

# INSPECTION REPORT

**Hampsthwaite CofE Primary School**

Harrogate

LEA area: North Yorkshire

Unique reference number: 121567

Headteacher: Mrs C Smith

Reporting inspector: Mr R A Robinson  
21024

Dates of inspection: 13 - 15 March 2000

Inspection number: 191899

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school: Voluntary Controlled

School category: Primary

Age range of pupils: 4 - 11 years

Gender of pupils: Mixed

School address: Church Lane  
Hampsthwaite  
Harrogate

Postcode: HG3 2EZ

Telephone number: 01423 771336

Appropriate authority: The governing body

Name of chair of governors: Mr C Hardcastle

Date of previous inspection: 26 – 28 November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Robert Robinson	Registered inspector	Mathematics Religious education Under fives	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
David Hirons	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Valerie Roberts	Team inspector	Art English Design & technology Geography History Equal opportunities Special educational needs	Pupils' attitudes, values and personal development.
Ralph Walker	Team inspector	Information technology Science Physical education Music	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Cambridge Education Associates Ltd  
Demeter House  
Station Road  
Cambridge  
CB1 2RS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>14</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>17</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>20</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>21</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>25</b>

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

### **INFORMATION ABOUT THE SCHOOL**

This is a small primary school for boys and girls aged 4-11 years that serves mainly the local rural area. It has 82 pupils, 41 boys and 41 girls, who attend full-time. There are no pupils from minority ethnic backgrounds. Eleven pupils are on the register of special educational needs which is below the national average. Two pupils have a statement of special educational needs. Children's attainment on entry to the reception class varies from year to year but overall is above that expected of four-year-olds. There were four children under the age of five at the time of the inspection. The percentage of pupils known to be eligible for free school meals has recently increased to about ten per cent which is still below the national average. Since the last inspection there has been a change in the leadership and management of the school; the previous headteacher retired and the present headteacher was appointed from April 1998.

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

This is a very good school. Standards are very high as a result of the good quality of teaching at Key Stage 1 and very good teaching at Key Stage 2. Pupils have very good attitudes to learning and their behaviour is of a high standard. The school promotes personal development, particularly pupils' spiritual, moral, social and cultural development, very well. The leadership and management of the school are very effective. Improvements since the last inspection are very good. The school serves its community very well and provides good value for money.

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

- Standards by the age of eleven are very high in English, mathematics and science.
- The quality of teaching and learning is good at Key Stage 1 and very good at Key Stage 2.
- Pupils behave well, have very good attitudes to their work, and their personal development and relationships with other pupils and staff are of a high order.
- The provision for the spiritual, moral, social and cultural development is very good.
- There are very effective procedures for monitoring pupils' academic performance and personal development.
- Parents have an excellent opinion of the school and they contribute very well to their children's learning.
- The school has built up very constructive relationships with the community which have a significant and positive impact on pupils' learning.
- The leadership and management of the headteacher are very good.
- The governing body is effective and has a clear view of the strategic development of the school.

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

- Improvements in the provision for children under the age of five.
- The efficient use of classroom assistants to support pupils' learning.

*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 very good progress in addressing the weaknesses pointed out in the previous inspection in November 1996.

- Standards in English, mathematics and science have been improved significantly since the last inspection and are now very high.
- The quality of teaching has improved at Key Stage 1 and Key Stage 2.
- High standards of behaviour have been maintained.
- The leadership and management are very good representing a significant improvement.

- Information technology has been improved and now meets the requirements of the National Curriculum with pupils' attainment being at the national expectations at the end of both key stages.
- The marking of registers has improved though there are still some inconsistencies between classes.
- The school development plan is of a high standard, is linked to the school's budget and provides very clear information of future initiatives, both short-term and long-term.
- The length of the school day meets national recommendations.
- Annual written reports are provided for all parents and give very clear details of children's attainments and progress together with targets for improvement.
- The provision for pupils' spiritual, moral, social and cultural development is now very good.

The particular strengths of the leadership and management of the headteacher and governing body place the school in a good position to maintain and improve the present high standards.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	*	B	*	*	very high A well above average A above average B average C below average D well below average E
Mathematics	*	B	*	*	
Science	*	B	*	*	

*\*As fewer than ten pupils took the tests gradings have not been included.*

- Inspection findings show the performance of the present Year 6 class in English, mathematics and science to be very high compared to the national average. Pupils' achievements are very good. Comparisons of the school's results with national averages and trends over time are not informative owing to the small size of the groups in the school.
- Standards in information technology are in line with the national expectations by the end of both key stages; pupils' achievements are satisfactory. In religious education pupils meet the expectations of the local education authority's agreed syllabus at both key stages and pupils' achievement is satisfactory.
- In art, geography and history pupils, by the time they leave the school, reach standards that are above those typical of eleven-year-olds and their achievement is good. In design and technology, music and physical education pupils' achievements are satisfactory and they reach standards typical of eleven-year-olds.
- By the age of five children exceed the level expected of their age in language and literacy, in mathematics and in knowledge and understanding of the world. In personal and social development, in physical development and in creative development children reach the expected standards of five-year-olds. Their achievements are satisfactory.
- The school sets challenging targets for pupils based upon strong assessment procedures. The targets set recently for pupils by the age of eleven are very high; however, inspection evidence shows that these targets have been exceeded as a result of the high standard of teaching and the very good attitudes and good behaviour of the pupils.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good - pupils' attitude to work is a particular strength of the school.
Behaviour, in and out of classrooms	Good – pupils' behaviour is of a high standard and this has a positive impact on their learning.
Personal development and relationships	Very good – pupils relate very well to their teachers and other pupils. They accept and take responsibility assisting in the smooth running of the school.
Attendance	Good – pupils enjoy attending school.

## TEACHING AND LEARNING

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

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

- The quality of teaching and learning is good overall. The teaching and learning are very good or better in 19 per cent of lessons, good in 49 per cent, satisfactory in 26 per cent of lessons but unsatisfactory in six per cent of lessons. As a result of the effective teaching and learning pupils achieve very well during the time they are at the school.
- The teaching and learning of children under the age of five is satisfactory overall but ranges from good to unsatisfactory. Children's learning in creative and physical development is satisfactory but the lack of an outdoor play area specifically for the under fives limits pupils' progress. In some lessons classroom assistants are used inefficiently to support the teaching and learning of these children.
- The teaching and learning of the skills of speaking and listening, reading, writing and numeracy at Key Stage 1 are good and very good at Key Stage 2. Opportunities to use English, mathematics and information technology in other subjects are effective and support pupils' learning well.
- The teaching of religious education is satisfactory at both key stages. The teaching of art and history is good. The teaching of design and technology and physical education is satisfactory. There was insufficient evidence to judge the quality of teaching in geography, information technology and music. The teaching of pupils with special educational needs is satisfactory.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good range of quality learning opportunities for its pupils. Community links in particular enhance pupils' learning.
Provision for pupils with special educational needs	The school makes satisfactory provision overall for pupils with special educational needs. Older pupils are given good support and work suited to their needs. Classroom assistants are not used to their full potential to assist younger pupils to make better progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Provision for pupils' personal development is very good. Pupils are helped very well to consider spiritual and moral issues, to develop their own sense of self-respect and responsibility, and develop a sense of pleasure in the arts, sports and other cultural pursuits.



How well the school cares for its pupils	The very good procedures for monitoring pupils' academic and personal development ensure pupils make very good progress during the time they are at the school. This is a caring school in which pupils enjoy their work and are happy to attend school. The marking and monitoring of pupils' attendance are applied inconsistently.
How well the school works in partnership with parents	Parents are overwhelmingly supportive of the school. They value the very high standards that their children achieve. The school provides very detailed information to parents of the progress their children are making together with targets to enable them to improve.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher are very good. The headteacher works very effectively with the curriculum co-ordinators to promote high standards. The aims and values of the school are promoted excellently.
How well the governors fulfil their responsibilities	The governing body provides very clear direction to the school's strategic development; however, some of its responsibilities for workplace risk assessment are not carried out regularly enough. Its priorities for the development of the curriculum and accommodation are most appropriate.
The school's evaluation of its performance	The headteacher and governing body are, through careful monitoring of the school's performance, very aware of the strengths of the school and of areas for development. Targets for teachers are linked well with school improvement. Action plans are used excellently to improve provision and to monitor the success of initiatives.
The strategic use of resources	There are sufficient members of staff to meet the demands of the curriculum; however, the classroom assistants are not deployed efficiently to support the teaching and learning of pupils. Learning resources are good and used well. The accommodation is satisfactory overall following recent improvements but there is no suitable area directly accessible to the classroom for outdoor activities for children under the age of five and some of the furniture in the under fives classroom is too high to allow teachers to observe children at work easily. Financial planning is of a high standard and carefully linked to improving standards. The school seeks best value appropriately.

## 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 are happy at school.</li> <li>• Standards of work and behaviour are good.</li> <li>• Teaching is good.</li> <li>• Members of staff are approachable and parents are comfortable talking to staff.</li> <li>• Their children are expected to work hard and achieve well.</li> <li>• The leadership and management of the school are good.</li> </ul>	<ul style="list-style-type: none"> <li>• The use of temporary teachers is affecting the standards of work in Year 6.</li> <li>• The range of activities outside lessons is limited.</li> </ul>

Inspectors agree with the positive views of parents. Inspection evidence supports neither the concerns of the small minority of parents about the use of temporary teachers nor the limitations of the range of activities available for pupils to take part in activities outside lessons.

## **PART B: COMMENTARY**

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

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

1. Inspection judgements show that pupils' performance by the age of 11:
  - in English is very high compared to the national average,
  - in mathematics is very high compared to the national average,
  - in science is very high compared to the national average.
2. Inspection judgements show that pupils' performance by the age of seven:
  - in reading is well above the national average,
  - in writing is well above the national average,
  - in speaking and listening is well above the national average,
  - in mathematics is well above the national average,
  - in science is well above the national average.
3. By the end of Key Stage 1 all pupils are working at least at the level expected of their age and a good proportion are working at the level above that normally expected. By the end of Key Stage 2 almost all pupils are at the level expected of their age and a high proportion are working at the level above that expected. Comparisons of the school's results with national averages and trends over time in respect of the test for seven-year-olds and eleven-year-olds are not informative owing to the small size of the groups in the school. This is highlighted in the contrast of results between 1998 and 1999 tests; in the 1999 tests for eleven-year-olds there was a higher percentage of pupils with special educational needs than in 1998. Similarly trends in the performance of boys and girls have not been drawn.
4. The school has developed very good assessment and recording procedures that are used very effectively to set targets for pupils for the following term. The targets link to small steps taken from the levels of attainment of the National Curriculum. The targets set recently for pupils by the age of eleven are very high; however, inspection evidence shows that these targets have been exceeded as a consequence of the high standard of teaching and the very good attitudes and good behaviour of the pupils.
5. Children's attainment on entry to the school is generally above that expected of four-year-old children. By the age of five most children exceed the nationally recognised desirable learning outcomes in language and literacy, in mathematical development and in knowledge and understanding of the world; they reach the expected standards in personal and social development, in physical development and in creative development. Their overall achievement is very satisfactory; however they could do better in physical and creative development as the children have insufficient opportunities to take part in outdoor activities regularly as there is no specific play area directly accessible from the classroom.
6. In personal and social development children by the age of five behave satisfactorily and readily act upon instructions. They are confident when moving around the school and in the playground. Children form good relationships with the staff and talk confidently in groups. However, they often rely on adults to help them with tasks they could do for themselves such as putting on aprons and cutting materials.
7. By the age of five most children respond quickly to instructions and behave satisfactorily. They talk confidently in front of others. They form good relationships with their teachers and other children. They play and work with others appropriately. They do not select their own equipment sufficiently and too often rely on adults to help them dress for creative activities. In language and literacy by the age of five most children listen to a story attentively and with understanding. They recognise a range of letter sounds and write their names correctly. Many write phrases to accompany their pictures. In mathematics by the age of five children

recognise and sequence correctly numbers up to ten and are beginning to add numbers together up to ten with the help of plastic blocks. They develop a basic understanding of the language of number such as 'below', 'above' and 'longer than'. In knowledge and understanding of the world by the age of five children can name the part of a plant such as root, stem and petal. With help they program instructions into a floor robot to make it move forward and backwards. In physical development and creative development children move safely and imaginatively in response to music. They handle and use tools, such as scissors, effectively when making models from recycled materials but they have too few opportunities to develop further their learning in outdoor activities.

8. In English pupils achieve well at Key Stage 1 and very well at Key Stage 2. Pupils have plenty of opportunities to develop their speaking and listening skills in literacy lessons and in other subjects. By the age of eleven pupils are articulate and are confident to enter into discussions with adults and groups of pupils. In reading pupils by the age of seven retell stories and can work out unfamiliar words using their good phonic knowledge. By the age of eleven most pupils read fluently. They read a wide range of texts and talk confidently about the many books they have read. In writing by the age of seven pupils' handwriting is of a high standard; they write in a clear joined script. The content of their stories is good and expressive. By the age of eleven pupils write clear narratives which are well punctuated; for example, they use speech marks well. Their spellings are generally accurate. Pupils with special educational needs make satisfactory progress in all aspects of English. Literacy skills are developed well in other subjects; for example, they read out to the class passages from different versions of the Bible. They learn vocabulary relating to Judaism such as 'Menorah', Torah' and 'Synagogue'.
9. In mathematics pupils' achievement is good at Key Stage 1 and very good at Key Stage 2. They develop their numeracy skills in other subjects well; for example, in geography they made a bar graph to show how pupils travelled to school. Pupils by the end of Key Stage 1 investigate how many two-digit numbers can be made from four different numbers. They can accurately multiply and divide numbers up to 20 by two. They recognise, describe and name two-dimensional shapes such as triangle, rectangle, polygon and circle. By the end of Key Stage 2 pupils develop their numeracy language and use and understand terms such as 'mean' and 'median'. They multiply decimals accurately and convert fractions into the lowest term. Pupils recognise and measure acute and obtuse angles.
10. In science pupils' achievement is good at Key Stage 1 and very good at Key Stage 2. Pupils by the end of Key Stage 1 can investigate the effects of friction and the application of brakes on a bicycle. They begin to understand what muscles are and what they enable humans to do. By the end of Key Stage 2 pupils can label a human skeleton in detail and know that bones change as one grows older. They learn the correct use of scientific instruments such as a force meter. Standards in information technology are in line with the national expectations by the end of both key stages; their achievement is satisfactory. Pupils use information technology well to support their learning in other subjects; for example, Year 2 pupils in science used a computer program to present bar graphs and pie charts of an investigation of favourite foods and drinks. Pupils meet the expectations of the local education authority's agreed syllabus at the end of both key stages and pupils' achievement is satisfactory. In religious education pupils at Key Stage 1 learn well known stories from the Bible and begin to reflect on the environment. At Key Stage 2 they learn about the customs and beliefs of Jews. They recognise how people's faith in God influences their lives. Pupils' achievement is good in art, geography and history and is satisfactory in design and technology, music and physical education. Pupils with special educational needs make satisfactory progress. They meet the targets in their individual educational plans.
11. Standards have improved significantly since the last inspection. The good quality of teaching and learning, pupils' very good attitudes and good behaviour, and the very good leadership and management place the school in a strong position to improve standards further.

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

12. The attitudes to learning of children under the age of five are good. They enjoy school and eagerly set about their tasks; however, understandably many lose concentration when directed to sit for excessive periods of time in cramped conditions on the floor. Their behaviour is satisfactory. The children form good working relationships with members of staff and with other children. Their personal development is satisfactory. They are too reliant on adults to help them do tasks they should do themselves.
13. The attitudes of pupils over the age of five to school are very good; this is an improvement since the last inspection. Pupils at both key stages, including those with special educational needs, enter school keen to learn and readily become involved in the activities prepared for them; for example, pupils express their reading preferences willingly, contribute to discussions eagerly and listen to stories attentively. Pupils are quietly confident when discussing school life with visitors. They enjoy coming to school. They engage in practical activities with enthusiasm and by the end of Key Stage 2 pupils work collaboratively and purposefully to achieve high standards.
14. Pupils' behaviour is good as a result of good management. At lunchtime they sit quietly in family groups and enjoy their lunch with other pupils. Outside play is lively and friendly and girls and boys often share playground games. Older pupils work out their dance routines with the school radio cassette without interruption. There are few instances of inappropriate behaviour and pupils understand the routines of entering the school well. Pupils line up very quietly on the appropriate signal and enter school sensibly. In class pupils listen attentively. They know how to gather in an orderly group for discussion and plenary sessions. School rules are simple and well understood by pupils who are more likely to refer to 'the code of conduct' rather than the term 'school rules'. Good conduct is rewarded and regular praise is part of the overall learning environment. The majority of parents agree that behaviour is a strength of the school.
15. There are many opportunities for initiative and personal responsibility presently in place, which result in very good personal development for older pupils. All pupils have individual targets for improvement, not only of their academic performance but also their personal development. Older pupils welcome newcomers warmly and they are very supportive and caring for the youngest children. They prepare for classroom activities, setting up computers for the day's work and organising the hall for afternoon assembly. They are at ease with the use of the overhead projector and operate it efficiently during assembly and class lessons. During lunchtime older pupils are 'captains' of the 'family' tables and help welfare assistants in maintaining good behaviour in the dining room. Pupils also assist in the clearing of tables and escorting younger pupils to and from the dining room to the main school. Pupils respect their teachers and there is a very good rapport between teachers and pupils. Older pupils regard the recent formation of the Children and Teacher Association as an opportunity for them to contribute positively to the school. Attendance continues to be good and there are no exclusions from the school.
16. Pupils identified as having special educational needs are positive in their responses to learning. Those with emotional and behavioural difficulties have benefited from the constructive attitudes and values which pervade the school. Most pupils with special educational needs persevere and take pride in their work. They are well accepted by other pupils in the school.

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

17. The quality of teaching and learning is good overall. The quality of teaching and learning is very good or better in 19 per cent of lessons, good in 49 per cent, satisfactory in 26 per cent, and unsatisfactory in 6 per cent of lessons. Very good teaching was seen at both key stages and one excellent lesson was observed in each of Year 2 and Year 6. As a result of the effective teaching and learning pupils achieve very well during the time they are at the school. They achieve very well particularly in Key Stage 2.

18. The quality of teaching and learning is judged to be satisfactory overall for children under the age of five, though it is variable as teaching and learning range from good to unsatisfactory. At Key Stage 1 the quality of teaching and learning is good and at Key Stage 2 very good.
19. The quality of teaching and learning is good in English, mathematics and science at Key Stage 1 and very good at Key Stage 2. The quality of teaching and learning is satisfactory in religious education at both key stages. It is not possible to make a judgement on the quality of teaching in information and communications technology, music and geography as insufficient lessons were seen; however, from discussions with pupils, analysis of their work and examination of teachers' planning and records the quality of learning is good in geography and satisfactory in these other subjects. The quality of teaching and learning in art and history is good and it is satisfactory in design and technology and physical education.
20. The teaching and learning of children under the age of five is satisfactory overall though variable. The headteacher is aware of the strengths and weaknesses in this area of the school and plans are in place to increase the monitoring and support for the teaching and learning of children under the age of five.
21. In the best lessons in under fives teachers plan interesting activities which are used effectively to consolidate previous learning and this results in children being challenged, sustaining concentration and behaving well. Children respond well and make gains in their learning when good teaching of basic skills helps them to learn sounds and blends of sounds in an interesting and progressive way. Short but focussed mental sessions provide good stimulus and practice of sequencing, and addition and subtraction of numbers. Good on-going assessments of children's progress by the teachers and classroom assistants provide appropriate and focussed feedback to children encouraging them to improve. Teachers encourage parents to develop children's reading at home effectively, and share with parents the next step of learning for their children.
22. In the few lessons where teaching and learning of children under the age of five is unsatisfactory teachers do not organise and plan lessons sufficiently well to suit the needs of children of this age; for example, children are expected to sit on the floor for excessive periods of time in cramped conditions which results in children losing interest and little learning taking place. Teachers do not plan to involve classroom assistants sufficiently in teaching, resulting in lost opportunities to enhance children's learning. The lack of planning of focussed tasks which challenge pupils according to their level of attainment does not enable children to achieve as well as they could. Classroom assistants spend time inappropriately doing tasks children are capable of doing themselves instead of actively assisting in their learning.
23. The teaching and learning of pupils with special educational needs is satisfactory overall. Targets are well matched to meet the needs of the pupils within individual education plans and are related, appropriately, mainly to literacy and numeracy skills. Pupils benefit from good teaching where the classroom assistants are used effectively; however, where planning for pupils is not clearly outlined for support staff, pupils do not learn as well as they could. Teachers assess pupils' on-going progress effectively through the use of an 'I can do' booklet. Progress is recorded regularly but descriptions are not sufficiently specific to inform planning.
24. At Key Stage 1 and Key Stage 2 where teaching and learning is very good or better teachers have an excellent rapport with pupils and enliven lessons to such an extent that pupils are extremely keen to learn. Pupils enjoy taking part in fast moving introductory sessions and have a strong desire to improve. Teachers pick up very well on pupils' comments and develop these with the whole class into worthwhile learning experiences for all. Teachers engender tremendous enthusiasm and interest, particularly in literacy and numeracy. Where the quality of teaching and learning is good teachers are quiet, well organised and set pupils tasks which challenge them. At other times teachers enter into good lively discussion with pupils which encourages a brisk pace of learning and alert attention. Pupils' ideas and comments are used well and sincere praise for suggestions motivates pupils to greater creative efforts as seen in a literacy lesson. Teachers assess pupils' learning well; for example, in a mathematics lesson the teacher slowed the pace of the lesson down to ensure that lower attaining pupils fully understood the new learning. Teachers use information technology effectively to support

learning; for example, during a numeracy lesson in Year 2 pupils worked hard on a computer program to gain a greater understanding of multiplication which linked well to the lesson objectives.

25. Teachers are competent in teaching literacy and numeracy. At Year 2 and throughout Key Stage 2 the teaching of basic skills is of a high standard and has a most positive impact on the very good achievements pupils make during the time they are at the school. The recent training and improvements to the curriculum following the introduction of the National Strategies for Literacy and Numeracy benefit teaching and learning. Teachers develop effectively pupils' skills of speaking and listening, reading, writing and numeracy in other subjects, and information technology supports learning in other subjects well. Teachers, for example, in a science lesson encouraged pupils to discuss the operation of muscles, search for information in books and write their own explanations. In an information technology lesson teachers enabled pupils to build on their studies of averages and graphs in numeracy by interrogating a data-base and representing information graphically on a computer. Teachers provide younger children with practical experiences in science to consolidate and extend numeracy work; for example, pupils sorted toys that could 'push', 'pull' or both 'push' and 'pull' using overlapping rings to form a Venn diagram.
26. Teachers expect pupils to do a reasonable amount of work at home to extend their learning at school. Teachers and parents work hard to make best use of homework and generally pupils are enthusiastic to share it with others at school; for example, this was particularly apparent during a history lesson when pupils told others about how they had searched the internet at home to find additional information about Florence Nightingale and the information was used well by the teacher to enhance the learning of all.
27. Inspection judgement agrees with the parents' view that the quality of teaching is of a high standard. The quality of teaching has improved since the last inspection particularly at Key Stage 2 and at the end of Key Stage 1. The strengths in senior management place the school in a good position to improve the consistency of teaching and learning of children under the age of five.

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

28. The statutory requirements for national curriculum subjects and religious education are fully met, and the school has developed an interesting and imaginative curriculum which links subjects well. The curriculum is broad and balanced and provides a variety of stimulating learning experiences. The school makes good use of its own resources and of those available within the local area. Health education is effectively developed in the school, and seeks to promote healthy life-styles and awareness of how drugs can be helpful and harmful to us. Pupils in Years 2 and 3, for example, are studying healthy eating and developing their understanding of the value of vitamins and fibre. The introduction of both the National Strategies for Literacy and Numeracy has been well managed and both are operating successfully. Both strategies are leading to significant improvements in the teaching of basic skills.
29. Since the last inspection the school has worked very hard and there has been a significant improvement in provision for ICT. Resources have been increased, staff expertise and confidence enhanced by well-organised training, and curricular planning has been improved. The subject now meets statutory requirements fully. A wider range of opportunities in physical education has been developed. Planning procedures in the school have been overhauled and are now very good. A well-thought-out strategy guides curriculum planning, linking the aims of the school to policies, planning, assessment, and evaluation. Long-term planning is carefully structured to meet the particular requirements of the organisation of classes in a small school.

30. Provision for children under the age of five is satisfactory. The curriculum is linked to the nationally recognised desirable learning outcomes for children under the age of five. Generally the curriculum leads appropriately into the programmes of study of the National Curriculum; however, the planning for the introduction of these children to the National Strategies for literacy and numeracy is insecure. Children spend far too long sitting on the carpet in cramped conditions and have insufficient time being actively taught by teachers and classroom assistants in purposeful work.
31. The provision for special educational needs is satisfactory overall. The Code of Practice is fully implemented. Pupils with special educational needs have equal access to all activities. Older pupils with special needs are given good support and work is suited to their needs, though occasionally classroom assistants are not used to their full potential to assist younger pupils to make better progress.
32. There is a good range of activities outside school hours, which enhance pupils' learning and cultural experience. There are three recorder groups. Children in Key Stage 2 have the chance of football, netball and gymnastic coaching. There is a country-dance club for both boys and girls held in preparation for the May festival in the village. Recently a French club has been introduced. The Parent Teacher Association enriches sporting provision through an annual calendar of events, which includes regular evening visits to a local swimming pool, the organisation of the village annual sports day and an annual mile race in which children participate as members of relay teams.
33. Planning and classroom practice clearly demonstrate the school's commitment to equal opportunities, making sure both boys and girls, including those with special educational needs, all receive the same entitlement.
34. The school has very good links with the local community. At harvest time the children make and deliver biscuits to the villagers, and at Christmas time they make and send cards. They participate in the maypole and country-dance for the village at the May celebrations, and take part in bulb planting for the village in bloom. There is a close relationship with the local church. Village societies have provided new school Bibles and sponsor the prospectus. There is a very active Parent Teacher Association, which supports the school in a range of ways. The school has constructive relationships with the local play-school and with the local secondary schools. Year 6 children are offered a number of experiences to help them prepare for transfer to one of the secondary schools, including a number of weekly technology sessions before they move. There are positive links too with other primary schools in the area.
35. Provision for personal development is very good and is a strength of the school. There are clear, well-formulated policies on moral and spiritual development, on community relations, and on behaviour, which demonstrate clearly the high importance given to this aspect of children's development
36. Provision for spiritual development is very good. Assemblies and collective worship are very well planned and help the children appreciate the sense of a divine being and the importance of valuing everyone and everything in the world around us. An appropriate sense of ceremony is created through the use of music and the lighting and extinguishing of a candle by one of the children at the beginning and end of the worship. Worship is further enhanced by the quality of the children's singing and by individual children leading the prayers they have composed thanking God for the beauty of Spring-time. Children are given good opportunities for reflection, considering for instance, how journeys can be in our minds, like Jesus thinking about God while He was journeying in the wilderness. In one assembly children's thinking was stimulated by the story of a little African girl who asked a variety of animals the question "Who made me?" The children had to consider which of the answers was most correct. Pupils are able to learn about other faiths in religious education and develop understanding and respect for the beliefs of others. Spiritual values are also well promoted in the general ethos of the school.

37. The school's provision for moral education is very good. The school is a very caring community with clear values, and this permeates the ethos and working practices. Children from the youngest age are helped to understand right from wrong in relation to behaviour in school and beyond. They understand the purpose of school and class rules. Caring and thoughtful behaviour is rewarded. A weekly assembly is especially devoted to celebrating the achievements of individual children whether it is personal, academic or sporting. The school's promotion of termly target-setting for personal development means children are fully involved in thinking about their own personal development. Pupils are involved in charity projects and older pupils have organised a stall to collect money for the Blue Peter appeal.
38. The provision for social development is very good, and its impact is clearly observable in individual self-confidence and in the very high standards of behaviour and courtesy that children exhibit. The setting of termly targets for personal development as well as for English and mathematics is an excellent strategy for developing pupils' independence and responsibility for aspects of their own learning. Older pupils with the guidance of teachers are expected to formulate these targets themselves, considering carefully what they need to focus on to improve. Older pupils are responsible for looking after younger pupils at lunchtime, have various responsibilities in assembly, and have responsibility for setting up computers ready for lessons. At their own initiative a group of Year 6 pupils have recently formed a Children and Teacher Association, establishing their constitution and are considering priorities for improving the school community, such as, improving library resources, providing a seat round the tree in the garden, or redesigning the dinner ladies' uniform.
39. Provision for cultural development is very good. Well-planned visits in the locality allow first-hand experiences that enrich what children learn at school, particularly in relation to history and geography. Theatre groups and other workshops visit the school. Last year the children thoroughly enjoyed a workshop on South Africa, not only developing their knowledge and understanding of life in that country, but also listening to music and being involved in dance; the children put on a performance for their parents at the end of the day. There is a good range of musical and sporting opportunities available to children. Pupils' understanding and appreciation of other cultures is well catered for in religious education, music and art and through visitors to the school.

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

40. The very strong community ethos, which is a strength of the school, promotes a supportive, caring environment in which pupils feel safe and secure and are happy to attend. This is reflected in the above average attendance figures and zero incidents of unauthorised absence. The school sets high standards for pupils' welfare, and has high expectations of their academic and personal development. Inspection findings confirm this positive view of the school. This is further endorsed by parents who enthusiastically acknowledge that their children receive very good support throughout their time in school.
41. Teachers and support staff know their pupils very well. This enables teachers to plan work appropriately and evaluate each pupil's academic and personal progress quickly and effectively. Relationships throughout school are consistently very high which promotes a positive climate for learning and is enhanced further by the good behaviour of pupils throughout the school. Incidents of inappropriate behaviour are rare. All members of staff, including the midday supervisors and kitchen staff, share a common positive approach to pupils' welfare and safety in support of the school's policies and procedures. The practice whereby the oldest pupils in school support the younger children in family groupings during the lunchtime meal promotes a caring and supportive environment. This exemplary practice promotes pupils' personal and social development and makes the midday mealtime a pleasant, social occasion.
42. The school has implemented a number of significant health and safety improvements to the school environment in a positive response to concerns raised in the previous inspection; however, there are a very small number of procedures which remain underdeveloped. In particular, the inspection and testing of all portable electrical appliances used in school have not been carried out recently. The recording of all details relating to pupils' attendance is not



consistently carried out by some teachers. The accurate recording of attendance and other required information are monitored insufficiently to ensure that essential procedures are implemented fully; however, the procedure of telephoning parents whose children are absent from school without prior notice early in the school day is particularly beneficial. It ensures pupils' absence is fully explained and serves as a safety check for parents. This excellent practice is fully endorsed by them. The school has fully addressed the concerns raised in the previous inspection report relating to child protection procedures. There is now a designated and trained member of staff in school and procedures meet, fully, the local authority's guidelines and procedures. All members of staff have received appropriate training and systems in place ensure new members of staff are fully informed of the school's policy relating to child protection.

43. The school's very effective monitoring procedures for assessing and recording pupils' academic progress ensure those pupils with special educational needs are quickly and effectively identified. The school's procedures comply fully with statutory requirements and ensure all pupils make satisfactory progress overall. All pupils on the register of special needs each have an appropriate individual education plan with specific and realistic targets which are reviewed regularly. These procedures ensure pupils' education plans remain appropriate and achievable.
44. Assessment procedures for recording and monitoring pupils' academic progress are very good. The school maintains the high standards identified in the previous inspection report. Within the first few weeks of starting children under the age of five are assessed and individual profiles for each child are compiled. These are used continuously to ensure children achieve the appropriate levels of learning. Continuous on-going assessments, together with the thorough monitoring of children's progress, are used effectively by staff to plan for the future needs of these children.
45. In Key Stages 1 and 2, half termly examples of work for all subjects of the National Curriculum are produced by pupils and evaluated by staff against national attainment levels. This information is transferred termly onto each pupil's record card. More frequent and detailed evaluations are made of English, mathematics and science before being transferred termly onto each pupil's record card. This information serves as an indicator of the progress they are making and is used by teachers to plan for pupils' future development very well. Assessment for information technology is not as comprehensive as in English, mathematics and science; however, procedures ensure that pupils receive full coverage of the National Curriculum and their achievements are recorded. The school's practice of providing opportunities for pupils to set their own targets for improvement in partnership with their teachers is very beneficial. It promotes pupils' interest in learning, and enhances their personal development. Regular meetings of staff ensure decisions on standards of attainment for pupils are consistent and jointly agreed. The school's very good assessment procedures are used effectively to inform the school's short-term and medium-term curricular planning. This enables staff to have a comprehensive understanding of pupils' academic development which underpins the very high academic standards achieved in English, mathematics and science.
46. The school's positive marking policy effectively supports pupils' individual learning objectives and the agreed targets for improvement set each term. Teachers award stickers for high standards of behaviour and attitudes to work. In addition, the school uses assemblies very well to celebrate good pieces of work; this promotes pupils' interest and enthusiasm for work and enhances their personal development. These elements are firmly embedded within the overall ethos of the school and in the daily routines of school life which are exemplary and have a positive impact on raising the achievement of all pupils.

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

47. Relationships between parents and the school are very good. Overwhelmingly, parents are appreciative of the work of the school in providing very high standards of education for their children. Parents indicate that the school provides a safe and caring environment in which their children can learn effectively and that pupils enjoy coming to school. A particular strength

of the school is the excellent relationship and involvement with the village community which brings many benefits to pupils' academic and personal development. The school makes good use of the local parish church for services and other religious festivals. The planting of bulbs in school and around the village provides a pleasant environment for the whole community. The school is deemed by parents to be at the heart of the village. Involvement in many of its activities, such as festivals and celebrations, enhances pupils' personal and social development. Pupils' work and involvement with charitable organisations and with the elderly residents of the village enhance pupils' social and personal development. Inspection evidence fully supports the very positive views of parents.

48. The Parent Teacher Association focusses both on the school and village through its work in promoting regular social occasions and functions. This results in the school receiving additional resources for the benefit of all pupils. Parents confirm that the school welcomes their involvement in pupils' learning in school. Parents assist in classrooms; however, on some occasions they are not always utilised efficiently. They did not always receive sufficient advice and guidance from teachers to make their involvement in pupils' learning more effective. Some parents, appropriately trained and qualified, provide cycling proficiency training to Year 6 pupils annually which promotes pupils' safety awareness.
49. Of particular benefit to parents and pupils is the facility for parents to speak to teachers at the start and end of the school day. Parents value the opportunity to see the work their children do in the classroom and the opportunity for them to see the plans for the work that their children are to undertake. This informal method of feedback provides teachers with opportunities to praise individual pupils' personal and academic achievements in the presence of their parents. This promotes pupils' self-esteem and personal development. This very good practice enables parents to share in their children's learning and take pride in their achievements.
50. Information provided to parents from school is regular and informative. The school prospectus and governors' annual report to parents are very detailed and attractively presented. They now meet statutory requirements which is an improvement following the omission of some statutory information identified in the previous inspection report. Pupils' academic reports are comprehensive and detailed. They contain information about what pupils know, can do, and understand. Parents confirm the reports to be informative and personal to their child. They provide them with information indicating targets for improvement in curriculum subjects and also for personal development. The reports are of high standard. Following earlier concerns expressed by some parents, the school, at the two parents' open days, provides opportunities for them to discuss their children's progress and to be advised of individual targets for improvement agreed between their child and their class teacher. Parents of children on the register of special educational needs are kept fully informed of their child's progress and are actively involved in the programmes of study identified by teaching staff. The use of appropriate homework further ensures parents are able to play an effective role in assisting their child meet the targets for improvement identified in their individual education plan.
51. Homework is set regularly and at an appropriate level and supports the work pupils do in school. Parents' views confirm the homework diaries to be of benefit to them in that they provide details of the work their children are to undertake at home in support of schoolwork. This enables parents to share in their children's learning and supports the effective, home/school agreement which the overwhelming majority of parents have signed and returned to school. The excellent partnership between parents and school results in some pupils undertaking additional homework encouraged by their parents. This enhances their children's education and enthusiasm for work. This is reflected in pupils' very good attitudes to learning. A small minority of parents indicated at the parents' meeting and in the parental questionnaire concerns at the school's use of temporary teachers, particularly for the oldest pupils in school, and the range of out-of-school activities. Inspection judgement show that pupils' education is not adversely affected by the use of temporary teachers and that the school provides a good range of activities for pupils to take part in outside lessons. The very high levels of academic

achievement of pupils recorded during the inspection, together with previous test results, confirm the school's use of temporary teaching staff to be based upon sound principles.

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

52. Leadership and management of the school are very good. In the relatively short time the headteacher has been at the school there has been much change resulting in significant improvements in the leadership and management of the school and raising standards of pupils' performance. The staff work very effectively together to develop a deeper understanding of the roles and responsibilities of curriculum co-ordinators and they have taken responsibility recently for the management of core subjects of English, mathematics, science, information technology and religious education. The management of other subjects by the teaching staff collegiately is satisfactory. A particular strong feature of the management is the high quality of job descriptions for teachers; these include yearly targets linked very well to improving pupils' progress, the school initiatives and teachers' personal development. The job descriptions for classroom assistants are less precise and rather generic. The headteacher has a very clear view of the school and an excellent vision for the future. The school development plan is of a very high standard and links closely to the raising of standards. The ethos reflects the school's aims and values excellently.
53. Changes to the composition of the governing body recently have enabled it to increase the number and range of expertise of governors. The roles and responsibilities of the governors have been developed rapidly since the appointment of the headteacher. The governing body is extremely supportive and well informed and ensures the vision for the school is taken forward and held at the forefront of decision making. It has very good understanding of the strengths and further areas for development and has ensured that the weaknesses pointed out in the last inspection have been addressed. Members of the governing body work tirelessly to improve the accommodation and since the last inspection major improvements to the building and grounds have been achieved. The governing body takes an active interest in all areas of the school and its priorities for the development of the curriculum are most appropriate. It has, however, not ensured that statutory workplace risk assessment has taken place and that small electrical appliances are checked regularly.
54. The school monitors standards very carefully and there is an extremely strong commitment to improvement by both staff and governors. The monitoring and evaluation of teaching are satisfactory overall and the headteacher is well aware of the strengths and areas for development of all staff. The yearly targets are instrumental in improving the quality of teaching in order to raise standards even further. The school uses action plans linked to the school development plan excellently to improve provision and to monitor the success of initiatives.
55. The governing body takes a keen interest in the provision for pupils with special educational needs. A trained governor monitors the success of the policy for special educational needs and assists the governing body to identify areas for development. This system is effective and as a result the governing body is building up its understanding of this area. The school follows the local education authority's scheme for the induction of newly qualified teachers. Procedures for ensuring temporary teachers are well informed are good; however, there is no formal documentation for the induction of classroom assistants and practice is insecure.
56. Finances are managed very well to enable the school to implement its educational priorities very effectively. The local education authority's bursar keeps finances in order efficiently and provides high quality information and advice to headteacher and governors to ensure that 'best value' is achieved satisfactorily. Specific grants for training and equipment are used satisfactorily. The use of finance for staffing to support pupils with special educational needs is satisfactory though occasionally some support staff are not used efficiently as they do not participate in lesson planning and cannot always make a positive contribution to pupils' learning. There has been no recent local authority audit of the school's financial procedures.

57. The school has a well-qualified and experienced staff, with a good range of expertise and they are competent to teach all the subjects of the National Curriculum and religious education. Classroom assistants are conscientious but some lack experience and understanding of their roles and responsibilities. The unsatisfactory deployment and training of classroom assistants limit their contribution to the further enhancement of pupils' learning. The accommodation is satisfactory overall though there is no separate area directly accessible to the classroom to provide opportunities to further the creative and physical development of children under the age of five. The layout of the accommodation and height of furniture in the class for children under the age of five are unsatisfactory, as members of staff are unable to observe children sufficiently well in some areas.

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

58. **The school should take the following measures:-**

- The provision for children under the age of five should be enhanced by:
  - Improvements in the consistency of teaching;
  - Provision of increased opportunities for the furtherance of children's creative and physical development in outdoor activities;
  - Improvements of the layout of the accommodation and furniture to enable teachers to be able to observe children working in all areas of the under fives classroom.

(see paragraphs – 5, 12, 18, 22, 27, 30, 57, 61-64, 66-67)

- Classroom assistants should be used efficiently to support pupils' learning through the following:
  - Provision of clear directions about their roles and responsibilities;
  - Improvement of induction procedures for new staff;
  - Enhancement of the working practice between teachers and classroom assistants so that they can support pupils' learning more precisely and effectively.

(see paragraphs – 22-23, 30-31, 48, 52, 55-57, 62, 64, 66, 79, 90, 106, 110)

- Ensure all statutory requirements are met in respect of workplace risk assessments.

(see paragraphs – 42, 53)

59. **In addition to the key issues above, the following less important weakness should be included in the action plan:-**

- The consistent marking and monitoring of attendance registers should be ensured.

(see paragraph – 42)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	28

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	13	49	26	6	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)	n/a	82
Number of full-time pupils eligible for free school meals	n/a	8

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	n/a	2
Number of pupils on the school's special educational needs register	n/a	10

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	4.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	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
	1999	6	6	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	6	6	6
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	92(100)	83(94)	92(100)
	National	82(80)	83(80)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	6	6	6
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	92(100)	92(94)	92(100)
	National	82(80)	86(84)	87(85)

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
	1999	4	3	7

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	6	5	7
Percentage of pupils at NC level 4 or above	School	86(88)	71(83)	100(100)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	6	6	6
Percentage of pupils at NC level 4 or above	School	86(91)	86(73)	86(82)
	National	68(65)	69(65)	75(72)

\*The number of boys and girls achieving level 4 or above have not been included as fewer than ten pupils took the tests in 1999

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	0
White	82
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
Number of pupils per qualified teacher	27
Average class size	27

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

Total number of education support staff	3
Total aggregate hours worked per week	56

### ***Financial information***

Financial year	1998/1999
	£
Total income	159,086
Total expenditure	147,183
Expenditure per pupil	1,794
Balance brought forward from previous year	11,588
Balance carried forward to next year	23,491

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	82
Number of questionnaires returned	57

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	4	0	0
My child is making good progress in school.	55	29	7	2	7
Behaviour in the school is good.	49	35	9	5	2
My child gets the right amount of work to do at home.	30	45	12	11	2
The teaching is good.	62	28	4	2	4
I am kept well informed about how my child is getting on.	42	33	19	2	4
I would feel comfortable about approaching the school with questions or a problem.	63	33	4	0	0
The school expects my child to work hard and achieve his or her best.	61	30	2	2	5
The school works closely with parents.	46	40	9	5	0
The school is well led and managed.	60	30	5	5	0
The school is helping my child become mature and responsible.	45	38	11	4	2
The school provides an interesting range of activities outside lessons.	21	44	23	7	5



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

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

60. The number of children joining the school at the age of four is usually about ten and their attainment on entry varies from year to year though it is generally above the average expected of children of this age. Children who are five before the end of December attend full-time from the September prior to their fifth birthday; children whose fifth birthday is between January and the end of August attend part-time from the September prior to their fifth birthday and then full-time from January.
61. The provision for children under the age of five is satisfactory overall. By the age of five most children exceed the nationally recognised desirable learning outcomes in language and literacy, in mathematical development and in knowledge and understanding of the world. Children reach the expected levels in personal and social development, in physical development and in creative development. Their achievement is satisfactory and by the age of five most children are working on the early stages of the National Curriculum in English and mathematics. The quality of teaching and learning of children under the age of five is satisfactory overall but varies from good to unsatisfactory.
62. In personal and social development children meet the standards expected of five-year-olds; they achieve satisfactorily. The quality of teaching and learning is satisfactory overall. Where teaching and learning is strong teachers use effective strategies to obtain children's attention. They keep detailed on-going notes of children's personal development, which they share with parents; this helps teachers and parents to plan the next step of learning for children. Teachers plan effective activities that interest children and this encourages them to sustain concentration. Where there are weaknesses in teaching and learning teachers do not ensure children are listening before speaking and instruct whilst children are still talking and not paying attention; this results in children not knowing what to do and results in little progress being made. Classroom assistants spend time inappropriately fastening children's aprons, for example, rather than encouraging them to become independent or insisting that they ask other children to help them. Teachers expect children to spend too long sitting on the carpet and this results in inattention and lack of concentration on the learning objectives of the lesson. By the age of five most children respond quickly to instructions and behave satisfactorily. They talk confidently in front of others. They form good relationships with their teachers and other children. They play and work with others appropriately. They do not select their own equipment sufficiently and too often rely on adults to help them dress for creative activities.
63. In language and literacy children achieve satisfactorily; most exceed the standards expected and by the age of five are working in the early stages of the National Curriculum. The quality of teaching and learning is satisfactory. Children sit sensibly and listen to stories told expressively by teachers. Teachers' effective teaching of phonics enables children to build up their understanding of sounds and the reading of unfamiliar words. Children respond well, concentrate and make gains in their learning. In the best lessons good on-going assessments of children's progress by the teachers and classroom assistants provide appropriate and focussed feedback to children, encouraging them to improve. Teachers encourage parents, effectively, to develop children's reading at home. By the age of five most children listen attentively and with understanding to a story. They respond readily to ideas in stories and recognise individual letter sounds. Higher attainers know blends of letters and read very confidently for their age. Lower attainers are beginning to learn a few words and the sounds of several letters. Most children can write their names correctly and many are able to write a string of words to accompany their pictures. Lower attainers copy over teachers' writing satisfactorily.
64. In mathematical development most children attain standards above those expected of their age. The quality of teaching and learning is satisfactory overall but varies from good to unsatisfactory. Overall, pupils' achievement is satisfactory. Where teaching is unsatisfactory teachers do not organise and plan lessons sufficiently well to suit the needs of pupils of this

age; for example, children are expected to sit on the floor for excessive periods of time in a cramped area which results in children losing interest and little learning taking place. Activities often lack challenge for most children. Teachers do not plan to involve classroom assistants sufficiently in teaching and this results in lost opportunities to enhance children's learning. Tasks for children with special educational needs are inappropriate and lead to them being disruptive. The lack of planning of focussed tasks which challenge pupils according to their level of attainment does not enable children to achieve as well as they could. Where teaching is good teachers engage children in a short but focussed mental sessions which provide good stimulus and practice of number facts. Children respond very well, are keen to learn, and think hard before answering. Planning is clear and well focussed and takes good account of the different levels of attainment of the children resulting in their learning moving on at a brisk pace. Most children by the age of five can count and recognise numbers up to ten. They are beginning to add numbers together within ten helped by the use of apparatus such as plastic blocks. Children count confidently from nought to ten forwards and backwards. They recognise the difference between odd and even numbers within ten. Higher attainers recognise and name cubes and cuboids and count in tens to a hundred. Lower attainers count the dots on dominoes and total up to seven. Overall, pupils' behaviour and attitudes to their work are satisfactory but on occasions pupils misbehave in areas out of teachers' sight.

65. In knowledge and understanding of the world children exceed the level expected of their age and their achievement is satisfactory. The quality of teaching and learning is satisfactory. Teachers plan interesting activities which are used effectively to consolidate previous learning and to extend their learning; for example, children gained an increased understanding of 'pushing' and 'pulling' by using a variety of toys in the sand tray. When challenged with stimulating activities pupils sustain concentration and behave well. A minority of children lose concentration in whole class teaching times and teachers effectively pause until children's attention is refocussed. By the age of five children understand the difference between a 'push' and a 'pull'. They recognise the changes in the colour of the flowers of daffodils when these have been placed in water tinted with different food colourings. Children are mesmerised when they observe the root system of a daffodil and are able to name some parts of the plant correctly. They know the story of Noah. They draw four features of the locality they see on their way to school. With the help of older pupils they can make a programmable toy move forward and backwards. They draw the tools they need to construct a model vehicle.
66. In physical and creative development children achieve satisfactorily and reach the standards expected of five-year-olds. The quality of teaching and learning is satisfactory; however, children have too few opportunities to further their development in outdoor play activities, as there is no separate fenced area directly accessible to the classroom for regular use. Teachers link work effectively to previous studies in knowledge and understanding of the world providing opportunities for detailed observational drawings and paintings. Occasionally classroom assistants spend too much time unproductively moving from table to table doing tasks children are capable of doing themselves instead of actively assisting in their learning. In physical education lessons teachers satisfactorily encourage children and this results in them actively participating; for example, in dance teachers used praise and encouragement so that children moved in response to music. Teachers' management of pupils is satisfactory overall though sometimes do not insist on children giving full attention when discussing learning. Children behave sensibly and make reasonable attempts to improve their performance though several find difficulties keeping still when activities stop and giving full attention to teachers; this adversely affects the quality of evaluation and discussion of the activity. By the age of five most pupils can use a variety of media effectively such as chalk, crayon, paint and play dough; however, they have insufficient opportunities to mix their own colours using powder paints. They design and make models using recycled materials and glue. They use their imagination in role play; for example, they dressed up as policemen. Children know and understand safety rules when involved in physical education. They can find a space and work sensibly within it. Children move appropriately in response to slow and fast music.

67. The leadership and management of children under the age of five are satisfactory. The headteacher and governing body have identified the provision for under fives as an area for improvement. The provision for children with special educational needs is satisfactory and they make sound progress. These children participate fully in all the areas of learning with satisfactory support from adults when necessary. The curriculum is satisfactory and provides an appropriate emphasis on developing children's literacy and numeracy skills. The monitoring of children's progress and personal development is good and builds up well from initial assessments of children on entry to the school and provides good information to teachers to lead pupils' learning smoothly through the nationally recognised desirable learning objectives into the programmes of study of the National Curriculum. Learning resources are adequate. The accommodation is satisfactory overall though there is no separate area for outdoor activities directly accessible to the classroom for the furtherance of children's creative and physical development. Teachers are not able to observe children easily in some areas in the classroom because of the height of the furniture and the layout of the room.

## **ENGLISH**

68. Inspection judgements show that:
- pupils' performance is very high compared to the national average by the age of eleven.
  - pupils' performance in speaking and listening is well above the national average by the age of seven.
  - pupils' performance in reading is well above the national average by the age of seven.
  - pupils' performance in writing is well above the national average by the age of seven.
  - pupils' achievements are good at both Key Stage 1 and very good at Key Stage 2.
69. This year nearly all pupils are at the level expected of their age or above and a high proportion are working at levels higher than expected of their age at the end of both key stages. Comparisons of the school's results with national averages and trends over time have not been drawn because of the small size of groups in the school. Similarly differences between the attainments of boys compared to those of girls are not informative.
70. By the age of seven pupils' performance in speaking and listening is well above the national expectations and they achieve well. Pupils answer questions clearly and need little encouragement to express their ideas. Their range of vocabulary is wide and they clearly retell parts of traditional tales they know. When listening intently to traditional tales, such as Red Riding Hood, they make well-expressed contributions of similarities with the story of 'The Three Little Pigs'. By the end of the key stage their ability to sit and listen in shared text work, story time and introductions to lessons is well established. Where opportunities arise pupils are clear and confident speakers and engage in discussion well. They readily offer ideas from their own experience when talking about the story of 'The Prodigal Son' and express their feelings sympathetically when they consider the actions of 'the Good Samaritan'.
71. By the age of eleven pupils' performance in speaking and listening is very high compared to national expectations and their achievement is very good. They concentrate well on ideas, stimulated by the teacher, share their opinions with other pupils and have a high level of confidence when answering questions. They listen effectively when they examine artefacts and offer meaningful suggestions for their use. Many pupils further their learning by the questions they ask; for example, in a history lesson they enquired why seals were used. Their probing questions and expressed opinions show the interest they take; for example, when considering the choices made by Florence Nightingale a pupil was clear that 'she wanted to be of service'. In paired and group work there is good collaborative talk about the decisions and choices they will make. Their vocabulary is extensive and exercised well when considering with a partner how they will complete their ghost story; vocabulary and phrases such as 'indignation', 'scuttled', 'shared opinion' find their way into their speech and, subsequently, their writing.

72. By the end of Key Stage 1 reading standards are well above national average. Pupils' book knowledge is very good and the majority of pupils understand terms such as 'author' and 'illustrator'. They can find information readily by using the contents page and use a simple index effectively. Higher attainers are more confident with terms such as 'fiction' and 'non-fiction' and can talk about their reading choices readily. The majority of pupils are able to retell stories and detect the authors' intentions. Pupils' understanding of simple phonics is good but not all readers choose to use these skills when confronted with difficult words. Equally, pupils use simple dictionaries correctly and know their alphabet but sometimes do not choose to use the contents of an information book when seeking information.
73. By the end of Key Stage 2 reading standards are very high. The majority of pupils' reading is accurate and fluent. Pupils talk about the content of their books with confidence and read a wide range of well-known authors. Characterisation in the books they read is well understood and is well observed when expressive reading is required. Pupils use their reading skills very well when predicting what will happen next. Their understanding of book knowledge is secure and all pupils use the index or glossary in a book with ease. The majority can find information quickly and understand the principles of skimming and scanning text. Not all are immediately secure about the differences between fiction and non-fiction but lower attainers are often more at ease reading non-fiction than the reading books within their scheme. They do not always choose to use their phonic skills to interpret new vocabulary. However, pupils are particularly successful in comprehension work and the majority can determine the writer's intentions within a poem and make meaningful comment on how they felt when reading the poem.
74. Pupils' performance in writing by the end of each Key Stage 1 is above the national average. Pupils communicate their ideas well and have a clear understanding of the use of capital letters and full stops. They organise their work in clear and well-punctuated sentences, and spelling is generally accurate. Joined script is used from an early stage and is well practised by the majority of pupils. Pupils begin to have a clear understanding of story planning and the main events of their stories are well described. They use good vocabulary to make their story interesting – 'the skeletons were in pursuit (sic)'. They have a good expressive feel when trying to use exclamation marks – 'and I droop (sic) it and I went whoops!' Pupils' topic work gives good opportunities for factual writing and pupils clearly explain their opinion of what it is like to be a Muslim.
75. By the end of Key Stage 2 pupils' performance in writing is very high. Pupils' narrative writing is well drafted and captures the readers' interest immediately – 'The sun went down and the moon shone full in the night sky'. Pupils set the mood of their stories most effectively, 'I was in different mode this morning and went deeper in to the heart of the wood' and include some humour in their ghost stories- 'I want my freedom to haunt in different places not just in bedrooms at night!'. Their work is accurately punctuated and written in high quality joined script. Pupils take good advantage of the wide range of writing purposes offered to them, such as book reviews, re-writing Shakespearean stories and letter writing. This results in pupils' message to the Senate on the invasion of Britain having an appropriate style and well-structured argument.
76. Pupils with special educational needs make steady progress against the targets set for them within their educational plans. These pupils at Key Stage 1 build on their previous learning steadily and improve their writing and punctuation. Their phonic skills develop appropriately. Pupils at Key Stage 2 gain a deeper understanding of different forms of writing and increase their reading and organisational skills satisfactorily.
77. Pupils' attitudes, behaviour and personal development are very good across both key stages. They are keen to learn particularly enthusiastically in class discussion and respond positively in story time. They enjoy reading and are excited by the different styles of writer that they encounter. By the end of Key Stage 2 pupils make very good efforts at being creative in their own writing and produce highly effective writing.

78. The quality of teaching and learning is good at Key Stage 1 and very good at Key Stage 2. Teachers' knowledge and understanding of the subject are never less than good and they have implemented the National Literacy Strategy very effectively. They create a positive atmosphere for listening and for raising and answering questions. Pupils' interest is often motivated by the enthusiasm of the teacher and the opportunities they provide. Consequently pupils work hard and produce sharp images in their writing; 'It was a cool night in the Sahara desert.....the last buzzard was curling and wheeling in the sky as a scorpion scuttled underneath a rock'. Teachers have high expectations, some of which can be seen in the marked improvement in the standard of pupils' handwriting. They ensure that pupils understand the learning intentions and encourage them to examine their own work in order to improve and perfect it. The personal targets which pupils write in their books result from pupils' scrutiny of the comments teachers make about their work during the term. Teachers choose a variety of methods to motivate and interest pupils and these are most effective at Key Stage 2 where very good organisation and well-structured and monitored activities lead to very good concentration on task and independent working. The management of pupils is very good and as a result pupils work successfully within a most effective learning environment. Teachers' planning is of a high standard and detailed assessment subsequently provides comprehensive information on the skills that pupils achieve. Teachers provide good opportunities for pupils to use their literacy skills in other subjects; for example, in history, geography and religious education. Teachers encourage pupils to use their skills in information technology effectively; for example, pupils word-process their writing for displays.
79. The leadership and management of the subject are good. The monitoring and evaluation of teaching and learning are good and there is a strong commitment to improve standards. Teachers work together most effectively with the co-ordinator to implement the National Literacy Strategy. Learning resources for the subject are good to support teaching; however, classroom assistants are inefficiently deployed to assist pupils' learning. Standards of pupils' performance have improved most significantly since the last inspection in all aspects of English. The strengths in the quality of teaching and the leadership and management place the school in a good position to maintain the present very high standards.

## **MATHEMATICS**

80. Inspection judgements show that:
- pupils' performance is very high compared to the national average by the age of eleven.
  - pupils' performance is well above the national average by the age of seven.
  - pupils' achievements are good at Key Stage 1 and very good at Key Stage 2.
81. This year at the end of both key stages all pupils are at the level expected of their age and a high proportion compared to the national average are working at the higher levels than expected of their age. Comparisons of the school's results with the national averages and trends over time in tests for seven and eleven-year-olds have not been drawn because of the small size of groups in the school. Similarly differences between the attainments of boys compared to those of girls are not informative.
82. Pupils by the end of Key Stage 1 investigate the 'pattern of three' on a number board and spot patterns in the nine-times table. They know that five times three is the same as the addition of five lots of three. Higher attainers can break down two-digit numbers into tens and units and multiply by two, three and four accurately. Lower attainers add different weights in kilogrammes. They total money, though sometimes are inaccurate. Most pupils can recognise and state the properties of shapes such as triangle, rectangle, polygon and circle. Pupils are able to use their speaking and listening skills well; for example, they listened carefully to others who articulately described the properties of shapes.
83. Pupils by the end of Key Stage 2 investigate digital roots and produce circular patterns based on the information gained. Lower and average attainers convert fractions into the lowest form. They multiply three-digit numbers by two-digit numbers accurately. They use a compass to produce a symmetrical pattern. Pupils convert pounds sterling into French francs using a line graph. Higher attainers calculate the remaining angle of a triangle given two of the angles.

They compare the median and mean value of a set of data.

84. The quality of teaching and learning is good at Key Stage 1 and very good at Key Stage 2. At Key Stage 1 the teaching and learning in a fifth of lessons is very good or better, two-fifths are good and a fifth is satisfactory; at Key Stage 2 three out of ten lessons are very good, six out of ten are good and one in ten lessons is satisfactory. Teachers share lesson objectives and this enables pupils to understand what they are expected to learn. Teachers promote mental mathematics extremely skilfully and build up the level of challenge very well; pupils gain confidence and concentrate very well throughout, trying hard and responding very well to challenge. There is a good brisk pace to lessons resulting in gains in learning. Behaviour is of a very high order combined with very positive attitudes to learning. Pupils respond to challenge very well and apply intellectual effort, work productively as a whole class and sustain concentration, understanding clearly what they are doing. Teachers praise the contribution of pupils with special educational needs which raises the pupils' confidence and interest. Teachers engender a tremendous interest in mathematics amongst the pupils and, very competently, teach basic numeracy skills. Teachers use information technology well to consolidate learning of number bonds and multiplications, for example. Classroom assistants work well extending the learning of pupils with special educational needs using computer programs suited to their needs.
85. The quality of leadership and management of the subject is very good. The school has carefully introduced the National Numeracy Strategy and adapted it to suit the needs of a school with pupils of different age groups. The policy for the subject does not reflect the present practice and is identified for review by the school. The assessment of pupils' progress is very good and this enables the school to set realistic targets. There is effective monitoring of teaching and learning with the emphasis on raising standards further. Inspection judgements show that this year's challenging targets for the end of Key Stage 2 have been exceeded. Pupils' attainment has risen most significantly since the last inspection from in line with the national average at the end of Key Stage 2 to a very high level. The strengths in the quality of teaching and the leadership and management of the subject place the school in a good position to maintain the excellent standards.

## **SCIENCE**

86. Comparisons of the school's test results with the national averages and trends over time in tests for seven and eleven-year-olds have not been drawn because of the small size of year-groups in the school. Similarly, differences between the attainment of boys and girls are not informative.
87. From inspection evidence the attainment of pupils by eleven is very high in comparison with the national average and is well above the national average for seven-year-olds. This represents a significant improvement in standards since the last inspection.
88. By seven pupils have a good knowledge and understanding of all aspects of science. They can distinguish clearly between living and non-living things. They make detailed observations, comparing for instance, a rabbit with a fish, noting differences in size, colouring, and head and body features. They have a good understanding of forces. They understand the effects of pushes and pulls; they recognise that electrical power can be delivered by mains or battery. Skills in investigation are particularly good. Pupils have carried out simple investigations testing their "guesses" of which materials would be most attracted to a magnet. Year 1 pupils have successfully explored the effects of friction, pushing rubbers against different surfaces. Pupils understand what a fair test is. They record their observations clearly, and include illustrations and descriptive accounts.

89. By eleven pupils have a very good knowledge and understanding of science and ask intelligent and perceptive questions. They have very good understanding of physical and of life processes. They appreciate very well how friction and gravity affect the motion of objects through classwork and group investigations. They have investigated, for instance, whether heavy and light objects fall to the earth at the same rate, and how size, shape and type of material affect the air resistance of a parachute. They understand very well the bone structure of the human skeleton and the use and effects of muscles. They have a good understanding of circuits and have created a game in which a model of a skeleton lights up if the technical term is matched correctly with the common name. They can devise investigations of their own very well, paying careful attention to the issues of a fair test. They make sensible predictions and communicate their results well, making use of tables and charts as well as drawings and written text. They have a good understanding of the specialist language of the subject and use it appropriately themselves.
90. Teaching of science is good in Key Stage 1 and very good in Key Stage 2. Teachers have a good knowledge and understanding of the subject and plan the work for children very effectively. They are particularly effective in developing pupils' investigative skills, and, in Key Stage 2, developing pupils' independence in devising tests of their own and communicating the findings in ways they have decided. In one Key Stage 1 lesson the teacher designed a very effective experiment for children to help them appreciate aspects of growth. They immersed daffodils in different food colouring agents and observed over a period of days the effects on the colour of the flowers. Good observational and recording skills were developed, involving use of the computer. Teachers are effective in stimulating children's interest and in challenging their thinking. This was particularly evident in a Key Stage 2 lesson on the use and effects of muscles in the human body. The teacher handled a lengthy discussion very well, asking searching questions which the children responded to with keenness and interest. The children concentrated very well, thought deeply, and were prepared to explore ideas and apply their own existing knowledge to substantiate their ideas. The teacher skilfully combined the theoretical discussion with a practical investigation so that children were able to appreciate at first hand how particular muscles were operating. Teachers generally use time effectively, working at a brisk pace and balancing well the amount of time allotted to different activities. Classroom assistants in Key Stage 1 are not used as effectively as they might be, and play more of a supervisory role than one where they are specifically taking the children's learning forward. Children with special needs are satisfactorily supported in their learning. (KI-2)
91. The leadership and management of the subject are effective, and there is a clear commitment to high standards. The monitoring and evaluation of teaching and learning is satisfactory. The curriculum is effective and supports learning in literacy and numeracy well. Assessment and recording procedures are good, particularly in experimental and investigative science. Resources are good and well used.

## **ART**

92. The range of work on display and teachers' planning show that the school continues to maintain standards in art above expected levels. Pupils are given a good range of art opportunities which link well with their topic work. They use a broad range of materials to bring their work alive. There are strong connections with design and technology and an emphasis on skills, which encourage positive progress. This results in achievement above that normally expected for pupils, including those with special educational needs. The school has maintained standards in this subject since the last inspection.
93. From an early stage, pupils work successfully with colour mixing and simple block printing. Free painting is bold and colourful. By the end of the Key Stage 1 they appreciate the transfer of images which can be made when printing with fruit and vegetables. They design posters collaboratively; for example, a poster entitled 'we have designed posters to help us look after our teeth', which shows good composition and confident interpretation of their ideas in different media. Pupils imitate the style of famous artists well in pastels and show good observational skills in their clay work which is textured well and varnished.

94. By the age of eleven pupils are more creative in observational drawing and presentation. Their work, inspired by Arcimboldo, is detailed with collage materials used imaginatively. Pupils use magazine portraits and mirror their image artistically producing good results that are not only clear in resemblance but also include fine detail. They experiment with paper to produce interesting textures and effects by crunching, folding, overlaying and weaving the different shapes and sizes cut.
95. The quality of teaching and learning in art is good. Teachers' planning for art is effective. They know their subject well and help pupils to maintain high standards when pupils use artistic skills to support other subjects. Consequently facsimiles of torques and Roman sandals for history are well drawn and constructed and pupils' knowledge is increased effectively. Pupils are creative in the use of pattern in mathematics when exploring rotational symmetry and produce work that is carefully detailed and coloured. Teachers' very good management of pupils leads to consistent concentration and a will to perform well. They respect their pupils and praise the creative ideas of pupils that emerge during their exploratory artwork. Individual art folders are kept to inform assessment and sketchbooks show that pupils collect ideas as well as exercise skills effectively. Pupils enjoy art across both key stages. They are keen to experiment and work productively. They work well together in groups and are willing to share materials and ideas. Artwork across the school makes a good contribution to the cultural development of pupils.

## **DESIGN AND TECHNOLOGY**

96. There were no opportunities to observe design and technology being taught because of the organisation of the timetable; however, from discussion with pupils, teachers' planning and work on display pupils reach standards expected of eleven-year-olds by the time they leave the school. Their achievements are in line with those expected. Standards in the subject are lower than at the last inspection when they were described as being good.
97. Pupils build on their earlier experiences using reclaimed materials and make well designed moving vehicles for their topic on transport. Pupils use simple fixings to join successfully recycled materials to a chassis. They draw simple diagrams for their designs of an aquarium; they apply their scientific knowledge on forces to make the fish move. Pupils model their ideas on healthy eating by constructing plates of 'healthy' food from a range of materials such as paper, tissue and foil. They work with clay designing plaques, which represent successfully the characteristics of their friends. By the age of eleven pupils' effectively complete assignments; for example, they wrote their design ideas clearly for a 'body game', marked out parts of the skeleton and used an electrical circuit to show competitors whether they had successfully identified the correct part of the body.
98. No judgement is made on the quality of teaching; however, learning is satisfactory. Teachers give pupils meaningful experiences in designing and making which are closely linked with topic work and, consequently, pupils are able to use skills they have acquired in subjects such as science and art to support their learning. The high expectations set by teachers result in pupils creating work which is carefully constructed. Pupils' efforts show that teachers are skilled in guiding pupils towards the planned learning objectives of lessons. The standards of work on display indicate that pupils' attitude to their learning is very positive. Presentation is good. The cutting and shaping and the use of adhesives are effective.

## **GEOGRAPHY**

99. Geography was not scheduled to be taught during the inspection. From discussion with teachers and pupils, inspection of pupils' work and teachers' planning, standards are above those expected by the time they leave the school at the age of eleven. Pupils achieve well, including pupils with special educational needs. Standards have improved since the last inspection.



100. From an early stage pupils investigate their immediate locality on walks and make booklets on, for example, 'My journey to school I see....'. They make a simple map of real and imaginary locations. Their illustrations of the 'Bear Hunt' are well drawn and their maps show clearly landmarks in the village. Their booklets show accurate sequences on the journey and good recall of the route - 'on my way to school I see a sign that says stop'. By the age of seven pupils are familiar with atlases and can colour in the countries of the United Kingdom successfully. They can follow directions, which include left and right, but are less secure with directional points such as north, south, east and west.
101. By the age of eleven pupils' mapping skills are good. They make detailed plans of their locality. They draw good diagrams of features of the environment such as particular houses and the church. They draw plans of side elevations clearly and show an aerial view successfully. Pupils have a clear understanding of contours on a map shown in an atlas and can use grid references well. They choose a good variety of options and illustrations using a computer program to show directions and flights across the world.
102. No lessons were seen, as the subject was not scheduled to be taught during the inspection, so no judgement on the quality of teaching is made; however, the quality of learning is good. Activities planned for pupils have clear learning objectives and progress sequentially; for example, older pupils studied photographs and then drew elevations of a building followed by a plan of the building. As a result pupils' knowledge and understanding are secure in the making of plans and maps. There is good physical and creative effort observed in the precision of their drawings. In Year 2 some worksheets used are appropriate to the topic work planned but inappropriate for the level of attainment of the pupils; subsequently, these are not always completed successfully and little knowledge is gained or understanding achieved. However, by the time pupils leave school, teachers' effective planning overall leads to a good level of geographical knowledge. Teachers make good links with other subjects such as history and English. Pupils in Year 6 use their geographical knowledge of Britain when constructing arguments for the invasion of Britain by the Romans or discussing the position of Roman roads in their work on Roman Britain. Teachers provide good opportunities for field work and the subject is enhanced by extra-curricular visits. Pupils are confident and speak of their activities with great enthusiasm.

## **HISTORY**

103. Pupils reach standards above those typical of eleven-year-olds by the time they leave school. Standards have improved since the last inspection. Pupils' achievements are good throughout the school. Pupils with special educational needs make satisfactory progress.
104. Younger pupils gain a good understanding of everyday life in the past through their study of transport and how travel has changed over time. They make accurate lists of facts of events in transport history and place space travel within it; -'a long time ago there were rockets called Apollo... and now there is a lunar module'. They begin to understand the results of the actions of important people from the past, such as Florence Nightingale; they link this with what they know about the differences between the lives of boys and girls in Victorian times, for example. Pupils are knowledgeable about such events as the Fire of London and have a reliable sense of then and now.
105. Older pupils reason more clearly why famous people acted in the way they did and, by the time they are eleven, they understand that evidence can be interpreted in a number of ways. They examine facsimiles of some seals from the Indus Valley and sort them to come to a better understanding of their meaning. They use the information well which they gather to make comparisons between the Romans and the Celts - 'Britain will be an easy target for an ever-growing empire...we must not forget the Celts are barbarians.' They know a number of the names of Celtic tribes and some of their characteristics and relationships with one another. The information they gain they use to make clear arguments to the Roman Senate for the invasion of Britain referring to 'tribes which always fight each other so it will be hard for them to co-operate'.

106. Whilst opportunities to see history taught were limited standards of work suggest that teaching and learning are good. Teachers know their subject well and as a result pupils have a clear understanding of the historical ideas presented in lessons. Teachers encourage lively writing in historical biographies; 'I am a Celt and I have no fear!'. Teachers manage their pupils well, which sets a good climate for productive and creative learning. Expectations of pupils are particularly high at the end of Key Stage 2, which result in planned intentions being very successful in terms of pupils' learning. Pupils are keen to perform well and they apply prior learning to the new tasks in hand, working productively in pairs or small groups. The use of support staff is generally satisfactory but ineffective where activities need structured assistance. The subject is well managed. Visits to historical sites and museums enhance the provision and develop pupils' cultural understanding well.

## **INFORMATION TECHNOLOGY**

107. Standards of attainment are in line with national expectations by the end of both key stages. This is a significant improvement since the last inspection, when standards were unsatisfactory and statutory requirements were not being fully met. Parents have unanimously commented on the dramatic improvements in information technology provision.
108. By the age of seven, pupils are confident in using the computer. They use the keyboard and mouse with control and understanding and can operate programs effectively to reinforce and develop skills in mathematics and English. They understand how a floor robot works and can program it to move forwards and backwards, estimating the distance it will move. Pupils can create short pieces of word-processed text and, with some help, print them. Pupils in Year 1 were observed recording on the computer their observations of an experiment with daffodils using simple text and graphs.
109. By the age of eleven pupils can word-process in more sophisticated ways, using different fonts and layouts, a spell-checker and cut and paste facilities. They can import and resize graphics. They readily edit, save, retrieve and print. They take account of the reader in the way in which they set out and present information. Pupils use CD-ROMs satisfactorily to access information about, for instance, Ancient Egypt or The Body. They know how to enter data about favourite food/drinks, or personal facts about pupils in the class, and create graphs and charts to represent the information in accessible ways. They can question the information and have some facility in evaluating which kind of diagram or graph will present the information that they want to analyse in the clearest way. Pupils can program a sequence of instructions for the computer to create a required pattern.
110. It is not possible to make a judgement on teaching as only one lesson was observed. However, there has clearly been effective in-service training and teachers are planning satisfactorily, providing good opportunities for pupils to use information technology regularly and to carry out work related to subject lessons. For instance, Key Stage 1 pupils used computers to record observations in science, and to practise skills in mathematics and English; in Key Stage 2 pupils used information technology well to support learning in history, maths, English, geography and science. Older pupils are given opportunities to work independently and unsupervised. Classroom assistants work effectively with special needs pupils on the computer to develop pupils' skills, for example, of addition and subtraction up to 20. However, occasionally teachers assign classroom helpers inappropriately; for example, they expected a helper to assess information technological skills of a small group of children, but the helper did not have the skill or guidance either to assess or further the children's learning. In the one lesson observed, in Key Stage 2, the teacher gave a clear and well-structured demonstration of how to question a data-base and represent information graphically. Very good questioning and very clear presentation enabled the children to sustain concentration, make a good intellectual effort and acquire new information well. However, too much information and too little opportunity to practise skills affected the amount of progress made. Teachers make good use of pupils' home facilities; for instance, encouraging pupils to bring in material accessed from the Internet relevant to an on-going topic at school. Pupils had found a good deal of information about Florence Nightingale and about the Great Fire of London.

111. Leadership and management of the subject are good. Monitoring and evaluation of teaching and learning satisfactory. Curriculum development is good and resources have been significantly improved. Assessment and recording procedures have been set in place, and the school recognises the need to refine these

## **MUSIC**

112. It was not possible to observe any lessons; however, discussion with pupils and teachers, scrutiny of compositional work and pupils' singing in collective worship indicated that pupils are achieving standards appropriate for their age at seven and eleven.
113. Pupils in Key Stage 1 sing rhythmically and tunefully and with enthusiasm. They listen carefully and with enjoyment to recorded pieces of music and express their responses verbally or through drawing pictures to represent the image/feeling conjured up in their mind. They recognise that music can be fast or slow, loud or quiet. They know the names of a range of musical instruments and can clap simple rhythmic patterns.
114. By the end of Key Stage 2 pupils can sing well and have a well-developed sense of rhythm, which is displayed in verbal compositions involving combinations of different rhythmic patterns, and in dance. They can discuss the mood or feeling of a piece of music and can recognise how tempo, pitch and dynamics contribute to the particular effects. They know the names of a range of instruments and with some prompting can identify the main orchestral families. They can create simple compositions in groups, sometimes using instruments, and represent their musical ideas graphically. They can evaluate one another's performance.
115. Teacher's medium and short-term plans are satisfactory. There are three recorder groups in the school and a small number of pupils receive instrumental tuition for the violin. However, it would appear that there is very limited use of instruments in class in both key stages.

## **PHYSICAL EDUCATION**

116. Although it was possible to observe only dance lessons in physical education during the week of the inspection, attainment appears to be satisfactory at both key stages, and pupils are attaining at an appropriate standard for their age.
117. By the end of Key Stage 1 pupils can move around the hall in different directions, responding to the teacher's requests quickly. They can move gracefully, stretching and twisting to the music. Pupils work well in pairs supporting one another in the movements. Younger pupils understand safety rules well, behave sensibly and keep to their own space. They co-ordinate their movements satisfactorily, jumping, stretching and curling. With teacher modelling and encouragement, they move in appropriate ways to slow and fast music.
118. By the end of Key Stage 2 pupils can control their movements well creating and holding a shape in response to a wood block. They can devise a sequence of shapes and movements and in pairs and threes, create a simple display involving copying or contrasting a movement by a partner. They can synchronise their movements well to the recorded music, changing stance in a regular and consistent way. They practise and improve performance and give sensible critical comments in evaluating the performance of others. Boys as well as girls are beginning to develop skill and confidence in this aspect of physical education, which is relatively new to the school.
119. The quality of teaching is sound in both key stages. Planning is well focussed and addresses organisational aspects carefully. Teachers have a good rapport with their pupils and use praise selectively to provide appropriate encouragement to individuals and groups. Insufficient use is made of pupil demonstration to show other pupils how they can improve or to encourage evaluative discussion. Generally pupils are well managed and high standards of order are maintained but, on occasions, the teacher does not insist sufficiently firmly on stillness and silence before giving instructions. Generally a good level of challenge is given and pupils respond well and try hard. Pupils satisfactorily develop new skills and most work productively. Pupils are interested and have a clear understanding of what is expected of them. Pupils with

special educational needs are satisfactorily supported in physical activities. Progress is satisfactory.

120. Leadership and management are satisfactory. The range of opportunities within PE has been increased with the adoption of a new scheme of work. There are a wider variety of games available and dance provision has increased. Swimming was introduced last year and the school aims to teach all its pupils to be able to swim 25 metres before they leave. The nature of the accommodation available for physical education means that no large apparatus can be used. However, there is a very good range of small apparatus, and resources for games are good.

## **RELIGIOUS EDUCATION**

121. Standards in religious education at the end of both key stages meet the expectations of the locally agreed syllabus. Pupils' achievements are satisfactory. By the end of Key Stage 1 pupils know the story of 'Noah and the Ark' and write about the story and depict the events pictorially. They consider the legend of St Christopher as part of their literacy studies. Pupils learn about the types of books that can be found in the Bible. They find out about God's rules. They enjoy the story of the 'Good Samaritan'. Pupils write prayers to reflect on the joy of spring-time. By the end of Key Stage 2 pupils reflect on parables and other stories from the Bible such as the Wedding at Cana. Pupils write about Christians and their lives, for example, Mother Theresa. Most pupils explain the significance of why the font is near to the door of the church. They understand the symbolism of white representing 'purity'. Pupils know the sequence of events leading up to Easter. Higher attaining pupils can find a verse in the Bible given the reference through their knowledge of the order of the books. Average and lower attainers use the content page effectively to assist them.
122. The quality of teaching and learning is satisfactory overall at both key stages; it is never less than satisfactory and sometimes good. Where teaching is good teachers start from pupils' personal experiences, such as baptism, and this gains pupils' interest. Teachers use the subject well to develop pupils' speaking skills and to develop skills of reading to an audience. Effective questioning of pupils provides opportunities for them to express their opinions and to increase their understanding. Teachers encourage pupils to search for information at home on the Internet and then to share the information with all to extend learning. Classroom assistants work effectively with lower attainers to support their learning and to help them to participate in similar work to others.
123. The leadership and management of the subject are good. The curriculum co-ordinator's file provides clear information about the long-term and medium-term planning as well as a list of resources available to the school. The monitoring and evaluating of teaching and learning to affect improvements are satisfactory. The subject makes a good contribution to the spiritual, moral, social and cultural development of the pupils. The school has maintained standards in the subject since the last inspection though learning resources have been improved and are now adequate to support teaching and learning.