

# **INSPECTION REPORT**

## **KEMPSFORD CE PRIMARY SCHOOL**

Kempsford

LEA area: Gloucestershire

Unique reference number: 115629

Headteacher: Martin Ballard

Reporting inspector: Paul Bamber  
15064

Dates of inspection: 26 - 29 March 2001

Inspection number: 191978

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Kempsford C E Primary School

School category: Voluntary Controlled

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Kempsford  
Gloucestershire

Postcode: GL7 4EY

Telephone number: 01285 810367

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Appropriate authority: The governing body

Name of chair of governors: Ian Housley

Date of previous inspection: February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15067	Paul Bamber	Registered inspector	Mathematics	How high are standards? How well are pupils taught? How well is the school led and managed?
			Geography	
			Physical education	
			Special educational needs.	
9075	Juliet Baxter	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
22058	Christine Richardson	Team inspector	Provision for the Foundation Stage	How good are curricular and other opportunities offered to pupils?
			Science	
			Information and communication technology	
			Design and technology	
2200	Jim Stirrup	Team inspector	English	
			Art and Design	
			History	
			Music	
			Religious education	
			English as additional language	
			Equality of opportunity	

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

### **INFORMATION ABOUT THE SCHOOL**

Kempsford CE primary School is situated in a small village, with 121 pupils on roll (63 girls and 58 boys). Most pupils live within the village or in the surrounding area but around 10 per cent are the children of American service personnel who work at the local US airbase. The school has 26 pupils registered as having special educational needs (about average), one of whom has a statement of special educational need. Around three per cent of pupils are entitled to free school meals (well below the national average). Just below two per cent of pupils have English as an additional language (slightly higher than most schools). Since the last inspection, a new headteacher has very recently been appointed and only one full-time and one part-time teacher have been at the school for more than a year. The school's turnover of pupils (around 30 per cent annually) is a lot higher than that found normally. The pupils enter the school with average attainment overall. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

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

Overall, the school is effective. Pupils generally achieve the standards that they should, albeit with some limitations in the breadth of their writing. Most behave well and have very positive attitudes to learning. The quality of teaching is good. The school cares for its pupils well and is soundly managed. Satisfactory improvement has been maintained since the school's last inspection and it succeeds well in including all pupils in its activities. It offers satisfactory value for money.

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

- The overall quality of teaching throughout the school is good. It is particularly strong for the youngest children, who make good progress as a result.
- Most pupils have very good attitudes to school and behave sensibly, because teachers manage them well and foster good relationships.
- The school's very good provision for pupils' personal development means that they know right from wrong, relate very well to each other and accept responsibilities willingly and confidently.
- Parents and the wider community think highly of the school and, as a result, fully support pupils' learning and the work of the school.
- The good range of clubs and residential visits offered to pupils make a significant contribution to their personal, social and physical development.

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

- The lack of a cohesive whole-school curriculum plan means that aspects of pupils' learning are restricted, especially in the juniors.
- The school does not monitor teaching and learning sufficiently rigorously.
- The present role of co-ordinators does not enable them to make enough impact upon raising standards.
- The accommodation and resources for physical education are inadequate.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1997 and, overall, improvement has been satisfactory. Standards fluctuate from year to year, due to the small number of pupils in each year and to the high turnover of pupils. Nevertheless, standards and provision in information and communication technology have improved considerably. The quality of teaching has improved especially for the youngest children. Pupils' high standards of behaviour and positive attitudes have been maintained. Of the five key issues identified at the time of the previous inspection, four have been responded to fully. In addition to improvements in teaching, the school now meets recommendations about the amount of teaching time for the juniors and the school development plan is now more focused upon improving standards. Insufficient improvement has been made in providing teachers with a clear curriculum framework upon which to base their teaching.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	A*	D	E
Mathematics	C	A*	E	E
Science	C	A	D	E

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

The fluctuation in results from year-to-year is much greater than in most schools. This is partly because of the very small numbers of pupils who are entered for the tests, and partly because of the very high turnover of pupils. The standards achieved by older pupils during the inspection showed a marked improvement on the test results for 2000 for all three subjects. Year 6 pupils (11-year-olds) attain above average standards in mathematics and average standards in English and science. They attain broadly average standards in design and technology, geography, information and communication technology, music and religious education. It was not possible to make a judgement about standards in art and design, history and physical education. The school has set challenging targets for improvement in the 2001 national tests for 11-year-olds. Present indications are that the target will be met in mathematics but will fall short in English.

Seven-year-olds, during the inspection, included a high proportion of pupils with special educational needs; standards were therefore below average in English, mathematics and science. In the Foundation Stage of their learning, children up to age five achieve well and make good progress having entered the school in some cases with only just average attainment. Throughout the school, standards overall represent at least a satisfactory level of achievement for the pupils concerned.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and the vast majority strive to achieve the highest standards they can.
Behaviour, in and out of classrooms	Good. Most pupils behave well in lessons, listening attentively and willingly following instructions. Pupils of different ages play amicably together.
Personal development and relationships	Very good. Pupils are polite and cheerful, look after each other and accept responsibilities willingly and with a sense of pride.
Attendance	Satisfactory. Authorised rates are in line with national averages and there is less unauthorised absence than found nationally.

There are strengths in pupils' very positive attitudes to school and in the family atmosphere found within and around the school. The older pupils relate particularly well to, and take good care of, the youngest children.

## TEACHING AND LEARNING

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

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

The overall quality of teaching and learning is good. Of the 32 lessons observed, all were at least satisfactory, 31 per cent were very good and 60 per cent good. Highly successful use of story telling, rigorous planning and a very good awareness of pupils' needs exemplified the very good teaching for children in the Foundation Stage. Throughout the school, teachers manage pupils' behaviour well and establish positive relationships with them. This results in purposeful and well-ordered lessons. In the infants, teachers make particularly good use of well-prepared resources to motivate pupils' interest and promote their understanding. Overall, the teaching of literacy and numeracy is good, but the National Literacy Strategy is sometimes applied too rigidly in the juniors, which limits pupils' writing skills. Throughout the school, mental mathematics sessions are rarely pacy enough. This means that many pupils calculate too slowly. Strengths in most pupils' learning, resulting from good teaching, are in their interest and concentration and in the intellectual and creative effort they put into their work.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. There are strengths in provision for information and communication technology and for the children in the Foundation Stage. There are weaknesses in provision in gymnastics, dance and in the breadth of opportunities for writing. Weaknesses in curricular planning limit the impact on standards and progress of good teaching in individual lessons.
Provision for pupils with special educational needs	Satisfactory. Pupils are well supported in class by well qualified, conscientious staff. However, some targets on pupils' Individual Education Plans are too general and pupils who have difficulties in behaving appropriately are sometimes set work that is too easy.
Provision for pupils with English as an additional language	Satisfactory. Adequate support is provided for the very small number of pupils to whom this applies.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school develops pupils' personal and social skills and awareness very well and helps them to acquire a strong sense of morality and spirituality. Although provision for pupils' cultural development is satisfactory, overall it does not do enough to prepare them for life in a multi-cultural, interdependent society.
How well the school cares for its pupils	Procedures for ensuring pupils' welfare and child protection are very good. However, procedures for monitoring and supporting pupils' academic progress and performance are unsatisfactory.

The school has very good links with parents and the local community. Both respond by supporting the school practically and financially, which enhances pupils' learning and the quantity and quality of resources available to them. The school does not meet the requirements of the National Curriculum for physical education because of inadequate accommodation and resources.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The newly appointed headteacher is clear about the improvements he wants to bring about. Whilst other staff with management responsibilities take them seriously and work hard, they have been given insufficient time or resources to enable them to carry out these responsibilities effectively.
How well the governors fulfil their responsibilities	Good. Governors are well informed and influence priorities in the school's development plan. Individual governors take responsibility for monitoring aspects of the school's work and keep the governing body fully informed of their findings.

The school's evaluation of its performance	Unsatisfactory overall. Little effective monitoring of teaching and learning has taken place or analysis of pupils' work and test results. This means that the school is not in as strong a position as it should be to identify its relative strengths and weaknesses, or to set targets for improvements in individual pupils' performance.
The strategic use of resources	Satisfactory. Financial control is rigorous and governors seek value for money when buying services. Funds available to support pupils with special educational needs are used appropriately, especially to provide them with focused support in the classrooms.

The school has sufficient staff and learning resources except for physical education, where the lack of suitable accommodation prevents delivery of the full National Curriculum. Improvements in the accommodation and resources available for teaching information and communication technology have significantly contributed to raising standards in this area of the curriculum. Governors seek the opinions of parents and compare the school's performance with that of other schools, in order to ensure that resources are used effectively.

## 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>• Pupils like the school and behaviour is good.</li> <li>• Pupils make good progress.</li> <li>• Teaching is of good quality.</li> <li>• The school has high expectations.</li> <li>• They are comfortable approaching the school with concerns.</li> <li>• The school works closely with them.</li> </ul>	<ul style="list-style-type: none"> <li>• The children do not receive the right amount of homework.</li> <li>• The range of activities outside lessons is not good.</li> </ul>

Inspectors concur with most of the positive views of parents. There was an unusually high percentage of positive responses on the questionnaire sent to parents. Homework is set according to the school's policy but tasks set for older higher-attaining pupils do not always challenge them sufficiently. The range of activities offered to the juniors, including residential visits is good. Few activities, if any, include infant pupils, but this is not unusual.

## **PART B: COMMENTARY**

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

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

1. Analysis of the school's 2000 National Curriculum test results for 11-year-olds shows that the proportion of pupils who reached or exceeded the standards typically expected for age was below the national average in English and science and well below that average in mathematics. When compared with similar schools, standards fell well below average in all three subjects.
2. Because the number of pupils in individual year groups is small (14 last year), the performance of individual pupils has a disproportionate effect upon average standards. In last year's Year 6, a relatively high proportion of pupils had significant special educational needs which would be likely to lower average standards. In 1999, by contrast, standards were very high in English and mathematics and well above average in science. There are much greater fluctuations than occur from year-to-year in most schools, which reflects both the school's high turnover of pupils, and the variation from year to year in the standards pupils have reached before joining the school. Three-fifths of pupils taking the tests for 11-year-olds in 2000 had joined the school after the age of seven. There is clear evidence that this extremely high turnover of pupils had the effect of lowering average standards.
3. Over the period 1998-2000, the school's average performance in the national tests improved at an above average rate, in English, mathematics and science. The difference between boys' and girls' average performance in English and mathematics is little different from that found nationally.
4. The school has set challenging targets for improvement in the school's performance in the 2001 National Curriculum tests in English and mathematics. Given that the performance of each pupil has a significant impact upon averages, in a year group of 16 pupils, the findings of the inspection indicate that the school is on track to meet its targets in mathematics but not in English. If this is the case, standards will be above the present national average in mathematics, and at that average in English. Pupils in the current Year 6 are on target to attain average standards in science.
5. During the inspection, the proportion of 11-year-olds attaining standards typically expected for age was above average in mathematics and average in English and science. For the same age group, standards are in line with those expected in design and technology, geography, information and communication technology, music and religious education. There was insufficient evidence upon which to base judgements about standards in art and design, history and physical education.
6. In the juniors, pupils achieve satisfactorily overall. An above-average proportion attain standards above those expected for their age in aspects of mathematics, and those few pupils who are particularly gifted in the subject achieve well and attain very high standards for their age. However, their achievements in recalling number facts and calculating rapidly are less good because they are insufficiently challenged in mental mathematics sessions. In English, there is some under-achievement in aspects of pupils' writing, because they are given too few opportunities to write in different styles and for various purposes. Pupils with special educational needs generally achieve satisfactorily, but sometimes their attainment is limited by a lack of clarity in their Individual Education Plans. Pupils achieve well in information and communication

technology because they are well taught and challenged in lessons.

7. Most 11-year-olds read with appropriate fluency and accuracy for their age. However, because they read a relatively narrow range of material, mainly stories and poems, their ability to interpret and explore factual material is limited. This impacts upon their standards in writing, in that they have limited ability to write persuasively or from different standpoints. For these reasons, standards are lower in English than in mathematics. Most pupils' standards in speaking and listening are higher than in reading and writing. More pupils attain higher standards than expected for their age. They speak confidently and listen attentively to each other and to adults because they are given ample opportunities to respond to questions and to discuss their work in plenary sessions at the ends of many lessons. In Years 5 and 6, pupils develop more self-confidence in public speaking through making formal presentations of their findings to the whole class in geography lessons.
8. At age 11, pupils attain good standards in their work on shape and space, in mathematics. They use formulae to calculate areas and perimeters, and higher-attaining pupils interpret data, using graphs at higher standards than expected for their age. Pupils apply their good understanding of measurement and graphs to enhance their work in science, information and communication technology and design and technology.
9. Most 11-year-olds attain standards typically expected for their age in science. They have a particularly good understanding of the working of the human body and of properties of materials. Lower-attaining pupils often have satisfactory knowledge of scientific facts, but do not record their work well. This often limits their ability to do well in tests. Higher and average-attaining pupils use their good graphical skills to illustrate their findings and record their work in clear tabular form.
10. Particular strengths in pupils' attainment in information and communication technology include their retrieval of information from specific programs and the Internet and their ability to use computer systems to program sensors and switches to control events. However, there are too few opportunities to use e-mail and the Internet, and this limits most pupils' confidence in this aspect of the subject.
11. In other subjects, older pupils' strengths are in singing, early drafting and making in design and technology, and map work in geography. There are weaknesses in the detail and accuracy of pupils' design drawings and in their development of key geographical skills. Inadequate accommodation and resources limit the development of pupils' gymnastics skills. Almost all pupils swim 25 metres unaided and safely.
12. In the 2000 National Curriculum tests for seven-year-olds, the proportion of pupils reaching or exceeding the standard expected for their age was well above the national average in reading, above the national average in mathematics and broadly average in writing. Compared with similar schools, standards were above average in reading, average in mathematics, but well below average in writing. Teacher's assessments of the Year 2 pupils' attainment in science in 2000 show that the proportion of pupils attaining at the standard expected for age was very high compared with that found nationally.
13. Over the period 1998-2000, the school's average standards have been considerably higher than those found nationally in reading, marginally higher in writing and slightly lower in mathematics. There are no significant long-term differences in the performances of boys and girls.

14. Standards reached by seven-year-old pupils during the inspection were affected by the high proportion with special educational needs in this particular year group. As a result of this, the proportion of pupils reaching the standard expected for their age was well below average in reading and below average in reading and mathematics.
15. Pupils attain standards typical for their age in design and technology, geography, information and communication technology, music, physical education and religious education. There was insufficient evidence to make a judgement about standards in history and art and design.
16. Overall, pupils' achievements are satisfactory in the infants. Most attain standards in line with their prior attainment and make steady progress in their learning. Higher-attaining pupils achieve above average standards because teachers have high expectations of them and plan suitably for their needs. Most pupils with special educational needs achieve satisfactorily in literacy and numeracy lessons because they are well supported. However, pupils in Year 2, who are registered as having difficulty behaving appropriately, do not achieve as well as they should when they are given the same work as pupils with learning difficulties. Pupils in Years 1 and 2 achieve well in speaking and listening because they are enthused by the methods and resources teachers use in most lessons.
17. Higher-attaining pupils talk confidently to adults and other children about Victorian life when showing them around their 'class museum'. Despite the larger than average proportion of boys who find concentrating for long periods of time difficult, pupils listen attentively. As a result they usually know what they have to do in lessons and explain this to others.
18. Above-average and average attaining pupils read clearly, accurately and confidently and understand most of what they read. They use full stops accurately to demarcate sentences, spell simple words correctly and follow basic grammatical rules. Lower-attaining pupils hesitate and wait for help when faced with unfamiliar words, and lack any real understanding of what they read. They often form letters untidily and lack any real structure in their writing. As in the juniors, all pupils are given too few opportunities to write for different purposes. Too few pupils apply the skills they learn in spelling and handwriting lessons to the writing they do throughout the curriculum.
19. Seven-year-olds attain good standards telling the time. Higher-attaining pupils do well subtracting, in calculating simple fractions, and naming two and three-dimensional shapes. Weaknesses in standards include too slow mental recall of number bonds to 20 and insecure recall of the simplest multiplication facts.
20. In science, many seven-year-olds know how electricity works and draw simple circuit diagrams. They are clear about which foods might be more healthy than others to eat and make distinctions between different types of materials, using appropriate scientific language to describe them. However, lower-attaining pupils, although often well supported, have difficulty writing down their findings in a logical manner. As a result, it is difficult to know whether they actually understand what they have done.
21. Seven-year-olds use clay and pencil well to model and draw faces in art and design. They have a good knowledge of food hygiene and how to join and manipulate materials. Pupils have a good understanding of their own locality. They build systematically on their simple map reading and making skills and have satisfactory knowledge of how climate and landscapes differ around the world. Pupils' use

computer programs well to word process and produce graphs and pictures. Seven-year-olds sing well in harmony. Many pupils in Year 2 interpret mood creatively in dance lessons, and in Year 1 the pupils talk sensitively about the events and significance of Easter.

22. Most children start at the school with average skills, knowledge and understanding for their age. This is reflected in the results of assessments that are made during the first few weeks in school. Children make good progress in the reception class. Most enter Year 1 having achieved the levels expected for their age in all areas of their learning. However, they make particularly good progress in developing personal and social skills. This provides a very good foundation to build confidence and ensure good attitudes and behaviour in school.
23. Pupils with special educational needs make satisfactory progress in all areas of the curriculum, and achieve appropriately in relation to their prior attainment. Although they develop satisfactory reading skills and read books with clarity, they often demonstrate a lack of understanding about the contents or story-lines of the books they read. This impacts upon their attainment, both within English and in other areas of the curriculum. Pupils likewise find it difficult to write at real length. This influences the quality of their written work for all subjects and their ability to explain themselves in real detail.

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

24. Overall, these are a strength of the school as they were when the school was last inspected. Pupils throughout the school have very good attitudes. They are positive and enthusiastic about their lessons and their teachers. They enjoy coming to school each morning to meet with their friends and are friendly, open and polite to visitors. Pupils are keen to learn, try hard and want to do well. They tackle their work with purpose and concentrate throughout lessons. They enjoy challenge; for example, in a physical education lesson, in Year 1, many set about using gymnastic equipment to learn new jumps in the confined space of the small school hall. Pupils share resources fairly and co-operate well when working together in small or larger groups.
25. Children in the reception class are well supported when they start at the school. They settle in quickly and soon become familiar with procedures and routines. They respond well to their teacher's expectations and are a friendly group. The school's open door policy means that parents can come into the school to settle these young children in for as long as they need. This enhances the settling-in process.
26. Pupils' very positive attitudes make a substantial impact on their achievement and progress throughout the school. They talk about their school warmly, saying it is a happy place and it is like 'one big family'.
27. Behaviour throughout the school, in the classrooms and in the playground, is good. Occasionally teachers intervene and deal effectively with the small number of pupils who find it difficult to behave well. In assemblies, pupils have a sense of occasion and behave well. Older pupils prepare the hall for these assemblies and assume responsibility with the teachers for keeping an eye on younger pupils. In the attractive playground, pupils get on well together. Inspectors did not observe any bullying during the inspection, nor was this a concern for parents. The sense of community is keenly felt and pupils behave well because they do not want to let their classmates down. There were no exclusions in the year before the inspection nor have there been any in the current year.

28. The very good quality of relationships and pupils' initiative and sense of responsibility are strengths of the school. Relationships between pupils, and pupils and all adults in the school, are warm and respectful. This stems from the school's inclusive philosophy of valuing each individual for their own unique qualities. Pupils are open and friendly when greeting visitors and are courteous, for instance when holding doors open and asking if they can help. They look after each other and show concern for others. This was particularly noticeable at play times when the oldest pupils happily included younger pupils in their activities and helped them understand the conventions of traditional playground games.
29. Pupils take on responsibilities around the school to further their personal development. All pupils carry out tasks allocated to them cheerfully. They take registers to the office and willingly act as classroom monitors with a sense of purpose. In particular, Year 5 and Year 6 pupils are assigned to support ancillary staff looking after younger children when the school has to remain indoors at playtime. At one wet playtime during the inspection, three Year 5/6 pupils rigorously planned for such an occasion and kept the six-year-olds occupied by conducting a quiz to find out what the little ones had learned earlier. This stewardship was conducted in a mature, caring and firm manner.
30. The rate of attendance remains satisfactory. This is a similar judgement to that reported at the time of the last inspection. The rate of unauthorised absence is below average. Very few pupils are ever late and mostly they all arrive early, eager to start their day's work.
31. Most pupils with special educational needs take a positive approach towards their work. They appreciate the help given to them by classroom assistants and other members of staff and are keen to make an active contribution to lessons. These pupils work well together when engaged in group activities.

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

32. Overall, the quality of teaching and learning is good. Of the 32 lessons, or parts of lessons, observed during the inspection, the quality of teaching was very good in 31 per cent, good in 60 per cent and satisfactory in 9 per cent. Teaching of this quality makes a significant contribution to the good and sometimes very good quality of learning in lessons.
33. Overall, the quality of teaching of literacy and numeracy is good. However, there are some weaknesses. Teachers do not use the National Literacy Strategy flexibly enough to promote a wide range of writing skills for the older pupils. Throughout the school, mental mathematics sessions are not taught with enough pace, which means that most pupils' recall of basic number facts is not rapid enough and they do not calculate mentally quickly enough.
34. The quality of teaching and learning in lessons is good throughout the school in English, mathematics, science, information and communication technology, music and religious education. In the small number of lessons observed during the inspection, the quality of teaching and learning was good in history, geography, and physical education in the infants, and satisfactory in geography in the juniors. Because of timetabling factors it was not possible to make an overall judgement about the quality of teaching and learning in other subjects of the National Curriculum or in religious education.



35. Teaching for the juniors is good overall and as a result the majority of pupils enjoy lessons, attain standards in line with their prior attainment and behave well. Teachers manage pupils calmly and firmly, establish very good relationships with them and motivate them to work purposefully. This was well-illustrated in a Year 5/6 science lesson and a Year 6 mathematics lesson, where the teachers' firm but positive control and good use of humour, encouraged pupils to persevere with, and attain good standards in their work on the heart and circulatory system and in compiling frequency graphs. Teachers plan lessons carefully for pupils in the juniors, particularly for Years 3 and 4, and this means that lessons are normally well organised, resources are readily available and pupils with special educational needs are well supported. All this was evident in a religious education lesson for this age group about the Christian festival of Pentecost. Together with the teachers' imaginative reading, high expectations and good use of appropriate resources and vocabulary, pupils made good progress in their understanding of the purpose of this festival, the artefacts and specific language associated with it. Where teachers set clear objectives for lessons and identify short and medium-term targets for pupils' improvements, pupils have a good knowledge of how well they are progressing and what they need to do to improve. This occurs more often in the infants than in the juniors. However, pupils in Year 6 become much more aware of what they need to do to reach those standards expected of them in the national tests for 11-year-olds as a result of focused teaching and marking.
36. The teaching of information and communication technology for the oldest pupils is particularly strong. This is because the teacher has a very secure subject knowledge, organises lessons well and keeps meticulous records of pupils' attainment and progress, which are used well to influence what challenges the pupils will meet next. This good teaching has contributed well to the good improvements in standards pupils have made in this subject recently. Where teaching is only satisfactory, teachers of pupils in Years 3 to 6 do not make it clear to pupils how much work they expect them to complete in a given time period. As a result, when pupils do not receive direct teaching, their pace of learning slows and they do not always complete as much work as they should.
37. The quality of teaching is consistently good or better for pupils in Years 1 and 2. This ensures that, in most cases, pupils attain standards at least in line with their prior attainment. Over a third of lessons observed, for infant pupils, were very good and the remainder good. In the best lessons, teachers used their very good subject knowledge of, for example, history and music to enthuse and interest pupils and to challenge them to attain high standards for their age. Teachers promoted very good learning in literacy and religious education lessons because they used well chosen questions to encourage pupils to relate their own experiences and feelings to those of characters in stories. In Years 1 and 2, teachers use imaginative methods in their lessons and make very good creative use of well-prepared resources. The teacher's use of a glove puppet in a Year 2 lesson about time exemplified this strength well, and all pupils, including those who normally find concentrating for long difficult, listened raptly and responded enthusiastically to the puppet's questions. As a result, pupils' understanding of the relationship between analogue and digital methods of recording time increased well. Teachers set regular homework tasks, which usefully contribute to the pupils' acquisition of basic literacy and numeracy skills.
38. The quality of teaching and learning in the reception class is very good. The teacher plans very carefully and provides a broad curriculum, giving children a wealth of experiences across all areas of learning. The warm, friendly approach enables

children to feel confident in the class. However, the teacher has very high expectations and children respond well to these, learning to behave appropriately. The teacher's talent for story telling enhances pupils' standards in number work. The nursery-nurse and classroom assistant provide good quality support for the children. There is always a balance between informal and more formal activities and the focused teaching is in short, sharp bursts so that in all lessons children have opportunities for free exploration and experimentation.

39. Pupils with special educational needs receive satisfactory support from teachers and other support staff. However, their Individual Educational Plans do not always clearly identify short-term measurable targets that allow the school to identify progress over short periods of time. This limits pupils' learning and progress. Teachers sometimes set the same work for pupils with behavioural difficulties as for those with learning difficulties. This is because these pupils are grouped together under the closer supervision of an education support assistant. In these circumstances, work set for higher-attaining, but misbehaving, pupils is not challenging enough and they do not make sufficient progress.
40. There was insufficient evidence to make a judgement about the quality of teaching and learning for those very few pupils in the school for whom English as an additional language because they were absent during the inspection.
41. Throughout the school, there are strengths and weaknesses in the use teacher's make of information and communication technology to support learning in subjects. Teachers in the juniors effectively encourage pupils to use computer programs and the Internet to research topics in science and geography. In the infants, teachers help pupils improve their understanding of number and spelling, most effectively for pupils with special educational needs. They use art and design programs well to extend younger pupils' use of colour mixing in art and design. Teachers have limited opportunities to use information and communication technology in other subjects because the school lacks appropriate software to support topics studied, for instance in studying contrasting locations in geography.
42. In the infants and juniors, the good quality of teaching in individual lessons does not always have as great an impact as it should upon pupils' longer-term progress or acquisition of key skills, because of weaknesses in curriculum planning.
43. Strengths in pupils' learning, promoted by good teaching, include the effort they put into trying to grasp and apply new concepts, the sense of responsibility with which most approach their work, and the interest they take in lessons. In a Year 1 lesson, the pupils' perseverance was most noticeable, as they grappled with the concept of 'o'clock' and 'half-past' in a lesson about time. For most, their perseverance was rewarded and by the end of the lesson many confidently distinguished between the two. In a Year 2 dance lesson, higher-attaining pupils responded very creatively to the stimuli of music, painting and poetry to interpret mood. In a Year 5 information and communication technology lesson, pairs of pupils took responsibility for their own learning by agreeing what they needed to do next, within a computer program, to move on to more complex work in order to manipulate a programmable toy. Pupils with special educational needs need more support and demonstrate less independence. Partly because their individual targets are too vague, they are often not sure what they need to do next, in order to improve, unless they are told. They often need frequent repetition of instructions before they proceed correctly with tasks.

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

## PUPILS?

44. The curriculum reflects the school's aims well and overall makes a satisfactory contribution to the learning of all its pupils. The curriculum for children in the reception class is good. It ensures that all pupils have access to all areas of learning and there is particular emphasis on the development of children's personal and social skills. There is a wide range of learning opportunities, and activities are well focused and challenging. This is an improvement on the findings of the last inspection.
45. The curriculum for pupils aged six to eleven has improved since the last inspection. A reasonable time is now allowed for all subjects and the teaching time has been increased. Time is not regularly lost through movement around the school and the school now meets the recommended number of teaching hours for pupils in the junior classes. However, the curriculum is not yet sufficiently broad and well balanced. It is mainly taught as separate subjects, with cycles of planning to meet the needs of pupils of all abilities and mixed-aged classes. Some purposeful cross-subject links are made. For example, pupils' knowledge of counting and recording information in graphs is developed in science investigations and in information and communication technology. However, there is no overview of the whole curriculum and there are no strategies to check that subjects are covered in sufficient detail to make sure that all pupils build on and extend their skills as they move through the school. This leads to a narrower curriculum and restricted development of some skills, for example in history and geography.
46. New national guidance about the National Curriculum has been incorporated into the school's plans. An example of this is in science, where pupils' ability to investigate and solve problems has improved significantly since the last inspection as a result of the new scheme of work. In addition the national strategies for teaching literacy and numeracy have been implemented and provide a sound basis for further development. However, the school has not identified fully the knowledge, skills and understanding that pupils in this school need to develop. As a result, the content of lessons tends to be determined by national guidelines rather than by pupils' learning needs. This limits the effectiveness of teaching in promoting learning. The school meets all statutory requirements, including religious education, with one exception. The limitations of the accommodation make it impossible for the school to offer the complete curriculum for physical education.
47. Provision for pupils with special educational needs is satisfactory. All pupils with special educational needs have equality of access to the school curriculum, including extra-curricular activities. However, in most lessons these pupils are given the same work as all other pupils in the school. In some lessons during the inspection, they were provided with work matched to their learning needs, but analysis of their work over the year showed that this was not usually the case in subjects other than English and mathematics, especially for pupils aged seven to eleven. Whilst pupils with behavioural difficulties have targets for improving their behaviour, Individual Education Plans do not clearly identify the strategies by which these targets are to be achieved. As a result, the work set for some of the pupils with special educational needs does not meet their needs, especially in the juniors. On those occasions, normally during literacy and numeracy lessons, these pupils are well supported by conscientious education support assistants and they make satisfactory progress.
48. All pupils benefit from a curriculum that meets their personal and social needs well. The school's behaviour policy provides good strategies for teachers to use in class to motivate pupils. In lessons and whole school assemblies, teachers and children

celebrate success and achievement. As a result, the school has a very positive atmosphere and pupils experience a safe and happy environment in which to learn. The 'good health' subjects are taught mainly in science. They include a sensitive approach to sex education and to drugs awareness with the older pupils. Teachers deal with any additional issues as they arise, and at a level suitable for the pupils' understanding.

49. The personal development of pupils is considered very important and the provision for it is good. Pupils have opportunities to discuss and consider many difficult issues. Discussions in classes help pupils to deal with their fears, to develop self-discipline and to resolve disagreements. Pupils' personal development in Year 5 was considerably enhanced by their participation in the interviews for the headship of the school. They showed a sense of responsibility during the interviews and prepared themselves very conscientiously for their chosen task. Overall, this excellent initiative gave pupils an important chance to improve their school further through democratic means.
50. The content and organisation of the curriculum ensure that all pupils have equal opportunities for learning. Although classes vary in size and some have mixed age groups, pupils have equal opportunities to experience all the school offers. Pupils with special educational needs, younger and older pupils all mix well, for example in the playground and at lunchtime.
51. The school provides a good range of extra activities in lunchtime and after-school clubs. Computer and gardening clubs provide valuable opportunities to enhance learning in information and communication technology and science in a social situation. The recorder and singing clubs enhance the quality of music in assemblies and services. Regular visits are made to local places of interest, theatres, museums and art galleries, and visitors come to share their experience and interests with pupils, for example, in dance and drama. Pupils in Years 3 and 4, and 5 and 6, experience residential visits where, as someone writes after the visit to the Forest of Dean, 'We learn about living in the same place with others for a few days'.
52. The school has good links with the community, including the church, playgroup, the people of the village of Kempsford and the local area. Very good links with the playgroup ensure that children move with confidence into the reception class. Communication with the secondary school is good, and valuable opportunities are provided to ease the transition of pupils at eleven.
53. Provision for personal development, including pupils' spiritual, moral and social development, is good overall. This is similar to the judgements made at the time of the last inspection. Teachers make good use of assemblies and religious education lessons to help develop pupils' spiritual awareness and to encourage them to reflect on the world around them. They learn stories from other faiths, and develop their understanding of right and wrong well. Assemblies are calm, orderly occasions, and make a strong contribution to the warm family atmosphere of the school. This is emphasised when older pupils select other, much younger, children by name, to act out a story in assembly, making it clear that this is a school where everyone knows everyone else.
54. There is a clear code of behaviour in classes and throughout the school. It is used very effectively to promote the pupils' moral and very good social development. Pupils know how their rules are to be applied in the classroom and playground. Pupils' cultural development is satisfactory. They have many opportunities to learn

about their own culture, through visits and visitors who come to school to share their expertise with them. The religious education curriculum, history, geography, art and music offer some opportunities for pupils to learn about other faiths and cultures, but these are not used extensively. The school is aware that there is a need to extend the number and range of opportunities for pupils to learn more about the richness and diversity of the world in which they live.

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

55. The school cares well for all its pupils, and the very good standards of pastoral support reported at the time of the last inspection have been maintained. Governors take security and health and safety matters seriously and risk assessments are a regular feature of their visits to the school site, which is a mixture of listed buildings and mobile classrooms. This enables pupils to work and play in a secure and attractive environment. Fire drills take place twice a term and all members of staff have training in first aid.
56. Arrangements for child protection are very good. The headteacher is the designated officer for this, and all staff are fully aware of the school's procedures for child protection. Training has taken place on this aspect of the school's work.
57. Kempsford is a caring school, where teachers know all their pupils well and are sensitive to their needs. As a result, pupils' behaviour and personal development are monitored informally and written records are kept only in the case of specific concerns. Staff use the behaviour policy consistently and pick up any problems quickly.

58. Attendance is monitored regularly and registers are completed correctly to meet statutory requirements. Reasons for absence are the usual childhood illnesses and when some families take holidays during term time.
59. Pupils with special educational needs are given adequate support by the teaching staff and learning support assistants. The register for special educational needs is reviewed regularly, with pupils moving up the register if their needs require this or being taken off it altogether. The school continues to monitor the progress of pupils removed from the register to ensure their continued progress.
60. There is a very good system of induction as children start school, and links with the local playgroup are extremely well established. This ensures that children make a positive start to the early stages of their education.
61. Since the last inspection, there has been an improvement in the school's procedures for assessing pupils' attainment and progress in English, mathematics and science. However, only very recently have helpful and consistent whole-school assessment frameworks, based upon national guidance, been introduced in other subjects. This means that whilst useful information is available for teachers to use to plan suitable work for pupils in English, mathematics and science, there is little information available at present about the progress pupils make in other subjects. This means that work in these subjects rarely fully meets the needs of all pupils, especially in the mixed age classes in Years 3 to 6. Assessments are made as children enter the reception class and they are used well to ensure children's progress. Information from these assessments is used to identify children who may need support and to help with planning an appropriate curriculum for all children.
62. The school has acknowledged that it does not do enough analysis of the pupils' national and other test results in order to identify whole-school or individual weaknesses in pupils' attainment. As a result, insufficient has been done to date to address weaknesses in pupils' writing and mental mathematics skills. The use of targets for short-term improvements in standards is well established and effective in the infants, but it is less consistently used in the juniors.

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

63. The very good working partnership with parents that was reported at the time of the last inspection has been maintained in the intervening years and is a strength of the school. Parents speak warmly of all the school has to offer and they appreciate the open door, inclusive policy that allows them to have unlimited access to the school at any time. They feel valued and know that they will always be listened to, and are encouraged to help the school in the classrooms and on outings. Several parents were observed helping in this way during the inspection, when pupils went to the local swimming pool for a physical education lesson. Parents feel at home in the classrooms. They are well briefed, and their contribution to pupils learning is valuable and valued.
64. The school keeps parents of children with special educational needs fully informed and they are provided with opportunities to discuss any issues at parents' evenings.

65. Partnership with parents of children in the Foundation Stage is very good. Parents are invited into the classroom each week to find out what their children will be doing the following week and to see what they have achieved during the current week.
66. The Friends of Kempford School functions as a very efficient and hard-working group and raises considerable funds for the school each year. They have provided the school's information and communication technology suite and created attractive developments to the school grounds. Parents of pupils from each class are represented on the small organising group and everyone, including parents from the local airforce base, is welcome to support the school through this Friends Association.
67. The quality of information provided for parents by the school is good. Regular newsletters are informative, detailed and written in a friendly manner. Parents are given information on what their children will be studying, and the school has devised a particularly good set of helpful booklets for parents that suggest ways in which they can help their children learn and support the work of the school. The governing body's annual report to parents is well written and makes clear its accountability for the part it plays in the school's management. The prospectus is well produced and is a helpful tool for parents choosing a school for their child.
68. The quality of pupils' individual reports to parents at the end of the school year is satisfactory. The reports are hand written and are personal and individual to each pupil. However, they do not say clearly what pupils know, understand and can do. This comment was made in the last inspection report and no improvement has taken place since then. Space both for pupils and for parents to comment aids communication between home and school.

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

69. Overall, the quality of the school's leadership and management is satisfactory. The major strengths are: the way the school's aims and values are reflected in its work, the clarity with which the newly appointed headteacher has identified key areas for improvement, the contribution the governors make in shaping the direction of the school and the shared commitment to improvement. Weaknesses include the inadequate monitoring of the quality of teaching and learning, curriculum delivery and the standard of pupils' work. The school has insufficiently analysed pupils' test results in order to identify areas of weakness in their attainment.
70. The headteacher has taken stock and now has a clear vision for the future of the school. Central to this vision is the development of the role of key staff in order that they may lead key stages and subjects more effectively in order to raise standards. He has identified, in an interim action plan, the urgent need to establish and implement a systematic programme of classroom observation and to analyse the considerable amount of test data available within the school. Until now these have been under-used in determining strengths and weaknesses in the curriculum, in the quality of teaching and learning, and in pupils' standards. The leadership and management of subjects is currently unsatisfactory because co-ordinators lack the training, time and resources they need in order to make a significant impact upon raising standards. However, there is a strong, shared commitment to improvement.
71. The management of the provision for pupils with special educational needs has recently been assumed by the new headteacher. Existing provision is satisfactory but

there is a clear determination on the part of the co-ordinator to improve provision further. To this end he is about to introduce a new method of writing more detailed Individual Education Plans. A development plan for special educational needs is in draft form and advice is to be sought from the local education authority to help sharpen the provision further.

72. Systems for providing for pupils who use English as an additional language are satisfactory. One-to-one support for seven hours a week is provided and evidence indicates that satisfactory progress in relation to identified needs is made.
73. Governors make a good contribution in shaping the direction of the school. They are fully involved in setting priorities for the school's development and in setting targets for improvements in standards. They are vigilant in ensuring that priorities are carefully costed and that actual spending is in line with budget forecasts. They are keen to ensure value for money, questioning expenditure where it seems excessive and seeking best value when buying services. Governors regularly seek the views of parents about school matters and respond to their concerns and suggestions. They sought the opinions of pupils and involved them in the recent appointment of the new headteacher. They have taken a strong decision in the interest of the safety of the pupils to limit the school's teaching of gymnastics because the school hall is too small. Through the 'governor of the month' scheme, all governors take responsibility for visiting the school on a rota basis to monitor an aspect of the school's provision. Individual governors take seriously their responsibilities for overseeing the school's implementation of the National Literacy Strategy and National Numeracy Strategy and for special educational needs provision. Because of limitations in the school's procedures for monitoring teaching and standards, governors are insufficiently aware of the strengths and weaknesses in these areas.
74. Additional funds for pupils with special educational needs and for training teachers are used satisfactorily overall. Good use has been made of funds to improve staff's skills in teaching information and communication technology and to provide in-class support for pupils with special educational needs. There is a shortage of resources such as mathematical games and other teaching aids to help pupils with learning difficulties to understand abstract concepts.
75. The school has sufficient qualified and experienced teaching staff to meet the demands of the curriculum. This is a similar judgement to that made at the time of the last report. Most of the teaching staff have been in the school for only a short time, but they have quickly developed a strong sense of teamwork and work well together. Induction procedures for new staff are good and they comment that they felt at home in the school in a very short time. Interviews for performance management have been held by the required date. The school has opted for the short cycle, with the result that further interviews are planned for the summer and autumn terms. Learning support staff work effectively and conscientiously to provide appropriate help and guidance to pupils who have special educational needs. Two very efficient members of the administrative staff provide hard-working and smooth back-up to the daily life of the school and contribute significantly to the care of pupils and to the good links with parents.



76. The school consists of a very old listed building which houses the offices, staff room, information and communication technology suite and very small hall, which doubles up as a library. All the classrooms are mobiles just a short distance across the playground from the old school house. This means that pupils get wet in rainy weather when going to the school hall or information and communication technology suite. The grounds are attractively laid out with flowerbeds and trees. All the accommodation is clean and well maintained.
77. The school hall is extremely small and, as was reported at the time of the last inspection, its size limits provision for gymnastics, dance and drama. This is unsatisfactory, and prevents the school from meeting the National Curriculum requirements to teach all aspects of physical education. There is now an outside play area, with appropriate equipment, for the reception class children. This is an improvement since the last inspection. The information and communication technology suite has also been developed since the previous inspection, and now provides considerably improved accommodation for this subject. Classrooms are mainly large enough with appropriate furniture for young children. There are colourful and pleasant displays throughout the school. However, too few of these are based on pupils' work.
78. The quality and quantity of resources were variable at the time of the last inspection. The school has improved resources for information and communication technology and for play for the youngest children. However, resources for teaching dance and gymnastics remain inadequate and the library has too little space and too few books. Otherwise, resources are adequate and are accessible to staff and pupils.

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

79. In order to improve standards further the governors and headteacher should:
  - (1) Broaden and deepen, aspects of the pupils' learning, especially in writing, by:
    - producing a curriculum plan which clearly identifies the range of knowledge and skills that the pupils in this school need to develop;
    - providing, especially in the juniors, more opportunities for pupils to write for a wider range of readers and purposes;
    - ensuring that pupils practise mental mathematics more frequently;
    - making sure that pupils consistently apply the knowledge and skills they develop in handwriting and spelling lessons to their work in all subjects;
    - improving arrangements for the teaching of history and geography;  
(Paragraphs 5, 6, 7, 8, 18, 33, 42, 44-54, 89, 90, 94, 95, 96, 99, 100, 104, 107, 113, 132-136, 137-141)
  - (2) Identify more clearly the strengths and weaknesses in teaching, learning and standards by:
    - introducing a systematic programme of classroom observations;
    - analysing pupils' test results and other assessment data more rigorously.
    - using the information from this analysis to set targets for improvement.  
(Paragraphs 33, 41)

- (3) Ensure that subject co-ordinators contribute more effectively to raising standards by:
- providing them with appropriate training for their role and with time in which to monitor and evaluate standards in the subjects for which they are responsible:  
(Paragraphs 69, 70, 73)
- (4) Seek to improve accommodation so pupils may receive their full entitlement to the National Curriculum for physical education.  
(Paragraphs 73, 77)

As well as the main areas for improvement, the following issues should be considered by the school:

- Improve arrangements to develop pupils' awareness of living in a multi-cultural, interdependent society;  
(Paragraph 53)
- The targets set for pupils with special educational needs are sometimes too general and younger pupils with behavioural difficulties are set work which is too easy.  
(Paragraph 16)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	43

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	31	60	9	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	na	121
Number of full-time pupils known to be eligible for free school meals	na	2

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	na	1
Number of pupils on the school's special educational needs register	na	26

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	5.3
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	4	7	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	9	9	10
Percentage of pupils at NC level 2 or above	School	82 (70)	82 (80)	91 (80)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	9	10	11
Percentage of pupils at NC level 2 or above	School	82 (75)	91 (80)	100 (60)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	11	3	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	10	9	10
Percentage of pupils at NC level 4 or above	School	71 (100)	69 (100)	71 (92)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	10	11	10
Percentage of pupils at NC level 4 or above	School	71 (92)	79 (100)	71 (92)
	National	70 (68)	72 (69)	79 (75)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	2
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)	6
Number of pupils per qualified teacher	20
Average class size	24.2

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

Total number of education support staff	2
Total aggregate hours worked per week	33

### ***Financial information***

Financial year	1999/2000
	£
Total income	245191
Total expenditure	238715
Expenditure per pupil	1880
Balance brought forward from previous year	3142
Balance carried forward to next year	9618

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

**Questionnaire return rate 46 per cent**

Number of questionnaires sent out	94
Number of questionnaires returned	43

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	33	0	0	2
My child is making good progress in school.	53	47	0	0	0
Behaviour in the school is good.	53	44	2	0	0
My child gets the right amount of work to do at home.	30	49	19	0	2
The teaching is good.	42	51	5	2	0
I am kept well informed about how my child is getting on.	40	51	7	2	0
I would feel comfortable about approaching` the school with questions or a problem.	70	26	5	0	0
The school expects my child to work hard and achieve his or her best.	65	33	2	0	0
The school works closely with parents.	58	33	5	2	2
The school is well led and managed.	50	38	0	0	12
The school is helping my child become mature and responsible.	44	51	0	2	2
The school provides an interesting range of activities outside lessons.	37	35	21	2	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**

80. Children in the Foundation Stage are taught in the reception class. Some children have well-developed skills and others are more limited in what they can do. A few children have special educational needs, which are identified almost as soon as they enter the school. Overall, children enter the school with average standards.

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

81. Children's personal, social and emotional development is given a particular emphasis in the reception class, and they make very good progress. They soon learn to behave appropriately, to listen and to concentrate, and they behave very well in response to the teacher's high expectations. Children enjoy learning and are excited by the extent and range of the new experiences provided.
82. Children form good relationships with adults and with each other. They learn to share and take turns. Social learning takes place all the time and is sensitively promoted by all adults working in the class. For example, when getting ready for a 'circle time' session in which children discuss issues which are important to them, the teacher talked about including everyone in the circle and this alerted children to the need to make room for anyone who had not already got a place.

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

83. Children are encouraged to talk and they become more confident as the days go by. The teacher values what children have to say and this develops their confidence. Some children talk with confidence and explain their ideas, whilst others are more reticent and find it hard to put their thoughts into words. They are sensitively encouraged and supported and they make good progress. All children enjoy listening to stories and most join in with rhymes and songs. When interested and involved, children concentrate and listen for a considerable length of time.
84. The teaching of literacy is very effective in the reception class and children soon make good gains in their basic skills. Reading skills are carefully taught and children begin to link sounds to letters because they learn them in an exciting and active manner. Children understand how books are organised and enjoy talking about stories. Many children learn to recognise familiar words. Reading is well supported by parents and this has a good impact on the progress children make and on the interest they have in books. The teacher encourages children to write independently and to 'have a go', for example when writing simple sentences about the life cycle of a butterfly. Some children attempt to spell their own words using their knowledge of sounds and letters. The teacher supports children well when they need to know where to look for cues to help them identify the correct letter to write next. Children are taught a handwriting style which will help their fluency later when they use cursive writing.

## **Mathematical development**

85. The teaching of numeracy is very good. Children make good progress and most count to ten and begin to gain an understanding of how numbers work. Although the majority of children say the numbers to a hundred and recognise numerals above ten, they do not always count objects reliably. The teacher is a very skilled story-teller and relates stories which contain many numbers to provide children with plenty of opportunities to hear numbers and associate them with objects. The teacher has high expectations of children and sets challenging tasks, such as counting the number of flash cards they have successfully answered (regularly a number in excess of 20). She expects them to compare this total with their previous successes. There is a good emphasis on the use of mathematics in practical situations, for example when children count packets of seeds in the garden centre. Children are encouraged to use mathematical language. They make caterpillars with play dough, making one shorter and one longer than the original model and talk about the height of the beans they are growing. They compare theirs with the bigger beanstalk in the garden centre and consider whether it is too big for its pot. Children talk about patterns and name shapes such as squares, circles and triangles correctly.

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

86. Children enter the reception class with a wide range of experiences. Some have a very good knowledge and understanding of the world about them and talk about their experiences. Others have not gained such understanding and are more reluctant to join in conversations. The teacher provides a wide range of stimulating experiences and ensures that children make good progress. Children are interested and keen to find things out. They look carefully at a map of the route they took on a walk around the village and work out the life cycle of a butterfly very thoughtfully. They respond well to resources the teacher provides, building with construction kits and confidently using a computer. Children follow the routines of the day by looking at the board which tells them their timetable. They talk about last week, today and tomorrow with growing understanding of the passage of time.

## **Physical development**

87. Children move with confidence and an awareness of the space about them. They play in the playground with older children and confidently run, jump and climb. In physical education lessons, they respond well to the teacher's instructions to bend, stretch and make shapes. They are very aware of the limitations of space in the hall, and try hard not to bump into each other or take someone else's space. Children enjoy the warm up and cool down exercises in lessons and are aware of the effects of exercise upon their bodies. There is an area outside the classroom where children enjoy the freedom to explore large-scale movements such as running, climbing and balancing. Children are taken to the play area located opposite the school, each week, to ensure that they have as many opportunities for climbing and balancing as possible. However, access to these areas depends upon the weather. There is a good range of small and large equipment and the children are taught to use tools, such as scissors, with safety and increasing control.



## **Creative development**

88. The children are provided with an interesting and wide range of experiences to develop their creativity. They work with paint, crayons and materials of many different kinds. Children enjoy opportunities to explore and experiment freely with texture, shape and form and when they mix colours. For example, they work collaboratively using a long piece of paper, producing deliberate designs, mixed with letters and shapes. Children take part imaginatively in role play, such as at the garden centre, and enjoy making up stories. The teacher provides particularly well for children's musical development. There are many opportunities for them to listen to music, sing songs, explore sounds and learn to respond to musical patterns. In a series of lessons about instruments, children listen carefully to decide whether notes from different instruments are high or low and find this particularly difficult when they cannot see the instrument the teacher is playing.

## **ENGLISH**

89. The proportion of pupils who attained at or above the standard expected, in the 2000 national tests for 11-year-olds, was below the national average, and well below average in comparison to similar schools. However, because of the small number of pupils entered for the national tests, overall results differ considerably from year to year and are very much influenced by the ability of individual pupils. Results in 1999, for example, were very high. Observations in classes and the analysis of pupils' work, during the inspection, indicate that this year most pupils are on track to achieve standards in line with national expectations.
90. The proportion of seven-year-olds attaining at or above the nationally expected standard in reading, in the 2000 national tests, was well above the national average, and above the average for similar schools. Standards in writing in the 2000 national tests for seven-year-olds were in line with the national average, though well below average in comparison with similar schools. Standards in seven-year-olds' reading and writing, during the inspection, were well below average in reading and below average in writing. This is very much influenced by the well above average proportion of pupils (40 per cent) in this year group who have special educational needs. Whilst results in English have fluctuated year by year to a much greater extent than in most schools, overall average standards for seven and 11-year-olds have risen since the last inspection.
91. By the time they are seven, pupils' standards in speaking and listening are broadly average. Higher-attaining pupils speak confidently with a good range of vocabulary. Most pupils are good listeners and are keen to make an active contribution to oral activities in class. Teachers provide a good range of speaking and listening activities, both within English and other areas of the curriculum. A good example of this occurred in a Year 2 history lesson, when pupils put together their own museum of Victorian artefacts. Pupils spoke confidently to adults, about the activities with which they were involved, and responded well to questions about the function of artefacts on display in the exhibition. Pupils continue to make satisfactory progress in their speaking and listening skills as they progress through the juniors. Those in Year 6 have good speaking and listening skills. Pupils' own good self-discipline ensures that they listen quietly to teachers' introductions to lessons, and are keen to respond to their questions. Occasional opportunities are provided for pupils to engage in role-play activities, often in other areas of the curriculum, rather than specifically in English. This occurred in religious education, with pupils working in small groups, as

they took on the role of Jesus' disciples when they explored the coming of the Holy Spirit at Pentecost.

92. Reading is effectively taught in the infants, with most pupils developing satisfactory phonic skills as they move through Years 1 and 2. The school uses a satisfactory commercial reading scheme plus other colour-coded and graded books. By the time they are seven, most average and higher-attaining pupils read with confidence, clarity and understanding. Whilst many pupils with special educational needs develop satisfactory phonic reading skills, they often find it difficult to interpret the events in their books. The school addresses this issue through satisfactory guided-reading activities, with the home-school reading scheme making a positive contribution to the development of pupils' reading skills.
93. Pupils continue to make satisfactory and often good progress in their reading skills as they move through the juniors, most have reading skills appropriate to their age by the time they are eleven. Most reading activities in lessons, in the juniors, are concerned with the reading of stories and poems, and offer few opportunities for pupils to explore and interpret factual materials, such as newspaper reports and brochures. As a result, pupils insufficiently develop a clear understanding of the power of the English language to inform, persuade and communicate. Few opportunities are found for pupils to read and explore pre-twentieth century literature and poems or stories from other cultures and traditions.
94. Most pupils make satisfactory progress in their writing skills as they progress through the infants and reach average standards by the time they are seven. They understand that capital letters and full stops demarcate sentences, and use them consistently. Most pupils have an effective knowledge of simple spelling and grammar rules, although pupils with special educational needs do not use these effectively. Higher and average-attaining pupils write confidently about events in their daily lives and re-write in their own words stories read to them in class.
95. Whilst most pupils make satisfactory progress in their writing skills as they progress through the juniors, analysis of their work reveals that there is an overemphasis on the development of isolated basic English skills which could otherwise be explored in a more challenging and imaginative manner. Likewise, whilst commentaries and comprehension activities make a positive contribution to the skills required for the national tests, the restricted responses required by these exercises do too little to challenge higher-attaining pupils. The large majority of older pupils' written work is concerned with the writing of stories. This restricts their ability to respond to factual materials and to write in a variety of styles and for different purposes.
78. Although pupils regularly practise handwriting using specifically designed exercise books, these skills are not always put into practice in their everyday written work, which in some cases is poorly produced and sloppy. Whilst pupils occasionally plan their work, there are limited opportunities for them to draft and re-draft it. Opportunities are lost to employ this skill in order to support lower-attaining pupils and there is too little extended work in pupils' writing books. Information and communication technology and word-processing skills do not make a significant contribution to the development of pupils' writing skills.
97. Overall, the quality of teaching and learning in individual lessons is good. Lessons are always well planned. Teachers use good open-ended questions to extend pupils' knowledge and to assess their understanding. Activities generally match the needs and abilities of different groups of pupils, though higher-attaining pupils are sometimes

insufficiently challenged. Good use is made of time and resources, and good liaison between support staff and the classroom teacher contribute to pupils' learning. The final part of the literacy hour is used effectively to share and celebrate what has been learned. Overall, teachers have responded well to the demands of the National Literacy Strategy, although teachers of junior pupils sometimes use it in an inflexible and unimaginative manner. This was observed in a lesson in which a challenging and imaginative narrative poem was explored purely in terms of the poet's use of language and as a comprehension activity, rather than using the poem as a stimulus for a range of further imaginative writing.

98. The subject is led by a new co-ordinator, who is fully aware of a number of areas for development identified in this report. With the support of the new headteacher, she has identified a range of strategies to extend the curriculum and raise standards of achievement. This is a strength in the leadership and management of the subject. Weaknesses include insufficient use of the school's test data and the school's lack of lesson observations. This means the lack of breadth in the English curriculum for older pupils has not been identified, nor has action been taken to address this weakness.
99. There is a policy for the subject, with National Literacy Strategy documentation used to provide a scheme of work for the school. Teachers in the lower part of the school use good assessment procedures with all pupils having clear targets for improvement on the inside covers of their books. Teachers also make constructive comments at the end of each piece of work as to how it can be improved. However, this good practice is inconsistently used by teachers in the juniors.

## **MATHEMATICS**

100. The school's 2000 National Curriculum test results for 11-year-olds show that the proportion of pupils' attaining or exceeding the standard expected for their age was well below average when compared both with all schools and with similar schools. As with English, the very small number of pupils in each year group leads to exceptionally large fluctuations in these results from year to year. Over the period 1998-2000, the school's results improved at an above average rate.
101. During the inspection, the oldest pupils in the school were attaining at above average standards. This is an improvement on the findings of the last inspection.
102. A particular strength in the pupils' mathematical knowledge and understanding is in their work on shape and space. For example, the oldest pupils correctly identify and accurately use formulae to work out the perimeter and area of quadrilaterals and circles and measure internal angles of triangles precisely with a protractor. Higher-attaining pupils confidently group data into class intervals in order to construct frequency graphs. Many pupils plot hourly temperature readings on a line graph and understand the difference between discrete and continuous data. Such attainment exceeds the expectation for the average 11-year-old.

103. Most pupils in Years 5 and 6 correctly reduce fractions to their lowest form, work out ratios accurately and identify factors of numbers to 100. Whilst higher-attaining pupils plot co-ordinates using negative values on both vertical and horizontal axes, average and lower-attaining pupils only plot positive co-ordinates.
104. Throughout the school, too many pupils take too long to recall basic number facts, and their use and recognition of number patterns is underdeveloped. This means that all but the highest-attaining pupils do not have basic number facts, such as multiplication, at their fingertips, nor do they quickly see patterns in number that would speed up the rate at which they work. This relative weakness results from the school's failure, in the past, to teach mental mathematics regularly. However, some mental mathematics sessions are still not conducted at a brisk pace and too few opportunities are provided for pupils to explore number. This contributes to the pupils' relative underachievement in these areas.
105. In the 2000 National Curriculum test results for seven-year-olds, the proportion of pupils attaining or exceeding the expected standard was above the national average and in line with the average for similar schools. Over the period 1998-2000 the school's improvement in test results at seven has been at a slower rate than that found nationally.
106. Standards at seven during the inspection were well below average, and reflected the high proportion of pupils with special educational needs in this year group
107. Higher-attaining seven-year-old pupils confidently add and subtract numbers to 20 and beyond, use simple starts to add 11 and 9, halve and quarter numbers accurately and identify properties of common two-dimensional shapes correctly. However, too many pupils make elementary mistakes when subtracting, have too weak a grasp of number bonds to 20 and calculate too slowly mentally. Pupils with special educational needs have insufficient recall of multiplication tables (2 and 5) and find it difficult to retain or apply facts they have learnt previously. Because pupils do not practise mental mathematics in daily, short pacy sessions they often take too long to remember basic number facts. Many pupils in Year 2 correctly convert digital to analogue time and vice-versa. This is a relative strength in their attainment.
108. In view of the low standards the pupils in the present Year 2 attained when they entered the school, present standards represent satisfactory achievement. However, some boys, who are registered as experiencing difficulty with behaving appropriately, sometimes underachieve because they are grouped with other pupils, who have learning difficulties, and as a result are set tasks which fail to challenge them sufficiently. The school identifies pupils who are particularly able in mathematics and has made special provision to accelerate their learning. It enters them in National Curriculum tests in which standards are well above those expected for their age.
109. Overall, the quality of teaching and learning is good. It is consistently good or better for the infants and as a result most pupils, particularly in Year 1, achieve well. In the juniors, the quality of teaching and learning is always at least satisfactory but at times the pace of learning slows during the period when pupils work on their own. This is because teachers rarely indicate the quantity of work they expect pupils to complete in a given time period. As a result, some of the pupils work at their own pace rather than that determined by the teacher and do not always complete a satisfactory amount. Teachers do not always make the best use of homework to help pupils'

explore number patterns.

110. Teachers throughout the school generally set clear and appropriate objectives for lessons, which they share with pupils. This results in pupils clearly understanding what they will do in the lesson and its purpose in developing their mathematical skills. Teachers promote pupils' use of key mathematical vocabulary well, and as a result pupils develop their understanding of concepts well. For example, in a Year 1 lesson about time, the terms 'analogue' and 'digital' were used frequently, so that pupils understood them clearly
111. In the infants, teachers use well-chosen resources very imaginatively to motivate pupils' interest and to increase their understanding. In a Year 2 lesson, the use of glove puppets to weave a story about time entranced pupils and clearly enhanced their quality of learning. In a Year 1 lesson, pupils used individual analogue clock faces to place hands at the 'right time' which increased their ability to 'tell the time' accurately.
112. Strengths in most pupils' learning include their ability to concentrate and persevere. Higher-attaining pupils apply their previous knowledge well to new concepts. This was evident when Year 6 pupils used their knowledge of tallying and class intervals to construct a clear frequency graph. Many pupils combine their knowledge of mathematics and information and communication technology to organise data and illustrate it graphically.
113. Apart from some relative weaknesses in the mental mathematics' sessions and in promoting pupils' investigational work in number relationships, the school ensures that pupils receive a broad, balanced and relevant curriculum. The school has successfully implemented the National Numeracy Strategy and teachers provide opportunities for pupils to apply their numeracy skills in other subjects such as science and information and communication technology.
114. The school's procedures for assessing and recording pupils' attainment and progress contribute well to teachers' knowledge of what the next steps in their learning need to be. This helps teachers plan appropriate work for the majority of pupils. However, the targets set for some pupils with special educational needs, in their Individual Education Plans, are sometimes insufficiently linked to their mathematical needs. As a result, these pupils are sometimes set work that is too easy for them.
115. There are strengths and weaknesses in the leadership and management of the subject. The recently appointed co-ordinator has written a helpful policy which provides useful guidance on approaches to teaching, the timing and use of assessment and how numeracy might be promoted throughout the curriculum. In addition, the co-ordinator has identified gaps in the provision of resources. However, because there has been no systematic monitoring of teaching and learning and test data has been insufficiently analysed, weaknesses in pupils' mental mathematics and in their ability to recognise and use number relationships have been insufficiently addressed.

## **SCIENCE**

116. The school's results in the National Curriculum tests in 2000 for 11-year-olds show that the proportion of pupils attaining or exceeding the standard expected for their age was below the national average, and well below average when compared to similar

schools. Results in these tests are affected by the factors noted above in respect of English and mathematics. Inspection evidence suggests that the majority of pupils, aged 11, attain standards typical for this age group, with small minorities achieving at a higher or a lower level. This is a similar judgement to that made at the time of the last inspection.

117. The proportion of pupils attaining or exceeding the expected standard for seven-year-olds in the teacher assessments, in 2000, was well above the national average. Most seven-year-olds during the inspection reached at least average standards for their age, but a substantial proportion of pupils with special educational needs were reaching below average standards.
118. Most pupils in Year 6 work at the nationally expected level. Eleven-year-olds have good knowledge and understanding across all aspects of science. For example, they investigate how to make dirty water clean, and use sieves, filters and the process of evaporation to achieve this. Teacher's very effective use of the computer helps them to acquire a good understanding of how blood circulates around the body and the higher and average-attaining pupils show this clearly, in well-labelled diagrams. Lower-attaining pupils complete sentences to show they understand the process and the language used. Over the year, pupils have experimented with thermal conductors, force-meters, friction and the three states of matter, liquids, solids and gases. They know that objects weigh less in water than in air. They graph the results very accurately. Good questioning skills by teachers and their skilful reinforcement of the need for reliable information ensure that pupils know how to plan a fair test and explain what they have done in some detail. Higher and average-attaining pupils record their experiments using tables and forming clear conclusions. Lower-attaining pupils show clear evidence that they have understood the content of lessons and that they are able to measure in grams and draw accurate circuit diagrams.
119. Most seven-year-olds achieve satisfactorily and their work shows a sound knowledge and understanding of all aspects of science. They know about some physical processes, for example, what electricity is used for and where in the home. Pupils draw clear diagrams of circuits, with battery and a buzzer. They have clear knowledge and understanding of life processes and living things, such as plants and how they grow. Pupils know about their own bodies, what they need to eat to be healthy and what makes a balanced meal. They check the contents of lunch boxes for healthy and unhealthy foods. In Year 2, pupils make good observations; for example, they examine plastic packets of powders carefully to determine which are fine powders and which are granules. Lower-attaining pupils achieve satisfactorily for their capabilities and learn from the same experiences as other pupils. They require and receive additional support to understand processes such as the need to link wires, batteries and bulbs correctly or differentiate between the packets of powder. They discuss their work but require help when recording their ideas. These pupils have difficulties recording their work, in an orderly manner. This limits their understanding of the outcomes of the investigations they carry out. Higher-attaining pupils' recording and number skills are good, and they demonstrate this in the way that they measure and count things and show that they understand what has happened in the experiment. They make good use of information and communication technology to check their recording in a survey and quickly see that their results are flawed because they do not have everyone's opinion.
120. All pupils make satisfactory progress throughout the school. Pupils with special educational needs and lower-attaining pupils benefit from the school's practical

approach, which they carry out alongside other members of the class. Higher-attaining pupils are sufficiently challenged by the work they are given. Teachers use a high level of questioning to extend pupils' thinking and give sufficient opportunities for pupils to discuss their ideas with each other.

121. The quality of teaching and learning throughout the school is good. Teachers plan carefully and in the infants have clear targets for pupils to understand and meet. Teacher's plans are organised so that learning is sequential. Year 1 pupils investigate the senses very thoroughly and carry out interesting investigations, for example to determine their taste in food and whether their preference is healthy or not. As a result, pupils gain new knowledge and skills and make good progress. Teachers have secure knowledge of the subject and approach the subject enthusiastically. This encourages pupils and gives them a positive attitude to their work. Pupils are keen to learn new ideas, and because the work is often based on investigations and experiments, pupils discover ideas that are new to them. Teachers ask probing questions and encourage pupils to answer the questions they raise as they proceed with their experiment.
122. The co-ordinator has worked hard to ensure that teachers' plans for the subject take account of the mixed-age classes and that pupils do not repeat work. The school has adopted national guidelines for the subject, which incorporate many opportunities for experimental and investigative work and which set out what should be taught and when. This is an improvement since the last inspection. Pupils' literacy and numeracy skills are put to good use when they record investigations in words, learn new technical terms and count accurately. However, the presentation of some pupils' work needs improvement. The school uses information from assessments to identify strengths and weaknesses in teaching and learning effectively and makes good use of the available resources. However, no observations of science lessons take place and pupils' test papers are not analysed, to inform the school about how teaching and learning may be improved and standards raised further.

## **ART AND DESIGN**

123. It was not possible to observe any art and design lessons during the inspection. The lack of a substantial portfolio of pupils' work and the limited amount on display make it difficult to make a secure judgement about attainment in the subject or the quality of teaching. The limited evidence available suggests that standards are similar to those reported in the last inspection, when they were judged to be satisfactory.
124. From the evidence available, including the analysis of teachers' plans, discussions with staff and pupils, it is possible to say that seven-year-old pupils make satisfactory progress in their drawing, painting and collage skills. Pupils produce self-portraits and portraits of their friends and produce simple clay tiles with raised faces. Pupils consider the painting of Mondrian and produce computerised pictures in his style. They also engage in still-life work, using both coloured pencils and paint.
125. The focus for much work in the juniors continues to be on drawing and painting, though there is very little work on display in classrooms or around the school. Discussion with pupils reveal that they have considered the work of Andy Warhol, Monet and Van Gogh, and have used this experience to paint in their styles. Although pupils have designed and made chairs to suit the nature of individual television characters and pop stars, there is limited evidence that pupils regularly produce three-dimensional and textiles work. Satisfactory links can be observed with other areas of the curriculum, with pupils drawing pictures to support their work in English

and history.

126. There is a policy for the subject, incorporating national guidelines. The limited amount of work in evidence in pupils' portfolios of work, sketch books or on display suggests that pupils are currently provided with a somewhat restricted art curriculum. However, the artwork that is on display makes a useful contribution to the welcoming atmosphere in the school.

## **DESIGN AND TECHNOLOGY**

127. Only one design and technology lesson was observed during the inspection. However, evidence from teachers' plans, photographs and pupils' work in displays indicates that standards are broadly in line with those typically expected for pupils aged seven and eleven. This is an improvement on the findings of the previous inspection and reflects the development of the curriculum and improved planning. Teachers make good use of national guidelines to ensure that all aspects of the curriculum are taught effectively and pupils develop the full range of skills and understanding of design and technology. Pupils, including those with special educational needs, make satisfactory progress throughout the school.
128. Eleven-year-old pupils have a clear understanding of the design and making processes, including use of cams, wood and dowels. In response to the probing questions of the teacher, they offer good suggestions about how a moving toy could be improved, and use available resources effectively to produce different movements. Pupils have a number of interesting ideas for moving toys, but their designs are more frequently draft sketches rather than accurate designs. There are, however, other examples of work in which pupils produce detailed designs for an electrical vehicle. Higher-attaining pupils make interesting working toys out of small construction materials, in information and communication technology lessons, using their own designs and imagination very effectively.
129. Seven-year-olds use criteria, set by the teacher, to design a vehicle with wheels, axles and body. Pupils build effectively on a range of experiences to cut, join and manipulate a range of materials. They understand the structure of a wheeled vehicle and label the parts of the vehicle accurately. In food technology, they relate food to food groups, match objects to words for food safety, hygiene and the rules when preparing food. Pupils write about foods they like or dislike and foods they do not want in their lunch-box, and work includes questions about the tastes of the foods and pupils enter into a dialogue, writing answers to each question. Year 1 pupils use some already cooked and some raw vegetables to prepare a very attractive variety of salads for a salad bar. They taste these and the teacher's carefully worded questions encourage all pupils to express opinions about those they enjoyed most. The teacher ensures that pupils pay great attention to health and safety in the lesson. They are aware that they have to wash their hands and dry them on 'a proper towel' before starting work. They know that some of the containers should not be washed because they are made of materials that should not go in water.
130. In Years 3 and 4, pupils design and make chairs for 'interesting' people, showing an imaginative use of materials, textures and shapes. They compare their chairs with the original design and use a variety of methods to join parts of the chair together. Pupils adapt and evaluate their ideas well.
131. The co-ordinator is aware that further development of assessment in the subject is required to ensure that pupils build consistently on their skills, knowledge and



understanding as they move through the school. The portfolio of pupils' work assists in the assessment of attainment and progress, serves as additional evidence of the use of literacy and numeracy skills, and shows that pupils enjoy the challenges of the subject.

## **GEOGRAPHY**

132. Through evidence drawn from documentation, discussions with teachers and pupils and the analysis of pupils' work, it is possible to say that 11-year-olds attain standards in line with those typically expected for their age. This is an improvement on the judgement made at the time of the last inspection when standards were judged to be below those expected for their age. Seven-year-old pupils also attain the standards expected for their age and prior attainment. This means that they attain similar standards to those found at the time of the last inspection.
133. The oldest pupils attain good standards in map work. They identify features, such as post offices, stations, different types of churches and roads, by using the conventional symbols found on an Ordnance Survey map. Higher-attaining pupils use scale on these and other maps to measure distances accurately. However, few pupils calculate height using contour lines. Pupils also develop map skills as they move through the school. They use one-figure co-ordinates, to locate features in Years 3 and 4, and two and three figure co-ordinates in Years 5 and 6. Pupils attain lower standards in their understanding of geographical patterns and in the impact of environmental change.
134. By the time they are seven, pupils have a good understanding of contrasting localities because they regularly investigate the locations from which they receive postcards. Thus, they understand that some countries are much drier and hotter than their own locality and that others have many mountains and a lot more snow. They also competently draw maps of their own school and their route from home to school, identifying features on the way.
135. The school delivers a programme of work based on national guidance, which fulfils the requirements of the National Curriculum. However, provision is restricted and in some instances too general. For example, pupils in Years 5 and 6 compare Australia and pupils in Years 3 and 4 compare Africa, with their own locality. This limits their study of one individual location with their own location. This is due in part to the school's lack of resources for this aspect of the subject. Evidence, from pupils' work and teacher's plans, indicates that teachers do not develop pupils' key geographical skills systematically enough. This, together with the school's decision to teach the curriculum in distinct blocks of work separated by at least half a term, means that pupils do not continuously practise their key geographical skills. As a result, they sometimes forget skills and take some time to 'catch up'. They also tend to learn facts rather than those skills that they can then apply in different geographical contexts. Pupils in Years 3 to 6 enhance their geography skills during visits to residential centres. They practise and use map skills and study different types of rock, settlements and coastal landscapes, all of which add to their geographical knowledge. Pupils do not regularly use or develop their information and communication technology skills in geography. A few pupils use encyclopaedia programs to carry out individual research, and this contributes well to the presentations pupils in Year 5 deliver to each other about European capital cities.
136. There are strengths and weaknesses in the leadership and management of the subject. The co-ordinator is well qualified in the subject and has a clear vision of

what needs to be done to improve the school's provision. Despite this, action to improve provision and to identify weaknesses in teaching and learning and in pupils' attainment has been very limited. The co-ordinator has provided helpful support and guidance to teachers through the subject policy and informal discussion. However, no geography lessons have been observed by the school's management, and analysis of pupils' standards has been very limited. This means that the weaknesses in provision identified above have not been addressed.

## **HISTORY**

137. It was only possible to observe one history lesson in the infants during the inspection. Because of the lack of written work available it is not possible to make a secure judgement about the attainment of seven or 11-year-olds.
138. During the single lesson observed in Year 1, pupils worked towards putting together an exhibition of Victorian artefacts loaned by parents and friends of the school. They wrote a variety of documents to support the exhibits. During this activity, pupils were involved in drafting and re-drafting passages about the role and function of each of the items. Pupils' written responses indicated that they had some understanding of the use of each of the items in Victorian society. Later discussions with pupils revealed that they had a clear sense of chronology. They had knowledge of change over time, and were able to make effective comparisons between the items on display and their modern day counterparts. Pupils displayed good oral skills as they talked in a confident manner to adults and friends. The success of the exhibition owed much to the high expectations of the teacher, and the challenging activities provided for the pupils.
139. Pupils in Year 1 worked with real enthusiasm and commitment. They were keen to improve their written work through re-drafting. Pupils took real pride in their efforts and enjoyed the opportunity to display their knowledge to parents and visitors to the school.
140. Whilst it is not possible to make a secure judgement about the overall quality of teaching and learning, the lesson observed was extremely well planned, organised and delivered. The work demanded of pupils was extremely challenging bearing in mind the pupils' age. The teacher used praise in an effective manner to raise pupils' self-esteem and confidence in their own abilities. Pupils responded very well to this challenge. The teacher was very secure in her knowledge of the subject and used that knowledge to create a meaningful and imaginative activity for the pupils.
141. There is an effective policy for the subject, based on national guidelines. This addresses the issue of a lack of a scheme of work identified in the last report. Analysis of planning documents for the subject indicates that the subject is delivered in an irregular manner, with pupils in some years only studying a history topic for one term in each year. This inhibits pupils' ability to build consistently upon their historical skills. In the absence of a portfolio for the subject, or files of pupils' work, there is no evidence that pupils in the juniors are provided with the opportunity to regularly engage in independent research skills. No systematic lesson observations nor analysis of pupils' work takes place which means that any weaknesses in teachers' subject knowledge, training needs or in pupils' standards are not identified.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

142. The last inspection report stated that standards in information and communication

technology were below the nationally expected level for both seven and 11-year-olds. The judgement of this inspection is that good progress has been made in the development of resources, the curriculum and teacher's expertise in the subject. The backlog of underachievement in the subject is being addressed, and now all pupils, including those with special educational needs, make good progress in their skills across each area of the subject. Most seven and 11-year-olds reach the standard expected for their age.

143. The quality of teaching and learning is good. This is a good improvement since the last inspection when teaching was judged to be just satisfactory. This reflects the improvements in resources, the training and support given to staff by the school, and the effective leadership of the subject co-ordinator. Pupils from Years 1 to 6 have time-tabled lessons in the computer suite and three classes have a computer in their classroom. The staff make good use of resources and time to develop pupils' basic skills in information and communication technology.
144. As a result of well planned, systematic teaching, pupils' skills and knowledge in the subject develop effectively so that, by the time they reach Year 6, they are very familiar with different ways of finding information on computers. They know how to use index systems, to use encyclopaedic software and, through a 'modelling' program, develop a clear understanding of how computer systems use sensors and switches to control events. Pupils word-process documents using a range of font styles and sizes effectively to add emphasis to their writing. Although several pupils have experience of simple spreadsheets, using e-mail and web sites through the use of computers at home, it will not be until summer term 2001 that the school will be able to provide these experiences to all pupils.
145. Pupils are taught how to use specific programs and techniques and are given good opportunities to complete tasks on their own. For instance, Year 1 pupils learn how to enter data about pets and produce a pictogram and Year 6 pupils prepare instructions to draw shapes such as hexagons on the screen and solve individual problems as they arise. The support they receive ensures that pupils develop a secure knowledge of the computer keyboard. Most pupils 'log on', access specific programs and insert pictures into their written work. Pupils know that a computer responds to instructions to enter text, change format and correct mistakes and they use the keyboard and mouse to accurately achieve this. Lower-attaining pupils need help to work on the computers, especially when reading messages or text, but higher-attaining pupils are independent and need little help to perform basic word-processing activities and use paint programs
146. Teachers use group demonstrations very effectively throughout the school to teach basic information and communication technology skills. In a Year 2 lesson, there was a class demonstration linked to a very clear flow chart presentation before they started to use coloured or underlined words to lead them to further information. Pupils then worked through the planned task on their own, or in small groups, whilst the rest of the class completed a geography task. By asking probing questions and inviting pupils to take part in demonstrations, staff assess the levels of pupils' understanding so that they can plan suitable work for them.
147. Since the last inspection, staff have developed their skills well and pupils have good opportunities to develop and demonstrate skills. Whilst the lessons in the computer room are designed to reinforce the basic skills of information and communication technology, pupils in some classrooms apply their skills effectively to consolidate and extend their understanding of current topics in other subjects. The management of

pupils is good both in the classroom and in the computer suite. Explanations and instructions are clear and explicit so that the pupils understand what is expected of them and what they have to do. Consequently, in the majority of lessons, pupils behave sensibly, respect resources, enjoy their work and develop their skills. Teachers organise lessons in order to ensure that all pupils, in however large a group, have equal opportunity to complete the task. They make good use of other adults to support pupils in practical lessons.

148. The co-ordinator has worked very hard to raise levels of attainment in the subject and has identified appropriate targets for development. The provision of hardware and software is good and the school follows national guidelines, which provide a secure programme to develop pupils' skills progressively. As a result, planning is good. Staff are involved in nationally provided training in information and communication technology and this enhances teachers' skills further and has a positive effect on pupils' learning. The after-school Computer Club provides pupils with additional opportunities to improve their skills and is invaluable in helping those pupils without computers at home to increase their knowledge and understanding so that they may participate fully in lessons. A consistent approach to assessment is not yet in place but is included in the subject development plan.

## **MUSIC**

149. Pupils make satisfactory progress in the subject and achieve standards in line with those expected for their age. Pupils' singing is a strength. Pupils with special educational needs make satisfactory progress in the subject. Standards in the subject have been maintained since the previous inspection.
150. Pupils in the infants know a number of previously learned songs by heart and accompany themselves by clapping or by playing tuned and untuned musical instruments. Pupils in Year 1 have knowledge of simple symbolic and graphic notation and use this skill when playing simple rhythmic patterns with percussion instruments. Pupils in a Year 2 lesson demonstrated a good knowledge of formal musical notation and used it well when composing and performing rhythmic patterns on chime bars and small keyboards. The good progress made in this lesson owed much to the demanding activity provided by the teacher, and to the very good self-discipline displayed by pupils as they concentrated on developing the musical skills taught in the lesson. Pupils are given opportunities to evaluate each other's compositions and this develops their musical appreciation and ability to identify more clearly what it is they like or dislike about melody and rhythm.
151. Pupils made good progress in their singing skills in a Years 3 and 4 class when they learned two new songs. The teacher placed appropriate emphasis on breathing technique, intonation, articulation and the interpretation of lyrics. Her use of movement and gesture did much to enhance the performance of the songs. During this part of the lesson, pupils worked in a collaborative manner and produced some imaginative actions to improve the overall performance of their songs.
152. The school provides regular hymn practices which are used effectively to promote singing skills. Pupils know a number of hymns and songs by heart. They sing tunelessly in two, three and four part harmony. The school runs a well-attended singing club, and there are talented recorder groups for pupils of different ages. All these musical elements came together very well during a whole school assembly. Members of the singing club, accompanied by the recorder group, led good singing by the whole school. There was a spiritual dimension to the hymn singing, with a

number of solo artists interpreting the lyrics of hymns in a sensitive and thoughtful manner. Assemblies also provide opportunities for pupils to develop their listening and appraising skills as they listen to and comment upon the composer, musician or instrument chosen to be the focus of the week.

- 153. The quality of teaching and learning is good. Lessons are well planned and organised, with an appropriate balance between direct teaching and pupils' practical work. Teachers give pupils good individual support and provide them with the opportunity to share and celebrate what has been learned.
- 154. The subject is led by a well-informed and enthusiastic co-ordinator, who leads by her own good practice and provides good support at hymn practice and assemblies. There is a suitable policy for the subject and an effective scheme of work. The subject makes a valuable contribution to pupils' cultural and social development.

## **PHYSICAL EDUCATION**

- 155. Due to timetabling arrangements during the inspection, it was not possible to observe any lessons in the juniors. Evidence from dance and gymnastics lessons observed in the infants confirms that pupils attain satisfactory standards for age. Despite discussions with teachers and pupils and the analysis of photographic evidence, it is not possible to make a secure judgement about the overall standards achieved by pupils by the time they leave the school. Almost all pupils swim 25 metres unaided and safely by the time they leave the school.
- 156. In the Year 2 dance lesson, seven-year-olds attained typical standards for their age. As a result of the teacher's good control and emphasis on safety, pupils clearly understood the need to work in their own space and to look out for hazards. Because the teacher demonstrated techniques and pointed out the good practice of individuals, pupils made satisfactory progress in interpreting the mood of the music and in expressing this through arm, leg and trunk movements. A particular strength of the teaching in this lesson was the teacher's use of a painting and a poem to help pupils link visual and literary images to their dance movements. Higher-attaining pupils also used facial expressions and posture effectively to convey contrasting moods. In a Year 1 gymnastics lesson, pupils balanced appropriately whilst jumping sideways and backwards on the floor and whilst moving in a variety of ways on a bench. The strengths in teaching which ensured that all pupils made good progress in this lesson included the teacher's positive modelling of appropriate dress and good performance, constant positive reinforcement for pupils' efforts, the setting of appropriately challenging tasks and a good pace. Pupils enjoyed the lesson as a result and participated enthusiastically, and the quality of their learning was good.
- 157. There are weaknesses in the school's provision in the subject. The school hall is very small and contains many permanent and temporary fittings which present potential hazards to the pupils' safety. As a result, governors have decided that the school cannot and should not teach pupils the full range of gymnastics activities as prescribed by the National Curriculum. This, with very limited resources for gymnastics, restricts provision for older pupils. They have no opportunities to engage in climbing and swinging activities or in more vigorous work on available apparatus.
- 158. The school's provision for swimming is also limited. Because a considerable amount of curriculum time is used travelling to and from the nearest suitable pool, the school has pragmatically decided to offer swimming only to those pupils in Years 3 to

6 who have not already met the standard expected for 11-year-olds in the National Curriculum. Whilst this meets minimum requirements, it means that higher-attaining pupils do not have opportunities to improve their skills as a result of the school's provision.

159. Pupils in Years 3 to 6 are given good opportunities to pursue adventurous activities when they visit residential centres. There, they canoe, climb rocks and orienteer as well as working in teams to cross over rivers and build shelters. This makes a significant contribution to their personal, physical and social development. This development is enhanced by the participation of many pupils in football, netball and gymnastics clubs after school.
160. The subject co-ordinator is well qualified in physical education but only assumed responsibility for leading the subject very recently. Despite conducting an audit of resources and introducing a standard assessment system throughout the school, which promises to provide useful information for teachers about pupils' attainment and progress, weaknesses remain in the leadership and management of the subject. No monitoring of the quality of teaching or learning takes place. This means that the specific weaknesses in aspects of teachers' knowledge and skills are not identified, nor any specific training needs. At present, insufficient use is made of the particular skills of individual teachers to promote higher standards.

## **RELIGIOUS EDUCATION**

161. Pupils throughout the school make satisfactory progress in the subject and achieve standards in line with the requirements and demands of the locally Agreed Syllabus used by the school. Pupils with special educational needs make satisfactory progress in the subject. Standards in religious education have been maintained since the last inspection.
162. Pupils are given the opportunity to develop their understanding of the importance of Easter within the Christian calendar. This was taught in a very sensitive manner, in a Year 1 lesson, with the class teacher focusing on the concept of resurrection and rebirth, rather than Jesus' suffering on the cross. The good progress made by pupils was enhanced by the teacher's provision and her good use of a range of artefacts associated with Easter. The Easter story was told in an imaginative, yet reflective manner, and pupils listened raptly. Pupils displayed an understanding of a range of symbols normally associated with Easter and used these symbols when they drew and coloured an Easter card for their parents.
163. Pupils in Years 3 and 4 worked in a range of art forms when they considered the story of Pentecost. Following on from the teacher's spirited reading of the story of Pentecost, pupils dramatised the story of the coming of the Holy Spirit to the disciples by using both role play and music. Pupils quickly settled well, in small groups, to this challenging task and worked with interest and sustained concentration. They listened to and respected each other's opinions and suggestions and were prepared to modify their views in order to arrive at a framework for their group project. Whilst some groups were happy to simply read the extract from the Bible and mime the story of Pentecost, other groups were more confident in their oral skills, and produced short yet dramatic improvised pieces of work.
164. Much of pupils' work in religious education is of an oral nature, with limited evidence that pupils regularly write the work they study in their lessons. Examination of the Agreed Syllabus, used by the school, indicates that pupils have the opportunity to

explore and extend their knowledge and spiritual understanding of the Christian faith. Pupils also consider the stories, festivals and celebrations connected with a number of world faiths and come to an effective understanding of the concerns and philosophies shared by these religions and how they impact on peoples' beliefs and daily lives.

165. School assemblies make a valuable contribution to the development of religious education, with the focus, during the inspection, on the retelling of the story of Jesus' entry into Jerusalem and the singing of songs associated with this event.
166. The lessons observed were well-planned, organised and managed, with teachers setting an appropriate tone. Teachers use good open-ended questions to help pupils' reflect upon deeper issues, which might affect their approach to life in the future.
167. The issue of lack of resources identified in the last report has now been addressed, and resources are satisfactory. There is a useful policy for the subject and individual teachers interpret the locally Agreed Syllabus in a sensitive and useful manner. School assemblies, visits to places of worship and visitors to the school make a good contribution to the subject, with the subject in turn making a valuable contribution to pupils' spiritual, moral, social and cultural development. However, pupils do not visit buildings such as mosques or synagogues to reinforce their learning about different religions. The management and leadership of the subject are satisfactory overall.