaching of personal and social education is good. The nursery nurse is very patient and consistent with the children and this enables the children to learn and develop their social awareness. She knows the children well and this ensures that they receive consistent and supportive teaching. Consequently, they make good progress in their learning. The children are quite clear about the school's expectations and they know the difference between right and wrong. Consequently, the children are happy and confident learners, benefiting from a calm working environment.

#### **Communication, language and literacy**

60. The majority of children achieve well. However, in spite of their good progress, most will not reach the early learning goals by the end of the Reception Year. The children enjoy singing rhymes. For instance, they sing *Two Tall Soldiers*. Songs and number rhymes help them to remember the correct sequence of numbers. There are well-planned opportunities for them to talk about the items that they have brought to school. The children enjoy looking at books. They follow the story in pictures with interest, picking out the main points of the story.

They know some letter sounds and letter names and are beginning to identify simple and common words. However, many of the children have limited language and vocabulary. Their skills in expressing ideas and their range of vocabulary are in most cases below what is normally expected of children of this age. All children are making a good start to developing their reading skills. The children have reading books and library books, which they take home to share with their parents and carers. This makes a good contribution to their learning. The majority of children make good progress with their writing skills. From making marks on entry to school, they are beginning to form their letters correctly.

61. The teaching of language and literacy is good. There is particular emphasis placed on the development of children's language and literacy skills in all areas of learning, for instance in outdoor games and activities. The nursery nurse is skilled at introducing new vocabulary and explaining the meaning of words that children are not sure of during discussions and conversations. For example, the children enjoyed listening to the story *The Best Bug Parade* about insects. Most responded well to questions, identifying the *longest* and the *shortest* bugs and learning the names of the insects and mini-beasts. The children also enjoy listening to well-known traditional stories such as *Goldilocks and the Three Bears*.

### **Mathematical development**

62. Most children achieve well and are making good progress towards attaining the early learning goals by the end of the year. The children achieve well because they are taught well through a variety of well-planned activities. Counting is encouraged in outdoor activities as children play with small apparatus. The children count to ten and beyond with the teacher and identify numbers to ten. They sing number songs enthusiastically. They identify what they are to learn each day of the week. The children are learning mathematical vocabulary well such as long, longer and longest as they measure coloured ribbons and make coloured dough snakes in different lengths. During activities in the water tray, they come to understand the meaning of *full*, *empty*, and *half full*, as they pour coloured water in and out of different sized containers.
63. The teaching of mathematical understanding is good. The nursery nurse takes every opportunity to develop the children's understanding of number through practical activities. She is skilled at using a range of interesting and motivating activities and games to develop the children's mathematical language and skills. The children respond well by concentrating on their tasks. They are keen to talk and contribute during group and class activities. The nursery nurse clearly knows the children well; she uses her assessment of their progress well to target challenging questions to children to ensure that they are all learning well. A wide range of teaching techniques and appropriate resources based on the National Numeracy Strategy effectively supports their learning.

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

64. Most children are on course to achieve the early learning goals expected by the time that they finish the Reception Year. Good teaching using a range of interesting and stimulating topics ensures that the children make consistently good progress in investigating the world around them. The children have recently investigated what kinds of food are healthy and made a fruit salad. Most know the names of the parts of the body and begin to recognise some similarities and differences between themselves such as eye and hair colour. The children use the computer successfully. Using the mouse, they control programs accurately. They click on correct answers as they match numbers to sets of objects. Following their listening to the story of *Goldilocks*, the children design and make a house for a toy bear using small wooden bricks. Children build carefully, making sure their houses are balanced, many of them building symmetrical patterns in the construction of their houses. The children consider structure, size, and shape. From time to time, they test their houses to get a best fit for their bear. They redesign and persevere for a long time until they are satisfied with their task. Most complete this task successfully with the encouragement and support of the staff. The staff extend the children's knowledge and understanding of the story of Goldilocks when they prepare different kinds of porridge for them to taste. The children enjoy exploring the variety of flavours. Most like porridge with syrup added, the least favourite flavour was salty porridge.
65. The teaching of knowledge and understanding of the world is good. The nursery nurse plans a wide range of activities to motivate and interest the children. The good questioning during activities extends children's thinking and vocabulary. For example, the meaning and function of roof, tiles, windows, and doors are clearly explained as the children are building the bear's house. There are well-planned opportunities for children to use the immediate environment surrounding the school. For example, in collecting leaves and natural materials to help children appreciate the changing seasons.

## **Physical development**

66. Despite the limitations of a very small hall, most children achieve well and are on course to attain the early learning goals by the end of the Reception Year. Good teaching in this area enables the children to make good progress. The children use a range of equipment and materials in their work in the classroom. They have access to a wide range of small bricks, puzzles, games, and counting equipment throughout the day to develop their coordination skills. Most make a good attempt at cutting out spiral patterns. The children worked hard during their outdoor physical education lessons and try hard to improve on their skills such as throwing, catching, balancing and skipping as they work with small apparatus such as balls, ropes, hoops and quoits. As a result of watching others practising, the children make good efforts and develop their skills satisfactorily. Most follow instructions well and are acquiring increasing control in their movements. During the lesson observed, the boys were more skilful than the girls in their control of the apparatus.
67. The nursery nurse works alongside the children and encourages and helps them to succeed. The children use a range of small and large equipment to develop coordination skills indoors and outdoors. They share playtimes with the others and have learned to follow instructions well. They play happily and sociably in small groups. They make satisfactory use of the space around them. The resources for outdoor area are satisfactory.

## **Creative development**

68. The majority of children are on course to attain the early learning goals by the end of the Reception Year. The children are achieving well because they are taught well. They enjoy their music lessons, singing tunefully and enthusiastically to songs such as 'Five Humpy Camels' and 'If You Ever See a Dinosaur'. The children clapped the beats to their names and played a range of musical instruments. They particularly enjoyed moving around the room to music and freezing on high and low notes. In this lesson most were developing an understanding of the technical language associated with music such as the meaning of 'forte' and also developed an awareness of the different sounds made by different musical instruments and of the identification of high and low notes. In the imaginative role-play area, the children develop their skills of co-operation and communication. They play with one another respectfully, acting out roles of 'The Three Bears' and talking well with one another on their pretend mobile phones.
69. The teaching of creative development is good. The nursery nurse provides an ample variety of opportunities for the development of creative ideas through painting, cutting, gluing and drawing, and music. The children's interests are stimulated by well-planned lessons, which motivate them to learn. Consequently, the children express their feelings enthusiastically.

## **ENGLISH**

70. Standards overall are below average in both the infants and the juniors. Although not yet consistent with the national average, the proportion of pupils on course to attain the expected national level for their age is larger than previous years. At the time of the last inspection, standards were average throughout. Since then standards have dropped. In the National Curriculum tests for Years 2 and Year 6, the results over recent years have been very low, at times in the bottom five per cent nationally, reflecting an unsettled and turbulent period with rapid staff changes. There must be caution exercised, however, in the interpretation of the results as the numbers of pupils taking the tests are small and the individual attainments of the groups taking the tests are very variable. The current pupils are now beginning to show signs of improvement. This is because of the leadership and direction from the headteacher; the full implementation of the National Literacy Strategy; the additional adult and parent support and improved resources.
71. Throughout the school, most pupils make satisfactory progress in reading and writing and are catching up with expectations. Most pupils have responded well to the new reading scheme and, with a strengthened parent and school partnership for support in reading, nearly all of the pupils are achieving well. Recent work in literacy for pupils in Years 5 and 6 demonstrate good improvement in their knowledge, skills and understanding of reading and writing. The school has worked hard to look at ways of improving the pupils' work and have put into place a range of strategies. These are beginning to have an effect upon pupils' performance. The National Literacy Strategy has been implemented successfully only during the past year and the school has begun to amend and tailor it to meet the specific needs of the school. There is a focus on improving standards of writing during English lessons. The teaching of English has been monitored well by the headteacher, who is also the subject leader. The Local Education Authority advisory staff have supported the monitoring of teaching and

learning and given in-service training to the staff. Feedback has been given to teachers in order to help and to encourage them to improve and develop their work. Additional funding made available by the school for additional staffing and early literacy support have all had a positive impact on how well the pupils achieve. The school has been active in encouraging parents to become involved in their children's learning through a family literacy course for the present Year 1 pupils. This is making a good contribution to pupils' learning and personal development.

72. On entry to school, many pupils have limited language skills. The teachers encourage the pupils to answer questions and talk about their lessons and give their ideas. In Years 1 and 2, pupils are willing to discuss and talk about their work but many find this difficult and answer questions using more than one or two words. There are a significant number with poor language and vocabulary, mistaking the meaning of common words such as *tap* for *bath* for example. In the juniors, the staff work hard to prompt pupils to speak but many find it difficult to do so at length when, for example, giving considered opinions such as their likes and dislikes.
73. Most pupils are beginning to read fluently and accurately. Reading is promoted well throughout the school. The new range of reading books and their quality are having a significant impact on the pupils' reading standards and their enjoyment of reading. It is clear from the pupils' attitudes that they enjoy reading and are learning well. Most of the older infants can talk about the stories they are reading and can recall the main points of a story but find it difficult to talk about the characters. The older juniors read fluently and have a clear understanding of the text. They discuss their preferences for different types of texts. However, they find it difficult to explain the underlying themes of the books and the motives of the characters as the stories unfold. There are a very few higher attaining pupils. Most of the average attaining older juniors lost continuity in the development of their reading skills because of the many staff changes. They did not have the benefit of the new reading books lower down the school or additional adult support to stimulate interest and enjoyment in reading. Pupils read a range of books from the reading scheme and the lending library, which is well used. The pupils regularly use books for research as well as reading for pleasure.
74. The assistant is very well deployed in supporting pupils' reading progress, identifying weaknesses and putting strategies in place to overcome them. The class assistant takes responsibility for the lending library and gives pupils additional help with reading. She is vigilant in monitoring the use of library books and in helping pupils to bring their reading books regularly to and from school. She acts as a reading mentor and helps the pupils make good progress in reading. She keeps detailed records and supports the development of comprehension skills well by explaining the meaning of words and the text and encouraging pupils to predict events and talk about the characters in the stories. The reading partnership with parents has been strengthened. The school has ensured that the love of reading has not been lost and that sufficient time is allocated to encourage reading. The teachers work hard to ensure that the pupils' confidence and self-esteem in their lessons is maintained and praise and help are employed to achieve this aim. The teachers are very aware that they need to maintain and improve still further the levels of achievement throughout the school.
75. The oldest infants can write for an appropriate range of purposes and are given appropriate opportunities to write in other subjects. The highest attaining infants write using capital letters and full-stops appropriately. Other older infants do not always use capital letters and full-stops consistently in their work. Spelling of simple words is generally accurate but pupils have difficulty using and spelling more adventurous vocabulary. The nursery nurse plays a significant role in helping the pupils to learn, implementing well the early literacy support programme for younger infants. This has meant that these pupils have had a focused session twice a week at lunchtimes with good support and levels of attainment in reading writing and spelling are beginning to improve. For pupils in Year 1, the family literacy programme has helped both the parents and the pupils. Parents have the opportunity to learn about the curriculum and help their children in literacy tasks in school. The sessions have helped the pupils to improve, especially in reading and increased the parents' understanding of how to help their children at home. Handwriting is generally legible and well presented.
76. The writing skills of the older juniors are developing well. The pupils write in a range of styles with their stories and are beginning to use well-chosen vocabulary. For instance in planning the next paragraph of Alex's encounter with the storm raiders, pupils included three verbs together for effect. One pupil wrote, *kicking, screaming, and shouting, Alex was dragged outside*. Pupils understand the meaning and effect of similes and include, for example, *Alex's face was as white as a sheet*. Pupils are making good progress in punctuation and in the use of paragraphs but accuracy is still inconsistent. Spelling is below average and pupils lack confidence and expertise in spelling and finding the words they need without resorting to a dictionary, an electronic spell master or thesaurus. This slows their work and the oldest pupils are not yet able to sustain their writing at length sufficiently to reach an average standard without support. Handwriting is neatly

presented and joined and pupils take pride in the presentation of their work. Information and communication technology is used well to help pupils improve their spelling but is insufficiently represented in pupils' writing.

77. The quality of teaching is satisfactory throughout. The teachers have good subject knowledge and this is demonstrated in the way they lead discussions with the pupils about their work. The basic skills are taught well. The class teachers have satisfactory expectations of the pupils. At times, the pace of learning, especially in writing is too slow. Good use is made of support staff to further pupils' skills in literacy. In lessons, tasks are well matched and planned appropriately for pupils in the juniors. In Years 1 and 2, lessons are planned sufficiently well to meet the needs of most of the pupils but are not always clear about meeting the needs of the few with higher attainment.
78. Because the lower attaining pupils are supported well, they complete their tasks and achieve well. The work is carefully matched for them so that their self-esteem is raised and they feel satisfied about the amount and accuracy of the work they have completed in a session. Pupils' work is carefully matched to their level of attainment; this results in the pupils becoming confident and enthusiastic in their work. Pupils with special educational needs are fully included within the work. The individual written or reading tasks are carefully matched to specific needs and present an appropriate challenge. In Years 5 and 6, the class teacher demonstrated high expectations of the pupils during a literacy lesson and gave good levels of praise and encouragement. Teachers generally manage lessons well and have good relationships with the pupils. The teachers regularly use literacy skills in the support of other curriculum areas. In this way, the pupils have other opportunities to develop and extend their speaking and listening, reading and writing skills. The teachers are skilled at choosing a good range of source materials for their lessons. There is a wide range of good quality big books and supporting sets of books to choose from. There is a range of good quality reading books that the pupils enjoy. The non-fiction libraries are sufficient but many books are old and need replacing. The stock of books in school and the resources for the library include stories, poems and facts about cultures and communities that are different from the pupils' own but not always sufficiently used in lessons.
79. The subject is managed well. The teachers are beginning to gather together relevant data to track the progress of individual pupils. National and standardised tests are used well to identify strengths and areas for improvement. In Years 5 and 6, targets are set based on prediction of attainment. Tracking of pupils' progress and setting targets for pupils is still at an early stage of development. However, older pupils have a better understanding of their strengths and weaknesses than the younger ones as they prepare for their National Curriculum tests. The teachers in the juniors, in the best practice, regularly mark the pupils' work and they make supportive and evaluative comments. They indicate pupils' spelling mistakes and how they can improve their work but this is not always consistently achieved. In the infants, although the class teacher knows the pupils well, there is little recorded evidence of their work or assessments of their progress. Spellings and reading are regularly set as homework at both key stages and the pupils are generally helped with these tasks at home. This has a beneficial effect on learning.

## MATHEMATICS

80. Standards in the infants and the juniors are below average. However, the oldest juniors are learning well and at least six out of ten are on line to reach the expected standards at the end of the year with a small amount of high attainment. This has not been the picture for several years and the standards shown through the National Curriculum tests have been well below average and sometimes in the lowest five per cent of schools nationally. Standards have fallen since the last inspection. The difference in the performance of boys and girls has been insignificant over the last five years. The progress made by the oldest juniors in recent years was much less than expected. The current pupils show an up-turn in standards, which are quickly becoming close to those expected. However, although the work that pupils are currently completing is of the expected level, few achieve a higher level.
81. The National Curriculum tests in the infants showed over the past five years that standards were low, sometimes in the lowest five per cent of schools nationally, and in comparison to schools having pupils from similar backgrounds. The number of pupils in each age group varies and is sometimes very small thus reducing the reliability of the results. However, taken over time, the trend has remained well below average in three of the last four years. Current standards in the infants remain below average although improved from previous years. Their range of knowledge and understanding is insecure as shown by the errors they sometimes make in answering simple questions.

82. Most pupils in the juniors are making good progress and learn well. Pupils with special educational needs are supported well and so good progress is made by these pupils even when they have extremely low levels of competence for their age. The progress shown in the books of some lower junior pupils is extremely good, for example, in working from simple sums such as  $1p + 2p = 3p$  to  $140 \div 2 = 70$  and  $61-11= 50$  within three months. The attainment of the younger juniors is very close to average for their ages. Good progress is evident in the work of upper junior pupils. The pupils have completed a good amount of work and been introduced to a wide range of new ideas. They have learnt to use the signs and symbols of the subject well and to speak using the correct terminology. However, the oldest juniors have difficulty in solving problems both mentally and written and interpreting data correctly. Throughout the school, there is little work on the collection and representation of numerical data, although some simple graphs are evident in their science work. The school sets targets appropriately for the pupils' levels of attainment at the end of the school and these are carefully set in the knowledge of the pupils' past achievements. Those set for 2003 are realistic and close to the current average standards. Targets are also shared with the pupils and their parents through the annual reports and at other times.
83. Most of the pupils' work is neat and indicates reasonable care and attention. When it is marked with comments to help the pupils make improvements, they do so. In lessons, the pupils' behaviour is generally good but very occasionally disruptive. Most pupils are keen to learn and listen to their teacher well. In a small number of lessons they do not understand what the teacher intends them to do, but in most they get on with their tasks diligently. Occasionally, they are helpful to each other, especially when one pupil has not understood.
84. The quality of teaching is good in the juniors and satisfactory in the infants. Throughout the school, teachers have a sound and, sometimes, good knowledge of the subject. This has been supported by a considerable amount of training provided both in and out of school, by the Local Education Authority under its scheme for intensive support. In the juniors, the teachers are well aware of pupils' common errors and misunderstanding, and use questioning well to pre-empt such mistakes. Throughout the school, the teachers endeavour to provide learning that is well matched to the pupils' past attainment. However, in the infants, this is not always successful because insufficient attention is paid to the levels of understanding that the pupils have already gained. Assessment is not used enough to challenge the higher attaining pupils. Lessons have good discipline and involve a good level of discussion. However, the pupils sometimes display a weak understanding of important ideas such as the difference between the number and the value of coins. Marking is not used to help staff know about the pupils' skills and understanding or help the pupils make improvements in their work. In the juniors, marking is helpful, particularly for the lower junior pupils where there are regular, helpful and encouraging comments. Homework is generally used well.
85. Provision for the subject is improving and the National Numeracy Strategy is being used effectively to do this. The coordinator enjoys the subject and helps spread this attitude but does not monitor the teachers' planning or the pupils' work. The school now uses a national test at the end of each year and the results are analysed to find any weaker aspects of the school's provision. These and additional on-going assessments have helped to identify that the pupils need more opportunities to use the skills and knowledge they have learned in a variety of situations. However, the weaker aspects of data-handling have not been identified. Records of what has been taught and understood are kept about each of the main objectives taught. Resources have been improved following an audit and are now stored in each classroom. They are satisfactory although not enough thought has been given to the way in which resources can enhance the work of older high attaining pupils. The school has hosted a successful family numeracy group involving parents and pupils.

## **SCIENCE**

86. Standards are generally below average and have fallen since the previous inspection when they were average. However, the pupils are learning very well in the juniors and satisfactorily in the infants. Although the work of the oldest pupils sometimes has elements of standards that are above average, overall there is little consistently high attainment and consequently the school's performance is below average nationally. This was reflected in the National Curriculum tests and assessments, which have been below average for several years. The performance of the girls has been better than the boys over the last five years.
87. The work of the junior pupils is generally neat and well-ordered. Good marking helps the pupils to make improvements and challenges their thinking further. The pupils have made good progress since September and most pupils are now within reach of the expected level. Few are close to exceeding this. The pupils have taken part in a good number of scientific enquiries and often carried out practical tests or demonstrations. They have

also carried out a small number of experiments in which they have learnt basic ideas about the rigour and care needed to draw scientific conclusions. They have a good knowledge of terminology such as *prediction*, *analysis*, and *evidence*. The older pupils have had limited experience of designing their own experiments and find it difficult to apply their knowledge and skills to new situations. In a project about the human body, they have learnt about the importance of healthy lifestyles and other aspects of health education. There is a strong emphasis on learning about different materials. Pupils in Years 5 and 6 were investigating the different states of gasses, solids, and liquids. In this very good lesson the pupils began to solve problems following discussion and carry out simple practical tests concerning the different states of materials. In their investigations, the pupils collaborated well and came to joint conclusions about the materials that they tested, using well-drafted questions.

88. There was little work from pupils in Years 1 and 2 to review. In a lesson about similarities and differences in humans, the pupils learnt to distinguish what was similar and different about themselves. They recorded their data using computers to make graphs and pictograms of the data collected. This activity under-challenged the highest attaining pupils although a good level of discussion and questioning helped the pupils to make observations that are more refined. Most of the pupils' past work this year has been about light and electricity, but there has also been work to classify objects and living things. The work is largely at a standard that does not provide sufficient challenge for some of the most able pupils. The attainment of oldest infants is below average but consistent with their attainment on entry.
89. Teaching is good for junior pupils and satisfactory for the infants. In the juniors, pupils are taught subject knowledge and vocabulary well, especially in some aspects of the curriculum such as materials and their properties. A helpful distinction is made between scientific enquiry and experimentation. The methods used are good and the pupils gain insights, for example, into materials and their state through practical work. Pupils have a sound understanding of what makes a test fair but this is not developed for older and higher attaining pupils. Lessons are taught with a brisk pace and convey a very good sense of interest and enthusiasm. Pupils with special educational needs and the lower attaining pupils get good support during the lesson and their work is monitored well. In the infants, the pupils learn about basic fairness in tests and to develop their knowledge about similarities and differences. They use computers to help record data. Lessons are interesting but the work set is not sufficiently different for the most able. Marking does not always extend the pupils' thinking or suggest improvements. Expectations are not high enough for the older pupils in the key stage.
90. The subject is led well by an enthusiastic part-time coordinator who teaches pupils in two groups, upper and lower juniors. A good number of tests are used to assess the pupils' standards and what they have learnt within a topic. The coordinator is developing a portfolio of assessed work. A good number of events and visits made by junior pupils enrich the curriculum. However, the school's local environment is seldom used as a resource and there are plans to consider its use more, when the subject becomes a focus for development in the summer term. There are sufficient resources to teach the programme of study.

## **ART AND DESIGN and DESIGN AND TECHNOLOGY**

91. Standards are average throughout the school, as they were at the time of the last inspection. The subject leader manages the subjects appropriately. There was no teaching observed in these subjects and it is not possible to make a secure judgement on the quality of teaching. However, the evidence of pupils' completed work clearly indicates that pupils make satisfactory progress throughout in the development of their knowledge, skills and understanding of both subjects. Long and medium term planning is based on national guidance. Judgements are also based on discussions with pupils and staff, scrutiny of teachers' planning and pupils' previous work. The subjects are managed satisfactorily. The curriculum is planned appropriately for both subjects. The quality of the planning has improved since the last inspection because the teachers plan their lessons satisfactorily. The quality and quantity of resources are satisfactory and easily accessible. Refinements to the schemes of work and the development of systems for assessing pupils' progress in key skills are recognised for development.
92. In both subjects, pupils systematically develop their knowledge, skills, and understanding to attain the nationally expected standards. For example, the infant pupils develop appropriate skills as they observe and draw the patterns found in sea-shells and natural materials. In the upper juniors, pupils develop their painting skills appropriately as they work in the style of Van Gogh. Past work shows appropriate work by upper junior pupils in the designing and making of a chair. Materials used are considered for strength and suitability for purpose. Designs are drawn on paper to ensure materials will be cut to correct dimensions. These are then refined and used to cut out the chosen materials to be used. Materials such as rolled paper are tested for

strength. Pupils choose a range of finishing techniques to decorate and finish their products. The finished products demonstrate a range of design and making skills appropriate for their ages and abilities.

93. In design and technology in both key stages, pupils undertake tasks which make them aware of the links between designing, planning, making and evaluating. In art and design, pupils work with an appropriate range of materials and resources in both key stages. Most have a satisfactory knowledge and understanding of the work of famous artists such as Monet and develop their own style of drawing and painting. Pupils' knowledge of African, Aboriginal, and South American art and design makes a useful contribution to their cultural development. Both subjects are used appropriately to support other areas of the curriculum such as mathematics. For example, older pupils use measuring skills appropriately to design and make photograph frames or chairs. Information and communication technology is used appropriately by pupils in their study of drawing, pattern, and symmetry.
94. The subject leader satisfactorily supports and advises colleagues. Resources are adequate and suitably stored. However, further larger prints of other artists' work are needed in art and design to demonstrate the methods and techniques used by artists. There have been no planned opportunities to monitor the quality of teaching and learning in the subjects across the school. This restricts the subject leader's overall view of the strengths and weaknesses in the subject. Procedures for the assessment of pupils' skills, knowledge, and understanding are at an early stage of development. Although teachers keep their own records of pupils' progress, there is no agreed system of assessment, which is recognised for future development.

## **HISTORY and GEOGRAPHY**

95. The school provides a satisfactory range of experiences to develop the pupils' historical and geographical knowledge. However, there are few opportunities for pupils to learn about other cultures. Nevertheless, standards in both subjects are average throughout. This was also the case at the time of the last inspection. The teachers make appropriate use of the pupils' research and enquiry skills to develop their understanding. The subject leader provides satisfactory support for colleagues.
96. Since the last inspection, the policies, long term, and medium term plans from which the teachers draw their guidance have been updated. The topics studied by the pupils are relevant and interesting. There was one satisfactory history lesson and an unsatisfactory geography lesson observed for pupils in the infants. This is too little information on which to judge the quality of teaching for both subjects. Judgements on standards are based on the scrutiny of past work, work on display and discussions with staff and pupils.
97. The oldest infants have developed their knowledge and understanding of people in the past and how they lived. They have a clear understanding that people in the distant past lived lives very different from their own. The infants have studied the Great Fire of London and they know that the fire originated in a baker's shop. They understand that many homes at this time were made from wood and, with the aid of a strong wind, the flames spread rapidly. They study the lives of famous people such as Florence Nightingale and understand some of the differences between Victorian hospitals and those of the present day. In geography, pupils are beginning to understand how land is used for different purposes such as farming or housing. Their mapping skills develop appropriately as they map out their locality and recognise the main features and buildings. Pupils begin to understand there are similarities and differences between climates and the ways of life in different parts of the world.
98. The oldest juniors have an appropriate knowledge of different periods of British history such as the Tudors and of the history of other countries. They develop an understanding of life during ancient civilisations and come to understand the legacy of these times upon our lives today. The emphasis in all lessons is one of finding out information from a wide range of sources and fixing the position of the period being studied on a time line. After careful examination of these sources, the pupils develop an understanding of how people from the past lived. Their studies of the locality in geography help them understand how their local area has changed over time and how change affects how people live. History and geography contribute satisfactorily to the pupils' cultural development.
99. The teaching throughout the school is clearly rooted as far as possible in developing pupils' enquiry skills. For example, in the history lessons observed, the use of photographs stimulated interest and helped the pupils make satisfactory deductions about the differences in medical knowledge of today and in the past. The oldest pupils have used books well to research the lives, customs and beliefs of the Ancient Egyptians. The use of timelines clearly fixes the pupils' learning in the correct chronological sequence. In geography, one lesson

was observed that showed that the infant pupils have an appropriate knowledge and understanding of their local environment and are beginning to consider the features of other countries. However, the planning for this lesson had unclear objectives. The lack of focus led to pupils' learning that was neither specific enough nor planned well enough to meet the needs of all the pupils in the class. Older pupils learn about the geography of their local area and have an appropriate understanding of how to use grid references to locate places or features on a map.

100. The subject leader provides appropriate support for colleagues but there is further work to be done. Assessment procedures have yet to be developed to track the progressive development of pupils' skills, knowledge, and understanding across the school. Although history and geography is resourced to a satisfactory level and supplemented by book loans from the library loan service, there are shortages in up-to-date school library books and support materials such as maps and artefacts.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

101. Only one lesson was observed and this was with pupils of Years 3 and 4. Consequently, no judgements can be made about standards and teaching in the infants. A small number of pupils were also seen using computers during other lessons and at break-times. The provision and pupils' capability have improved since the last inspection. Standards in the juniors are satisfactory.
102. In the lesson seen, the pupils learnt about alternative forms of communication using different technologies such as letters, telephones, fax machines, and e-mails. The pupils could suggest some advantages and disadvantages with each of these methods but knew least about faxes. They also began to learn how to send e-mails and the teacher demonstrated this by starting a link to a school in Italy. The pupils began to understand what is sensible to say as well as how to write it on a computer keyboard. Those involved in the demonstration were able to use the mouse. At other times, many junior pupils are able to use a keyboard and a number of programs such as word-processing. Younger juniors are still slow to locate the letter keys on the keyboard, but they persevere well.
103. Throughout the school, pupils were occasionally seen working on computers using several different programs. There is evidence of younger pupils' work in drawing simple pictures and forming graphs. Many have programmed a moving device. The school has allocated computers to each classroom and this enables their use during other lessons. To ensure that all the pupils have sufficient time using the programs, there is a rota for each junior to use a computer at lunch and break times. This is effective in offering more access and practice in using what they have been taught. The pupils are good at working in pairs and take turns well often collaborating on a piece of work. There are a number of pieces of work on display showing that publishing programs have been used and that the pupils use the subject for a number of appropriate purposes, including its use in science, mathematics, and occasionally other subjects of the curriculum. CD-ROMs are also used to research information.
104. There are three networked computers for each key stage and this represents a good ratio for each pupil. The school also has software that enables all the programme of study to be taught. All teachers have had the appropriate training and there is a good action plan included in the school development plan that will help the school develop its provision further. However, no formal monitoring of standards, planning or teaching has yet taken place and consequently standards are not evaluated. There is a recording system used to record the pupils' skills gained when using the computers at break-times, but this does not extend to other uses or to the infants.

## **MUSIC**

105. One lesson was seen in each key stage. From this evidence standards are satisfactory in both key stages and similar to those at the time of the last inspection. The quality of singing is satisfactory in assemblies, often unaccompanied, and the pupils are able to sustain rhythmic clapping.
106. The lower junior pupils are able to identify instruments such as saxophone and guitar from a recording. They have a sound sense of rhythm and can follow rhythmic patterns using wood blocks to copy. They are able to hold and play a number of untuned percussion instruments, such as a triangle, tambourine, and guiro with some awareness of the difference in timbre of these instruments. The pupils in the infants join in with simple songs and action rhymes well, with good enjoyment and enthusiasm. They learn using puppets about high and low sounds and begin to sense pitch, although identification of middle-pitched notes is harder for them.
107. Teaching is satisfactory overall and, in the infants, is at a good pace with a good variety of planned musical activities. The method used is usually appropriate and singing, listening and rhythm work are all taught with appropriate emphasis. Pupils also are beginning to record composition using very simple graphic scores. All the pupils are taught to play the recorder. There is a small amount of instrumental teaching of the violin.
108. The school provides a number of opportunities for pupils to perform, including a Christmas production for each key stage and harvest festivals. There are no systems for assessing pupils' achievements and teachers express difficulties in finding materials to support their teaching of the full curriculum. However, assemblies include music as the pupils enter the hall, which is discussed, although there is no long term plan to ensure a balanced selection of different types of music from other cultures and historical periods. There is satisfactory management of the planning and resources for the subject. However, although teachers keep their own records a school assessment system and the monitoring of the teaching and learning have yet to be addressed.

## **PHYSICAL EDUCATION**

109. Only one lesson, in the juniors, was seen. There is insufficient evidence to make judgements about the attainment and teaching of younger pupils. Standards in dance in the juniors are satisfactory. The lesson seen was a dance lesson and the pupils, who were of mixed age and gender, showed an appropriate range and quality of movement with older pupils having learnt soundly about what constitutes high quality movement. Standards were average at the time of the last inspection.
110. The lesson was held in the village hall, since the school's hall is insufficiently large. The pupils understood the importance of warming up their bodies through exercise. They rehearsed a small number of movements and showed a range of abilities in replicating twists, taps, and jumps. The range and quality of movement was appropriate for the age range of the pupils and only the oldest pupils demonstrated a high quality of movement. However, the pupils worked well together in small groups to sequence the movements into a short dance. Many were able to perform this to the class well.
111. The lesson was part of a series in making a dance. Other aspects of the programme of study are taught through the year and include swimming for junior pupils for ten weeks. Standards of swimming exceed the minimum expected. Because the school's hall is small, lessons in gymnastics are often held outside.
112. The teaching of the dance lesson was good and engendered a good deal of enthusiasm and effort. The pupils were shown good demonstrations sometimes using pupils and these helped their performance. However, more could be done to help the pupils to understand what constitutes high quality movement through discussion and evaluation. Nevertheless, the pupils learned well and developed their techniques partly through observing others. For example, after one group had discovered the effect of a strong finishing position, other groups added a finishing position to their sequence. Teachers encourage the pupils by praising good work and the lesson had a brisk pace and the pupils were well managed, behaving well overall.
113. The staff are keen to ensure that pupils have a range of opportunities and several team sports are provided as extra-curricular activities. These vary during the year but cover football, netball, rounders, cross-country running, tag-rugby and athletics. All these activities are open to both girls and boys. The school's field provides ample space for these activities. While the hall is small, in other ways the school has sufficient resources and facilities to teach the curriculum.

## **RELIGIOUS EDUCATION**

114. One lesson was seen in each key stage. Standards are satisfactory and similar to those expected by the locally agreed syllabus. Standards were similar at the time of the last inspection.
115. The lesson for the juniors concerned a hoax call to the emergency services and had an objective to involve pupils in a moral dilemma. However, the discussion and the pupils' set tasks focused on convincing people not to make hoax calls, writing key points for dissemination, and drawing posters. The task had become one of persuasive writing with less concern about dealing with the moral dilemma. However, the pupils realised the similarity to the *Cry Wolf* story and all the pupils understood why it was wrong to make such hoax calls. The lesson was part of a series and led on well from a previous lesson. The teacher also used a local newspaper report to bring the subject close to the pupils' experience and to suggest the notion of social responsibility. The quality of written work and the pupils' initiative in devising persuasive texts was weak.
116. The infant lesson was about how faith-related stories often come from texts such as the Bible. The pupils remembered well the story of Moses and Zaccheus and how it came from the Old Testament. They heard the story of the Good Samaritan and learnt that it came from the New Testament. The pupils were quickly able to relate examples of caring and helping others and suggested a number of appropriate words, such as 'sensible, kind and generous'.
117. The current theme for assemblies is the meaning of truth. Themes such as these help pupils to reflect on moral issues through questioning and discussion. This makes a positive contribution to pupils' moral development. Different teachers who lead them plan assemblies but this planning is not shared to check if there is an overlap of ideas promoted. They have a mainly Christian ethos and often involve stories from the Bible. Other religions are studied when planned in the scheme of work. The subject is planned satisfactorily to the Agreed Syllabus.