

# INSPECTION REPORT

## **WELFORD-ON-AVON PRIMARY SCHOOL**

Welford-on-Avon

LEA area: Warwickshire

Unique reference number: 125528

Headteacher: Sheila Dentith

Reporting inspector: R. B. Bonner  
25384

Dates of inspection: 18 – 19 June 2001

Inspection number: 191841

Short 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 to 11
Gender of pupils:	Mixed
School address:	Headland Road Welford-on-Avon Stratford-on-Avon Warwickshire
Postcode:	CV37 8ER
Telephone number:	01789 750214
Appropriate authority:	The Governing Body
Name of chair of governors:	John Walker
Date of previous inspection:	10/2/1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Welford-on-Avon Primary School is situated in the rural village of Welford-on-Avon, five miles south west of Stratford-upon-Avon. The school draws pupils from the village and surrounding villages as well as some from further afield. The school has a good reputation in the area. The school is for children aged three to 11, and has 183 pupils. This number is made up of 163 full-time pupils (92 boys and 71 girls) and 39 children (15 boys and 24 girls) who attend the nursery part-time, giving a full-time equivalent of 183 pupils. At the time of the inspection there were 18 children in the reception class who were under the age of six. When the children enter the reception class a very wide range of attainment is represented but is above that found in most schools. Nine pupils (6 per cent) are entitled to free school meals, which is below the national average. There are 31 pupils (19 per cent) on the special educational needs' register, which is slightly below the national average. Of these pupils, three have statements of educational need. Almost all pupils who attend the school are from a white ethnic background. There are no pupils who speak English as an additional language.

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

The headteacher provides strong, effective leadership and management, and is very well supported by the staff, and the governing body. The quality of teaching is very good. The standards achieved by seven-year-olds are average in English, mathematics and science. The standards achieved by 11-year-olds are above average in English and mathematics and broadly average in science. The standards achieved in all other classes in the school are at least above average in English, mathematics and science. The school is effective in its work and provides good value for money.

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

- Standards achieved by eleven-year-olds in English and mathematics.
- The leadership and management of the school are very good.
- Teaching is very good.
- The provision for the children in the nursery and reception classes is very good.
- The provision for pupils' spiritual, moral, social and cultural development is very good.

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

- The standards achieved by 11-year-olds in information and communications technology.
- Procedures for assessing pupils' attainment in subjects, other than English and mathematics.
- The management role of co-ordinators for subjects other than English and mathematics.
- The annual governors' report to parents.

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

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

The school has made good progress since the last inspection in 1997. A detailed scheme of work has been written and textbooks have been purchased to support the teaching of information and communication technology. The school has nine computers housed in a newly constructed library and each classroom has its own computer with access to the Internet. As a result of these changes standards in information and communications technology are rising but they are not yet high enough. Standards in writing in Key Stage 1 are improving. This is particularly noticeable in the reception and Year 1 classes, where the measures taken are having a positive impact on the quality of writing the pupils are producing. Standards in these two classes are at least above the national average. A range of effective measures is now in place to underpin the development of writing throughout the school. Some improvements have been made in the provision for experimental science in Key Stage 1 and this is now satisfactory. There is now good provision for the design element in design and technology and a good programme for the teaching of geography. There have been significant improvements in the provision for pupils' spiritual development and it is now very good. The quality of teaching has improved significantly.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	B	A	A	well above average A above average B average C below average D well below average E
Mathematics	C	D	A	C	
Science	B	B	A	B	

The table above indicates that standards in the 2000 National Curriculum tests at the end of Key Stage 2 in English, mathematics and science were well above the national average. In comparison with similar schools standards were well above average in English, above average in science and close to the average in mathematics. The pupils in this group made very good progress in all three subjects since taking the national tests in 1996.

The findings of the current inspection are that the standards achieved by the pupils in Year 2 are average in English, mathematics and science. There are a significant number of pupils in this class with special educational needs. When they started school the attainment of this group of pupils was below the expected levels and as a result of good teaching they have made good progress since they started school. Standards in the nursery, reception and Year 1 classes are at least above average.

The standards achieved by pupils in Year 6 are above average in English and mathematics, and broadly average in science. Additional support provided in English and mathematics has significantly raised the standards being achieved in these subjects. The school has recognised the need to raise standards in science and pupils are being taught in smaller single year groups in Years 3 to 6. Attainment levels in this subject in Years 3 to 5 are at least above average but the impact of this initiative was too late to raise the level of pupils' achievement in the Year 6 class to above average standards.

Challenging targets have been set for future improvement and the pupils are on course to achieve them. Examination of pupils' work indicates that the standards being achieved in English, mathematics and science by pupils in Years 3,4 and 5 are at least above average.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen and eager to come to school. They have positive attitudes to their work and are very enthusiastic about all aspects of school life.
Behaviour, in and out of classrooms	Pupils behave well in and around school. They understand rules and show respect for people and property.
Personal development and relationships	Relationships are very good. Pupils form constructive relationships with one another and with adults. There are many good opportunities for pupils to take responsibility, use their initiative, and develop independence.
Attendance	Satisfactory.

## TEACHING AND LEARNING

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

Teaching is very good overall. In 100 per cent of lessons it is satisfactory or better, in 84 per cent of lessons it is good or better, in 67 per cent it is very good or better and in 28 per cent it is excellent. This constitutes very good progress since the last inspection when fifteen per cent of lessons were judged less than satisfactory and the percentage of very good or better teaching was much lower. Teachers have very good knowledge and understanding of the subjects they teach. They generally manage the pupils very well and have high expectations of their effort and work. In response pupils have very positive attitudes and try hard. The pupils and staff have very good relationships with one another and these add significantly to the quality of the work that the pupils produce and the way in which they learn. The pupils feel their contributions are valued and this appreciation helps to build their self-esteem and encourages them to try harder. Lessons are very well planned and organised and time and resources are used effectively to promote pupils' learning. The teaching of English is very good and the teaching of mathematics is good. Teachers' planning for these lessons takes into account the needs of all pupils, so that independent and group work is well matched to pupils' learning needs. The early identification and effective support provided for pupils with special educational needs enables them to make good progress and achieve well. These pupils are particularly well supported by highly trained and knowledgeable learning support assistants.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. There is very good provision for children in the reception and nursery classes. The strategies for literacy and numeracy are very good. Provision for pupils' personal, social and health education is good and for extra-curricular activities it is very good. The school has very good links with the local community and works well with its partner institutions.
Provision for pupils with special educational needs	Good. Inclusion is fundamental to the aims and values of the school. Pupils make good progress against the targets set within their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social and cultural development is very good. The school operates as a caring community that aims to provide experiences that encourage pupils to appreciate cultural diversity, act responsibly, and value each other's contributions.
How well the school cares for its pupils	The school takes good care of its pupils and provides them with good welfare, health and safety. Support and guidance are effective, and there are good procedures for promoting discipline. Procedures for assessing pupils' attainment and monitoring their progress are very good in English and mathematics, but require development in other subjects.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed by the headteacher with the effective support of the senior management team. The subject coordinators work hard and are generally effective in their roles. The coordinators for English and mathematics effectively monitor standards and pupils' progress in their subjects, but this is not the case for other subject co-ordinators.
How well the governors fulfil their responsibilities	The governing body contributes very well to the effective running of the school. Governors take their responsibilities seriously and are committed to providing the best possible education for all the pupils. They are kept very well informed and work hard in their individual and collective roles. They have a clear view of the strengths and weaknesses of the school and where it needs to develop. The annual report to parents does not meet statutory requirements.
The school's evaluation of its performance	The headteacher and key members of staff effectively assess the performance of teachers and provide relevant feedback and training opportunities. All information relating to pupils' attainment in English and mathematics is analysed: targets are set for improvement and progress towards them is monitored and evaluated.
The strategic use of resources	Educational priorities are very well supported through the school's financial planning. Spending is targeted to agreed priorities especially the raising of standards. The school applies very well the principles of best value to its work. The governors carefully monitor the effectiveness of the school in terms of the value for money it provides.

## 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>• Their children enjoy going to school.</li> <li>• Their children are making good progress.</li> <li>• The quality of teaching.</li> <li>• Their children are expected to work hard.</li> <li>• The school is helping their children to become mature.</li> </ul>	<ul style="list-style-type: none"> <li>• The provision for homework.</li> <li>• The information about how well their children are getting on.</li> <li>• Home/school relationships.</li> </ul>

The inspection team strongly endorses the positive views of parents. However, the team does not support the views of a small minority of parents' in the areas identified. The provision for homework effectively supports the pupils' learning in the classroom. The information parents receive about how well their children are getting on is satisfactory. However, there is currently nowhere on the annual report to parents for parents or pupils to make a comment. Parents of pupils in the Year 6 class raised concerns relating to home/school relations. Both the school and the inspection team acknowledge that this particular group of pupils has suffered disruptions to their education over an extended period of time. Nevertheless, the inspection team believes that the headteacher has taken all appropriate measures to limit the impact of these difficulties and to support the pupils' learning.

## **PART B: COMMENTARY**

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

#### **How high are standards?**

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

1. Pupils' results in the 2000 national tests for 11 year-olds were well above the national average at the expected level (Level 4 and above) in English and science and above average in mathematics. The percentage of pupils achieving at the higher level, (Level 5) in English, mathematics and science was well above the national average. Looking at the average points score (where pupils' attainment at all levels is taken into account); results in English, mathematics and science were well above the national average. Compared with similar schools' results, the school's performance was well above average in English, above average in science and average in mathematics.
2. Based on prior attainment at the end of Key Stage 1 the pupils who took the tests *for* eleven-year-olds in 2000 had made very good progress.
3. Taking the three years 1998 to 2000 the performance of pupils in English, mathematics and science exceeded the national average. The trend in the school's average National Curriculum points (where pupils' attainment at all levels is taken into account) for all core subjects was broadly in line with the national trend.
4. The inspection's findings, which are discussed below, are that pupil's attainments in English and mathematics in Year 6 are above the national average. The school has set very challenging targets for 2001 and has made good progress in achieving them.

##### **The findings of the inspection**

###### **English**

5. By the age of 11, standards in speaking and listening are above the national average. The majority of pupils listen and speak confidently in a wide range of contexts, take an active part in discussions and report on their work to their peers. Most pupils in Year 6 speak confidently and express a point of view. In discussions, they listen carefully to the contributions of others and ask questions for clarification. During one lesson they responded very well when invited to brainstorm ideas inspired from a story about the Second World War. They decided who the characters would be in their story, where they would live and the audience that the story would be aimed at. Pupils share ideas and collaborate effectively and are eager to present their contribution to the rest of the class. Opportunities for listening and speaking occur regularly in most areas of the curriculum including assemblies and lessons in personal, social and health education. Listening is well developed and harnessed to encourage pupils to respond and comment about the content of texts and presentations from peers at the end of lessons.
6. By the age of 11, attainment in reading is above the national average. Most pupils are familiar with the organisation of non-fiction books and use the contents and index pages to find information. This is put to good practice in history to research aspects of the Second World War. Pupils recall in clear detail the range of books they have read

and cogently comment about their favourite book or author. Reading records are well maintained by teachers along with assessment data with clear diagnostic comments and targets for improvement. Library facilities are of good quality. They include a wide range of fiction and non-fiction that is easily accessible and well used by pupils. Pupils have well developed library skills and use these well when researching projects.

7. By the age of 11, attainment in writing is above the national average. This is a similar position to that recorded at the time of the last inspection. The majority of pupils write extensively and produce a wide variety of narrative and non-narrative texts. For example, they write interviews, play scripts, character studies, newspaper reports and poems. Writing is lively and thoughtful, ideas are developed and sustained and pupils strive to use effective, adventurous words and phrases. They use imaginative vocabulary, for example when describing an owl as having 'eyes like amber searchlights'. Most pupils intersperse their work with complex sentences and show a good grasp of paragraphing and structure. Punctuation is good; commas, apostrophes and inverted commas are used accurately. Handwriting is fluent, joined and legible and words are usually spelt accurately. Literacy skills are effectively used across the curriculum with good examples in history. For example, pupils write imaginatively about what school life was like in Victorian England or undertake character studies from books such as 'Goodnight Mr Tom'. The presentation of work, particularly that of the higher-attaining pupils, is very neat and shows a positive attitude to school and their work.

### **Mathematics**

8. By the age of 11, pupils' earlier work shows that most have a good understanding of the four number operations and the value of numbers when multiplying by 10, 100 and 1000. They have a satisfactory knowledge of multiplication tables and can identify numbers in patterns, for example prime, square and cubic numbers. They use their understanding of fractions, decimals and percentages to solve problems and devise their own. The pupils have a good understanding of the properties of flat and solid shapes, and can calculate the perimeters and areas of such shapes as rectangles. The higher- and average-attaining pupils measure and draw angles accurately and construct triangles. They record data on block graphs and construct straight-line graphs to convert miles into kilometres. In lessons, pupils plot the positions of shapes on a number grid displaying a good understanding of co-ordinates and different types of symmetry.

### **How well is the school led and managed?**

9. The leadership and management of the school are very good. The headteacher provides strong, effective leadership and, with the support of key management staff gives a clear direction for the development and improvement of the school. The improvement in the quality of education since the last inspection owes much to her leadership and the effective support of a hard working and committed team of staff and governors. The aims of the school that focus on the intellectual, spiritual, educational and personal development of the individual are effectively promoted and underpin its work. The school is committed to raising standards with equality of opportunity for all pupils. The school is clear about where it needs to improve and there is a shared sense of determination to succeed and move forward. It is in a very good position to make further improvements and has the capacity to achieve these.

10. The headteacher communicates effectively with the staff and the governors to ensure that everyone understands the school's priorities for development and works successfully as a team. She maintains a very good balance between the strategic, administrative and monitoring elements of her role. In all of these she is well informed. Working closely with members of the senior management team she monitors the work of teachers in the classroom and has a very good understanding of the strengths and weaknesses of all staff. Support is provided for staff where necessary and relevant courses are made available to help develop their expertise. As a result of this provision, standards of teaching have improved significantly since the last inspection. As part of her work in monitoring standards, the headteacher reviews the work of a selected group of pupils from each year group and is very knowledgeable about the standards being achieved.
11. The governing body is very effective in its work. Governors are very clear about the strengths and weaknesses of the school and how the school needs to move forward. The chair of governors works closely with the headteacher and is influential in the work of the school. Individual governors take their responsibilities seriously and are committed to supporting the school and to raising standards. The governing body applies the principles of best value very well. It has been fully involved in the school's plans to develop an early years' centre, to lower the pupil/teacher ratio and to have single year group classes for four days a week. The financial and practical implications of each of these initiatives have been very carefully evaluated. The governing body takes a keen interest in the performance of the school and the way it is perceived locally. It makes very good use of detailed analysis of pupils' performance using both national and local data. The school seeks the views of parents about various issues, for example the provision of school meals. The governors have appraised the headteacher and performance targets have been set. The governing body fulfils most of its statutory duties and is effective in its work, however there are omissions in the annual governors' report to parents.
12. The school development plan is an effective working document that is based on a thorough audit of the school's present position. The school has set itself a manageable number of clearly defined measurable targets, many of which focus on the raising of standards. All new initiatives are carefully appraised in relation to likely costs. The school has established effective and efficient working practices to plan, manage and monitor its finances. Budget setting is firmly linked to development planning and reflects well the educational needs of the pupils. Specific grants received by the school are used for the purposes for which they are intended and there is a detailed record of how the money has been spent. The specific grant for special educational needs is used effectively for its designated purpose.

#### **How well are pupils taught?**

13. The quality of teaching and learning in the school are very good. Teaching is excellent in the nursery and reception classes, it is good for the pupils in Years 1 and 2 and very good for pupils in Years 3 to 6. In 100 per cent of lessons teaching is satisfactory or better, in 84 per cent of lessons it is good or better, in 67 per cent it is very good or better and in 28 per cent it is excellent. This constitutes very good progress since the last inspection when fifteen per cent of lessons were judged less than satisfactory and the percentage of very good or better teaching was much lower.

14. Weaknesses in teaching identified in the previous inspection have been tackled effectively and there have been significant improvements in these areas. The provision for the teaching of experimental and investigative work for pupils in Years 1 and 2 has improved and is now satisfactory. Teachers have worked very hard to improve their subject knowledge in information and communication technology. The one lesson observed during the inspection was good. All staff are due to undertake computer training and courses are planned to support their professional development. Planning for this subject is much improved and there is now a clear structure in place for the development of pupils' skills, knowledge and understanding. However, until recently there has been insufficient up-to-date equipment to support the pupils' learning, and as a result the standards achieved in this subject by pupils in Year 6 are below average. The provision for pupils to use maps and equipment in geography has improved and the curriculum for this subject is now satisfactory.
15. The very good and excellent teaching is characterised by lessons that are thoroughly planned and focused, and conducted at a brisk pace so that full use is made of the time available to move pupils' learning on quickly. In an excellent science lesson in a Year 5 class, for example, the teacher effectively linked the homework that the pupils had been set with the learning that was planned for the lesson. The lesson was very well planned and structured to promote the scientific skills of prediction and drawing hypotheses. The teaching was very purposeful and was based on very secure knowledge and as a result the pupils were highly motivated and worked with sustained interest. Similarly in an excellent design and technology lesson in a Year 4/5 class, the planning was very detailed, the teacher successfully engaged the pupils in their learning by encouraging them to think about their aims in producing a storybook with linkages and levers. During the lesson the class management was excellent and as a result the pupils were very well behaved, highly motivated, concentrated well and made excellent progress.
16. Minor weaknesses that occur in lessons that are nevertheless satisfactory or better relate to weaknesses in class management. On these occasions, although the teachers take prompt action to correct pupils who 'call out', class routines and high expectations are not sufficiently well established to make this unnecessary. Similarly, the introduction to some lessons lack pace, and as a result pupils lack concentration and are not fully engaged in their learning.
17. The teaching and learning in English, and literacy in English lessons is very good. Class teachers have a very good understanding of all aspects of the literacy strategy and they are confident in teaching the basic skills in all aspects of reading and writing. Teachers have high expectations of their pupils and provide work that is well matched to all pupils' needs and interests. Effective use of questions enable pupils to consolidate knowledge and extend their learning. Planning for the Literacy Hour is very effective and has been implemented well. In a very good lesson in the Y5/6 class that focused on writing a fictional story with a factual background, the teacher planned and organised the lesson very well using a range of methods to enable all the pupils to learn effectively. The teacher involved all the pupils in discussions, valuing the contributions each made to the lesson so that each felt valued.
18. The teaching and learning in mathematics and numeracy in mathematics lessons is good. Teachers have embraced the structure of the National Numeracy Strategy well in their planning. Learning intentions for each lesson are clearly defined in the planning and shared with pupils. Teachers generally question pupils well to check understanding and develop thinking, but sometimes they do not widen the

questioning to include all the pupils. The pace of lessons is often good but sometimes the teacher fails to capture the interest of pupils in the introduction and they become impatient. Teachers generally manage the pupils and resources efficiently and the learning support assistants give very effective support. The teachers present lessons in a variety of ways which capture pupils' interest, making them enthusiastic about number and giving them confidence in their own abilities. In a lesson in the Year 3/4 class, for example, the teacher effectively linked the responses that pupils made about their ages to the theme of fractions. Through good questioning and the provision of appropriately challenging work the teacher extended the pupils' understanding of simple fractions into work on mixed numbers and equivalent fractions. In response the pupils settled to their work quickly and worked with interest and enthusiasm. They persevered well even when they were unsure, and overcame the difficulties they experienced. At the end of the lesson the teacher reinforced the learning objectives and gave the pupils pointers to the next stage of their learning.

19. Pupils throughout the school are keen and interested in their lessons and this has a positive effect on their learning. They are very enthusiastic learners who enjoy coming to school where they are stimulated by exciting and challenging lessons. Pupils are well motivated by the very good relationships they have with their teachers and peers and have very positive attitudes to their learning. All try hard and this is evident throughout the school, from the youngest children in the nursery class to the oldest pupils in Year 6. Both teachers and classroom assistants give very good support and encouragement in lessons where pupils find the work hard. Pupils of all attainment levels demonstrate good levels of independence in their work and concentrate well on the tasks set for them. This contributes significantly to the progress that pupils, including those with special educational needs, make in their learning.

#### **Areas of learning for children in the foundation stage**

20. Since the last inspection the good provision for children in the nursery and reception classes has been improved upon, and it is now very good. There are strong links between the nursery and reception classes to ensure that, as they grow older, the children continue to learn and achieve well. Detailed planning ensures that the new early years curriculum, introduced in 2000, is securely based on the nationally recommended six areas of learning for nursery and reception children. The detailed plans for each term show what will be taught for each area of learning. Assessments made early in the year in the nursery and in reception classes are used to plan work that matches the children's learning needs. The achievements and progress of the children are continuously assessed and monitored and information gathered is used very well to plan work that challenges and interests children with differing levels of attainment. This is a particularly good feature of the teachers' work and results in weekly planning that has specific learning objectives for each planned activity that match the learning needs of all the children.
21. The quality of teaching and learning is excellent. Strengths of the teaching relate to the high expectations of the children's attitudes and behaviour and the very good range of opportunities that the teachers in both the nursery and reception classes provide for the children to make choices and develop independence. Very good routines are established and clearly understood by the children in both classes. The class teachers and learning support assistants are consistently positive and this builds children's self-esteem and helps them to persevere with challenging tasks. In

both classes the teachers have a very good understanding of the way young children learn and as a result lessons are very well planned and prepared with tasks that are targeted to meet the needs of all children. There is a good balance between teacher directed learning and free choice activities, which are structured well to allow children to increase their creative, imaginative and physical skills. In the nursery class the teacher provides the children with an excellent range of opportunities to develop skills of speaking and listening, for example role-play activities in the Caribbean market. This is continued in the reception class where the teacher provides very good opportunities for the children to talk about their work at the beginning and end of lessons. The children enjoy sharing their achievements and the positive approach taken by the class teachers and learning support assistants enables the children to develop in confidence and self-esteem.

#### Personal, social and emotional development

22. By the time they leave the reception class and start in Year 1 most children exceed the standards expected. This is because of the skilful teaching, excellent provision and the high expectations of what they can achieve. Routines are very well established and pupils know what is expected of them. In both the nursery and reception classes children work happily with a high degree of independence and with increasing confidence. There is very good provision for pupils to develop independence and to make choices. In both classes the children select the materials they want to use, for example, when creating a collage of a butterfly or a flower and at the end of the activity they clear up sensibly. They co-operate well and take turns when they play together in the imaginative play areas or need to share resources. A small number of children in the reception class find it difficult to wait for their turn during question and answer sessions at the beginning of lessons. Most children persevere and stay on task when working on a given task or independently at a chosen activity. Children behave very well and have very good relationships with one another and the teachers and the support assistants who help them with their work. They are often very appreciative of the efforts of others. During a lesson in the reception class, for example, a flower created from sequins was greatly admired by one child who exclaimed 'Laura, that's really pretty'.

#### Communication, language and literacy

23. By the time they leave the reception class and start in Year 1 most children exceed the standards expected. In both the nursery and the reception classes the children are interested and attentive in lessons and respond well in oral sessions, willingly contributing their ideas. In the nursery pre-reading skills are well developed. The children know that print carries meaning and that English is read from left to right. They are becoming aware of the format of a story, knowing the meaning of words such as 'title' and 'cover.' Children in the nursery handle books carefully and can 'read' a book they know well by using the pictures to retell the story. In one session, a boy enthusiastically 'read' the story from a 'Big Book', following the text with his finger and reading with great expression at the appropriate time. Children in the nursery have a well-developed understanding of the purpose of writing. They regularly 'write' by themselves and some can confidently read back what they have written, for example on a post card. In the reception class most children speak fluently and articulately, speaking in sentences. They read fluently with a good sight vocabulary and use a range of skills to help them to decipher new words. Most children write

fluently, in sentences often using capital letters and full stops. They write stories with a beginning, middle and an end and spell many common words accurately.

#### Mathematical development

24. By the time they leave the reception class and start in Year 1 most children exceed the standards expected. Most children in the nursery successfully count to 30 and recognise and order numbers to 10. They recognise shapes such as triangles, rectangles and squares and draw them on a computer. When talking about the size of fruit they use terms such as big and bigger and small and smaller. They also use positional and directional language and create repeating patterns using coloured cubes. Children in the reception class confidently use number fans to find and show a number. They sort flat shapes by their properties and know the names of circles, squares, triangles and rectangles. The children put shapes in order according to the number of their sides, and write the number correctly. Higher-attaining children sort shapes into three categories and can explain how they sorted them.

#### Knowledge and understanding of the world

25. By the time they leave the reception class and start in Year 1 most children exceed the standards expected. In the nursery class the children develop their understanding of other cultures as they listen to stories from the West Indies and dress up in Caribbean clothes and buy fruit in a Caribbean market that has been constructed in the classroom. They construct pictures and patterns on a computer, using different size brushes and tools such as flood fill. Through studying tadpoles and watching beans and other plants grow, the children gain an understanding about how living things change and develop. In the reception class the children know what a plant needs to grow and to flourish. They understand the properties of different materials and enjoy talking about their textures.

#### Physical development

26. By the time they leave the reception class and start in Year 1 most children exceed the standards expected. In the nursery and reception classes children display good levels of co-ordination. In the nursery the children draw cross-sections of fruit and then paint carefully within the lines, or catch numbered fish using a rod and line. In the reception class the children hold pencils correctly and show good control when using scissors to cut out a shape. When constructing flowers or drawing gardens they work carefully showing good hand-to-eye co-ordination. There is a very good secure play area with climbing equipment and wheeled vehicles.

#### Creative development

27. By the time they leave the reception class and start in Year 1 most children exceed the standards expected. In the nursery class the children are provided with excellent opportunities to use a range of materials when developing pictures and collages. When creating pictures of 'Elmer the Elephant', the children studied the patterns on his back and then carefully reproduced them using a range of materials including pastels and paints. During lessons the children are given very good guidance in developing skills such as mixing colours or choosing the appropriate brush. When painting cross sections of fruit, for example, the children were encouraged to carefully mix different coloured paints endeavouring to create exactly the right shade. In the reception class the children create gardens from recycled materials and flowers using



sequins and beads. They draw plans of gardens, clearly identifying such things as a garden shed and a swing

## **How good are the curricular and other opportunities offered to pupils?**

### **Personal Development**

28. Provision for pupils' spiritual, moral, social and cultural development is very good. This is a significant improvement since the last inspection when spiritual development was under-emphasised.
29. Assemblies, together with the multi-faith curriculum enable pupils to gain insights into the values and beliefs of the principal faiths and provide opportunities to reflect about their personal experiences and explore relationships with others. Assemblies seen during the inspection were well planned with very good opportunities for celebrating pupils' achievements, the singing of hymns, prayer and reflection. In one assembly, pupils from the school orchestra played their tunes very proficiently and the pupils sang hymns with great feeling and expression. Selected pupils from all the classes in the school talked confidently about their work while those in the rest of the school listened intently and were appreciative in their support. There are also good opportunities for pupils to express their beliefs through art, music and poetry and to write meditation poems and explore emotions such as sadness.
30. Pupils have a well-developed sense of right and wrong. The school's ethos and expectations create a good context for pupils to develop a point of reference for moral values. These values are well-reflected in pupils' response to the high expectations teachers have and their knowledge of the codes and conventions which pupils routinely follow. Pupils' moral development is also well promoted through the school's programme of personal, social and health education through which pupils develop an understanding of difference and learn to respect others.
31. The school actively promotes opportunities for pupils to work, play and pursue social activities. Pupils organise and run events such as talent shows for both pupils and parents and raise money for charities, for example, the Shakespeare Hospice and the National Children's Home. Pupils take part in weekly assemblies where they share their work with the other pupils in the school. They also have the opportunity to learn to play a musical instrument and play in an orchestra, and to sing in a choir and go out to festivals and singing days. This year the pupils will be performing 'Alice' at the Royal Shakespeare Company's 'Summer House'. Many pupils take the opportunity to participate in a wide range of sporting events. A house system has been established to enable the pupils to feel part of a team, with house points given for good, polite behaviour. Cups are awarded on a weekly basis for pupils showing kindness and care to other pupils or adults. The house captains and vice-captains have a pivotal role to play in leading their house. The headteacher is keen to develop further opportunities, for example through the establishment of a school council
32. Pupils are given a variety of opportunities to develop an appreciation of their own and others cultural traditions in a number of curriculum areas. They celebrate their own culture through art, music and dance. For example, each year the pupils participate in maypole dancing in the centre of the village. In religious education pupils learn about the customs and practices of other faiths – Judaism, Hinduism and Sikhism and make visits to Sikh and Hindu temples as well as the local parish church. In history, geography, music and art pupils learn about past and contemporary cultures in this

country and in other parts of the world. Pupils find out about the clothes, food and art of India and celebrate the Chinese New Year. They learn about other cultures through listening to stories from the Caribbean and singing Maori songs.

## **WHAT COULD BE IMPROVED**

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

#### **Information and communication technology**

33. The school has made significant improvements in the provision for the teaching of this subject since the last inspection. A detailed scheme of work has been written and books have been purchased to support the teaching of the subject. The school has networked computers and access to the Internet. The recently completed school library houses nine computers and each classroom has it's own. However, this improved provision has not been in place long enough to raise standards sufficiently. As a result the standards achieved by 11-year-olds are below the expected level. The school has identified the need to continue to improve the curriculum and to raise standards further and has developed a very comprehensive plan to accomplish this.
34. By the age of 11, pupils save, retrieve and print using a range of programs and use correct subject specific vocabulary, such as 'log on' and 'enter'. When using computers for word processing, pupils readily change the font style, size and colour and combine pictures with the text. They draft and redraft some of their written work onto the computer, producing poems on the themes such as 'Sadness' or 'April Fool's Day'. Pupils use spreadsheets and graph programs to record, for example the pattern of rainfall, or to compare a person's height with how far they can jump. There are some opportunities for pupils to use the Internet for research on topics such as George Stephenson or Queen Victoria, but these have been limited. In a lesson in the Year 5/6 class, one group of pupils successfully entered a series of commands into a floor robot so that it knocked down some boxes. In the same lesson another group were designing identification cards. Most had efficient keyboard skills and easily accessed the programs they required by using the drop down menus. They designed the background of the card by using different techniques to create the effect they required and then imported a picture to complete the task.
35. Pupils have had insufficient opportunities to use computer programs to explore patterns and relationships or to use the Internet for research. In addition they have not had any opportunities to use sensor equipment, for example to measure temperature, light or sound or to communicate with others using e-mail.

#### **How well does the school care for its pupils?**

36. There are very good procedures for monitoring and assessing the attainment and progress of pupils in English and mathematics. The school uses its analysis of assessment data effectively and monitors the achievement of different groups of pupils in terms of attainment levels and gender. This information is used to identify trends and set targets for groups and individuals in English and mathematics. Based on this information, and observations made by class teachers, higher and lower attaining pupils are identified for additional support in literacy and numeracy. However, there is no comprehensive system for monitoring or evaluating the standards that pupils achieve or the progress they make in the other subjects.

### **How well is the school led and managed?**

37. The role of subject co-ordinators is at various stages of development. In English and mathematics the role is very well developed. For example, the co-ordinators for these subjects monitor teaching and standards and evaluate the effectiveness of pupils' learning. All subject co-ordinators are budget holders and monitor planning in their subject areas. They work very hard in their roles and are influential in their support of colleagues providing guidance on a day-to-day basis. However, apart from English and mathematics, the subject co-ordinators do not evaluate pupils' performance or the standards they are achieving.
38. The governors' annual report to parents is a well presented informative document but, it has omissions and so does not fulfil statutory requirements. The omissions are:
- information about the next election of parent governors;
  - a statement in implementing the action plan drawn up following the last inspection;
  - provision the school makes for pupils with disabilities;
  - Information about professional development undertaken by teaching staff.

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

39. The school has made good progress since the previous inspection but in order to further improve the quality of education in the school, the headteacher, governing body and staff should:
- 1) Raise the standards achieved by 11-year-olds in information and communication technology by:
    - providing pupils with more opportunities to use computers to explore patterns and relationships and to use the Internet for research;
    - providing opportunities for pupils to use sensor equipment, for example to measure temperature, light or sound;
    - providing opportunities for pupils to communicate with others using e-mail.
  - 2) Establish systems for assessing and recording pupils' attainment and progress in subjects other than English and mathematics.
  - 3) Develop systems through which subject co-ordinators can more effectively monitor pupils' attainment and progress in subjects other than English and mathematics.
  - 4) Ensure that the annual governors' report to parents meets statutory requirements.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	6

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
28	39	17	17	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	163
Number of full-time pupils known to be eligible for free school meals	0	9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	31

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	11
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	4.9
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	12	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	12	15
	Girls	11	11	12
	Total	24	23	27
Percentage of pupils at NC level 2 or above	School	86 (91)	82 (86)	96 (91)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	16
	Girls	11	11	12
	Total	24	25	28
Percentage of pupils at NC level 2 or above	School	86 (91)	89 (95)	100 (95)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	13	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	10	13
	Girls	13	12	13
	Total	26	22	26
Percentage of pupils at NC level 4 or above	School	96 (82)	81 (73)	96 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	12
	Girls	12	11	13
	Total	21	21	25
Percentage of pupils at NC level 4 or above	School	78 (55)	78 (41)	93 (73)
	National	70 (68)	72 (69)	80 (75)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	144
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)	8
Number of pupils per qualified teacher	23.3:1
Average class size	27.2

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

Total number of education support staff	7
Total aggregate hours worked per week	102.5

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20:1

Total number of education support staff	1
Total aggregate hours worked per week	27.5

Number of pupils per FTE adult	10:1
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
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	£
Total income	376,949
Total expenditure	377,954
Expenditure per pupil	2,054
Balance brought forward from previous year	28,578
Balance carried forward to next year	27,573

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

### **Questionnaire return rate**

Number of questionnaires sent out	202
Number of questionnaires returned	119

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	36	5	1	0
My child is making good progress in school.	55	34	8	1	2
Behaviour in the school is good.	30	57	8	3	2
My child gets the right amount of work to do at home.	31	38	22	6	3
The teaching is good.	50	38	7	3	3
I am kept well informed about how my child is getting on.	34	45	18	4	0
I would feel comfortable about approaching the school with questions or a problem.	50	39	10	2	0
The school expects my child to work hard and achieve his or her best.	47	45	5	3	0
The school works closely with parents.	26	48	19	5	2
The school is well led and managed.	44	41	12	1	3
The school is helping my child become mature and responsible.	44	49	7	1	0
The school provides an interesting range of activities outside lessons.	38	40	10	2	10