

INSPECTION REPORT

**WILBARSTON CHURCH of ENGLAND (V.C.)
PRIMARY SCHOOL**

Market Harborough

LEA area: Northamptonshire

Unique reference number: 122004

Headteacher: Mrs. J. Wilkins

Reporting inspector: Dr. B. Blundell
23868

Dates of inspection: 30th April – 3rd May 2001

Inspection number: 192362

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Voluntary Controlled

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: School Lane
Wilbarston
Market Harborough
Leicestershire

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Appropriate authority: The Governing Body

Name of chair of governors: Mr. L. Dale

Date of previous inspection: March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23868	Dr. B. Blundell	Registered inspector	Mathematics Science Geography Information and communication technology Design technology Equal opportunities	How high are standards? How well are pupils taught? How well is the school led and managed?
9214	Mrs. J. Garland	Lay inspector		Attitudes, values and personal development. How well does the school care for its pupils? How well does the school work with its parents?
10144	Mrs. M. Marriott	Team inspector	English The Foundation Stage Art History Music Physical education Religious education Special educational needs	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wilbarston Church of England Primary School is situated in Wilbarston, Northamptonshire. There are 103 pupils on roll, aged four to eleven. The ethnic background of pupils is nearly all white with U.K. heritage, with a minority having Indian heritages. Pupils' attainment on entry is above average overall. The proportion of pupils known to be eligible for free school meals is well below the national average. The proportion of pupils with special educational needs is in line with the national average, whilst the percentage of pupils with statements of special needs is above average. The nature of pupils' special educational needs include moderate learning difficulties. Pupil mobility is quite high; approximately one quarter of the current pupils arrived at the school from other schools.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is good. Standards achieved by pupils aged eleven in the Year 2000 national tests were above average in English and mathematics, and average in science; the overall quality of teaching is good; leadership and management by the recently appointed headteacher are very good. The school provides good value for money.

What the school does well

- Standards achieved by pupils currently aged eleven are above average in English, mathematics and science; in the national tests in 2000, pupils reached above national average levels in English and mathematics, and average levels in science.
- Leadership and management are very good; the recently appointed headteacher has made a very good start.
- The overall quality of teaching is good; teachers generally make the purpose of the lesson very clear to pupils.

What could be improved

- Assessment procedures and the tracking of pupils' progress, whilst improving, are not yet satisfactory.
- Standards in information and communication technology do not yet match national expectations.
- The degree of challenge in a very small minority of lessons is too low.

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 March 1997. The overall quality of teaching has greatly improved. The key issue to raise standards in information and communication technology is starting to be addressed, but standards are still below national expectations. The issue to raise standards in art has been satisfactorily addressed. The key issue to provide more challenge for the higher attainers has not yet been fully met. The issue to improve the quality of teaching, particularly at Key Stage 2 has been fully met. The issue to monitor and evaluate the quality of teaching and learning is being appropriately addressed by the new headteacher. The school has made good improvement since the last inspection.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	B	B	C
mathematics	C	D	B	C
science	A	C	C	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

In the national tests in 2000 for eleven year olds, pupils' attainment (please note that the term "attainment" means how well pupils are doing) was above national averages in English and mathematics, and in line with national averages in science. Over the three years from 1998 to 2000 averaged together, pupils have left Key Stage 2 half a year ahead of pupils nationally in English, nearly one term ahead in science and just behind pupils nationally in mathematics. Compared with schools having a similar proportion of pupils known to be eligible for free school meals, pupils' attainment in the 2000 tests was average in English and mathematics, and well below average in science.

Standards in the 2000 tests at the end of Key Stage 1 were well above average in reading, writing and mathematics. Over the three years from 1998 to 2000 taken together, pupils have left Key Stage 1 two terms ahead of pupils nationally in reading and writing, and one term ahead in science.

The rise in results over time at the end of Key Stage 2 is below the national trend. However, this is largely caused by the disproportionate impact of the performance of a small number of pupils in 2000.

The school's targets for 2001 and 2002 are realistic and are on course to be met.

In the work seen during the inspection, standards for pupils aged eleven were above average in English, mathematics and science. Standards in geography, history and design technology meet national expectations. Standards are above national expectations in music and physical education, and meet the requirements of the local agreed syllabus in religious education. In information and communication technology, standards are below national expectations at the end of both key stages.

Pupils' achievement is good overall. (Please note that the term achievement" means how well pupils are doing after taking into account how well they did previously).

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are good overall; the attitudes of a minority are unsatisfactory.
Behaviour, in and out of	Pupils' behaviour is good overall.

classrooms	
Personal development and relationships	Pupils' personal development is satisfactory and relationships are good overall, including race relations.
Attendance	Pupils' attendance is very good.

Whilst the majority of pupils behave well and have positive attitudes, a significant minority of pupils are disrespectful and are not sufficiently well mannered.

TEACHING AND LEARNING

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

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

In the lessons seen during the inspection, the percentage of satisfactory or better teaching was one hundred per cent; 38 per cent of lessons were very good or better; 41 per cent were good. Strengths in teaching include teachers' knowledge and understanding, the sharing of learning objectives with pupils, and class management. The degree of challenge in a minority of lessons was too low. Particular strengths in pupils' learning include pupils' productivity and their brisk pace of working.

The quality of teaching in English and mathematics is good; the skills of literacy and numeracy are taught well.

The school meets the needs of all pupils appropriately.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are good. The curriculum is enhanced with French, an orchestra and a wide range of extra-curricular activities.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is satisfactory.
Provision for pupils with English as an additional language	Not applicable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall provision for pupils' personal development is good. Provision for their spiritual and moral development is good, and for their social and cultural development, provision is satisfactory.
How well the school cares for its pupils	The school cares for its pupils well overall.

The school works satisfactorily in partnership with parents, and the relationship between school and parents is improving.

The effectiveness of the school's strategies for literacy and numeracy is good. All areas of the curriculum meet statutory requirements.

Assessment procedures and the tracking of pupils' academic progress are not yet satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the headteacher and other key staff are very good. The leadership ensures clear educational direction.
How well the governors fulfil their responsibilities	The governing body's fulfilment of its responsibilities is very good.
The school's evaluation of its performance	The school's evaluation of its performance is good.
The strategic use of resources	The strategic use of resources is good.

Staffing, accommodation and learning resources are satisfactory overall.

A strength in the leadership and management of the school is the expertise of the recently appointed headteacher. She is hard working, committed and knows just where the school should go.

The school applies the principles of best value well; it manages its budget prudently.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school is well led and managed. • They feel comfortable approaching the school with questions or problems. • The school is helping their children to become mature. 	<ul style="list-style-type: none"> • Some parents would like more information about how well their child is progressing. • Some parents would like more homework for their children. • Some parents would like a greater range of extra-curricular activities to be offered.

The inspection team agrees with parents' positive views; inspectors judge that the range of extra-curricular activities is good, particularly in the spheres of music and sport; that levels of homework are satisfactory, and that information about children's progress is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Wilbarston Church of England Primary School is a small school, and therefore the number of pupils in each year group is relatively low. This means that pupils' average performance cannot always be measured reliably against national averages. Overall results can swing either above or below national averages if even a single pupil does especially well or particularly badly. This needs to be borne in mind when reading about the school's overall results. An additional problem for the school is that pupil mobility is relatively high. For example, nearly half of the pupils aged eleven who sat their national tests last summer joined the school during Key Stage 2. The school includes **all** its pupils appropriately.
2. **Shortly after children enter the foundation stage in Reception**, they are assessed to see what they know, understand and can do; social and physical skills are also noted. The small intakes in 1999 and 2000 were judged to be above average.
3. **By the age of five, near to the end of their time in Reception**, children are again assessed against national standards known as the Early Learning Goals. The children currently in Reception at least meet this standard. Their skills in literacy and numeracy are well developed, and they have made good progress.
4. **At the age of seven, close to the end of their time in Year 2**, pupils take the end of Key Stage 1 national tests in reading, writing and mathematics. The pupils who sat these tests in 2000 and who are now in the current Year 3, obtained levels well above national averages in reading, writing and mathematics. Their attainment (please note that the term "attainment" means how well pupils are doing) when compared to schools having a similar proportion of pupils known to be eligible for free school meals was above average in reading and writing, and average in mathematics. Those who took the tests in 1999, and are now in Year 4, attained standards that were very high in reading and writing, being in the top five per cent of schools nationally, and above average standards in mathematics. Taking the results over the last three years from 1998 to 2000, averaged together, pupils' performance has been approximately two terms ahead of pupils nationally in reading and writing, and one term ahead in mathematics. Over this same three year period, girls and boys have performed at approximately the same level but the girls have outperformed boys by about one term.
5. **Inspectors find that pupils currently in Year 2, who will take their national tests in May, 2001, are reaching above average standards in reading, writing, mathematics and science.** Standards in information and communication technology are below national expectations, and in religious education they meet the requirements of the local agreed syllabus. Standards in music and physical education are above national expectations. In geography, history, design technology and art, standards meet national expectations.
6. **By the age of eleven, near to the end of Year 6**, pupils take the end of Key Stage 2 national tests in English, science and mathematics. Pupils' performance in the 2000 tests in terms of national curriculum points scores was above average in English and mathematics, compared with schools nationally, and average in science. It was average in English and mathematics and well below average in science when compared with that of pupils in schools of a similar type. Taking the three years from 1998 to 2000 averaged together, pupils have left Key Stage 2 about half a year ahead of pupils nationally in English, about a term ahead in

science, and just behind in mathematics. This does not necessarily mean that pupils' performance has gone backwards whilst they are in Key Stage 2. To see if this is the case, we need to look at how the same group of pupils has performed in each key stage. For example, if we consider those pupils who took their Key Stage 1 tests in 1996 and then went on to sit the Key Stage 2 tests in 2000, we find that these pupils made satisfactory progress overall.

7. **Inspectors find that pupils currently in Year 6** are at above average standards in English, mathematics and science. The quality and quantity of work in their books show that they have made good progress in this academic year in all three subjects. As with pupils lower down the school, their standard in information and communication technology, whilst improving, is below national expectations. Attainment in religious education meets the requirements of a syllabus that has been agreed locally. In music and physical education, standards exceed national expectations. In art, history, design technology and geography, standards meet national expectations.
8. **Pupils with special educational needs** make satisfactory progress in relation to prior attainment
9. **Since the last inspection**, standards have been broadly maintained overall, with improvements in music, art and physical education.
10. **The achievement of pupils is** generally satisfactory. (Please note that the term "achievement" means how well pupils are doing when you take into consideration how well they previously did.) Nonetheless, pupils are still not always provided with sufficient challenge.

Pupils' attitudes, values and personal development

11. Pupils have good attitudes to school; they attend regularly and on time.
12. Most pupils come to school enthusiastically, prepared to learn and to participate in the activities that are offered them. Attendance is very good and above the national average. There have been no exclusions.
13. Behaviour is generally good. The school has a happy atmosphere and pupils arrive, expecting to enjoy their lessons. They are interested in their work from the earliest years; for example, Reception and Y1 children took part enthusiastically in a maths game to estimate numbers, based on buttons in a draper's shop, and Y5 pupils concentrated hard on designing and making decorated slippers. Pupils take part in large numbers in music and sports, and are prepared to put a lot of effort into their activities.
14. There are some instances where older pupils talk to each other in class and do not pay attention when the teacher is speaking, and this can act as a distraction to their peers. However, the recent introduction of circle time is beginning to have a beneficial effect on pupils' appreciation of others' contributions, and they are beginning to learn the importance of valuing everyone's views.
15. Pupils carry out the tasks they are given in a satisfactory way, but older pupils have insufficient opportunity to show that they can get involved in school with a degree of independence, and take responsibility for themselves and younger pupils.

16. Relationships between pupils and adults are good. Pupils play well together in the playground and rare instances of inappropriate behaviour are resolved quickly.
17. Pupils' with special educational needs have positive attitudes to the school and are well integrated within the school community.

HOW WELL ARE PUPILS TAUGHT?

18. **The overall quality of teaching is now good throughout the school, and this represents a major improvement since the last inspection.** In all lessons observed, teaching was at least satisfactory. Overall, it was satisfactory in 21 per cent of lessons, good in 41 per cent, very good in 33 per cent and excellent in 5 per cent. Excellent lessons were seen in Year 3 and Year 6.
19. Overall standards of teaching were always at least satisfactory, and examples of good and very good lessons were seen in each class in the school. All teachers delivered at least one very good lesson during the inspection.
20. **The biggest strengths in teaching** include the helpful manner in which teachers often share the learning objectives for lessons with their pupils, the skilful way in which they manage their pupils, and their knowledge and understanding. **A weakness in a minority of lessons** is a lack of sufficient challenge.
21. In a minority of lessons, some pupils were not sufficiently respectful to their teacher, even when that teacher was working very hard on the pupils' behalf. Pupils are aware of what is expected from them in terms of behaviour, but a significant minority do not always respond appropriately. This is unsatisfactory. Despite this, teachers manage their pupils, overall, very well. Teachers at Wilbarston generally work hard, usually tremendously so, and know their pupils well. In an excellent Year 3 numeracy lesson taken by the headteacher, the teaching was very enthusiastic and the pupils responded very well. There was plenty of "stretch" for all, including the high attainers. For example, having "chanted" their four times table appropriately, pupils were asked questions such as "What are eight fours?"...then "What are sixteen fours?"..then "What are thirty-two fours?"..and so forth. Pupils enjoyed these demands upon their mental agility, and rose to the challenge well. In another excellent lesson for Year 6 pupils studying science, the teacher had a very lively and business-like approach. The learning objectives had been clearly explained to the pupils, who were left in no doubt as to the **purpose** of the lesson, and their learning was excellent. The session at the end of this lesson was used as a thorough check on what the pupils had learned, and very appropriate homework was set. Even in this lesson, however, pupils' attitudes were only satisfactory at times. This does not help learning.
22. The pace of lessons is generally good through the school. Pupils are sometimes reminded of the time limits on an exercise, for example, in a Year 1 / 2 design and technology lesson. When pupils are given relatively short time spans to complete a piece of work, and are then reminded of this, it ensures that they focus on the work they have to complete.
23. Throughout the school, literacy and numeracy are well taught. Lessons usually start with an appropriate question and answer session to get pupils to think about previous work on the topic, so that new learning on firm foundations can begin. In a literacy lesson for pupils in Year 3 / 4, on the "Diary of a Killer Cat", previous work was firstly revised. This approach spreads to other subject areas; for example, in a very good history lesson for pupils in Year 1 / 2, on

the work of Florence Nightingale, the lesson started with a useful ‘reminder’ session about the war in the Crimea.

24. Teachers’ knowledge and understanding are generally good in all subject areas. In a very good lesson for children in Year R / 1, about the difference in our senses, the teacher showed very good subject understanding, and was able to communicate it very effectively.
25. In a numeracy lesson, given by a very competent teacher, however, some pupils did not make as much progress as they otherwise could have done, because they found the “horizontal method” given to them to add 2-digit numbers to be confusing.
26. The level of challenge in a minority of lessons is too low. For example, in an otherwise good science lesson in Key Stage 2, the teacher’s expectations of how the pupils wrote up their work on “habitats” could have been higher. Similarly, some numeracy lessons lacked a really “hard” sum to stretch all.
27. Throughout the school, day-to-day marking of pupils’ work and other assessment procedures are generally satisfactory. Many literacy and numeracy lessons end with worthwhile question and answer sessions, to assess what pupils have learned. Whilst pupils’ work is often well marked, with appropriate comments to praise pupils’ efforts, this is not done to the same degree in each class. Additionally, there are rarely comments to extend pupils who have obtained full marks for a particular exercise with more complex activity. The use of homework is satisfactory through the school.
28. The teaching of pupils who have special educational needs is good; the pupils receive good support from the special needs assistants, working with the class-teachers and the special needs co-ordinator. Teachers are familiar with the process of identifying pupils who have special educational needs, and follow the correct procedures. Specific targets are set for each pupil, and the teaching is effectively focused. The classroom assistants who work with pupils who have special educational needs have very good relationships, both with the pupils and with the teachers, enabling them to ensure that all pupils gain full benefit from their lessons.
29. Standards of teaching have improved considerably since the last inspection. At that time, two in every ten lessons were judged to be unsatisfactory, and the proportion of very good or better teaching was very small indeed.

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

30. The quality of the curriculum is good overall and meets statutory requirements. It is broad and balanced, with appropriate attention given to the development of literacy and numeracy. It is further enhanced by the inclusion of French in Key Stage 2. The effectiveness of the strategies for teaching literacy and numeracy is good overall, although there is need for a systematic, whole-school policy for handwriting.
31. The provision for pupils with special educational needs is satisfactory. Pupils are identified as early as possible, and appropriate steps are taken to assess their needs, to write individual education plans and provide support to help these pupils conquer the basic skills of reading, writing and numeracy. The plans are reviewed regularly, and provide the necessary detail to enable teachers’ to plan appropriate learning experiences. There is equality of access and opportunity.

32. The previous inspection identified several curriculum issues. Pupils of the same age group who are in different mixed-age classes now receive an equal, broad and balanced curriculum. All subjects have schemes of work and these effectively guide teachers' planning. The head teacher has monitored all classes, and the school is undertaking a planned programme of monitoring by curriculum co-ordinators. Teaching time is in line with recommendations and management of time in classrooms is good. Lessons start on time and teachers plan their lessons conscientiously and appropriately. Planning for higher attaining pupils does not yet include more extension work and more challenging tasks as a matter of course.
33. The school has a good range of extra-curricular activities with many pupils taking part. There are sporting activities, such as football, netball, rugby and cricket coaching, and, in support of the music curriculum, the school organises an orchestra, recorder, violin, clarinet and flute lessons, which are enjoyed by both boys and girls.
34. The school has good links with the community. There are close links with the local play group, secondary school and the local church. Parents come into school on a regular basis to help in classrooms; they run the library on a weekly basis, help with the orchestra, and with the garden.
35. The provision for personal, social and health education is good. Sex education is taught in year 6, in accordance with the governors' sex education policy. Drugs awareness is taught as part of the personal and social health programme. Good arrangements are in place to ensure that year 6 pupils make a smooth transition to their secondary school.
36. The overall provision for the spiritual, moral, social and cultural development of pupils is good. The school continues to work hard to establish its ethos of care and consideration for others.
37. The provision for pupils' spiritual development is good. There are appropriate opportunities for pupils to develop spiritual awareness within the curriculum, and through the very good daily assemblies. During the inspection, assemblies focused on the thought for the week, "Let your best self shine through." In one assembly, two pupils read poems - "The Poison Tree" and "Anger's Green Power" - to illustrate different forms of anger. The assembly focused on the story of Jesus when He was angry in the Temple. The powerful painting by El Greco was used to show this artist's interpretation of Jesus' anger. The assemblies have a strong Christian content. Pupils visit the local church, and clergy come into school to take part in assemblies. Pupils celebrate the Christian festivals of harvest, Christmas and Easter, and are made aware of other festivals in other World Faiths. Pupils are given opportunities to consider the wonders of the natural world and the creativity of artists. Religious education makes a significant contribution to pupils' spiritual education.
38. The provision for moral development is good. The staff work hard to encourage pupils to consider the effects of their actions on others. Pupils are valued within the school, and this clearly influences the majority of pupils in their relationships with others. 'Golden' rules are on display throughout the school, and pupils are aware of what is expected of them. Relationships between pupils and adults are good, and pupils are encouraged to distinguish between right and wrong in a positive way.
39. Provision for social development is satisfactory. The school is developing an active programme of personal, social and health education, and through this, pupils are learning to develop their social skills. The school has a strong commitment to ensuring that pupils behave considerately towards their peers, and to participate fully in what the school has to offer. The range of

extra-curricular activities is good, and includes many different sports activities, which encourage pupils to develop their social skills and work as part of a team. Opportunities are provided for pupils to serve the local community through, for example, school concerts and in celebrating a range of festivals.

40. The provision for cultural development is satisfactory. It includes the use of the local environment for geography and history, and learning about people in other times, such as the Tudor period. The Old Testament is successfully explored through the religious education programme. Work on world cultures is not well developed.
41. The school is effectively developing a harmonious atmosphere in which pupils of different backgrounds, cultures and faiths are valued and respected. However, the library does not have sufficient high-quality books relating to different cultures and ways of life.
42. The school responds fully to the Code of Practice for the identification and assessment of pupils with special educational needs. The school has drafted a new policy, and the special needs co-ordinator works closely with all members of staff. Record-keeping and maintenance of pupils' files are good. Classroom assistants are well deployed, and support individual and small groups of pupils. Teaching materials are appropriate and enhance the quality of learning for all pupils. The school promotes inclusion successfully within its Christian philosophy.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school has **good** procedures for ensuring pupils' welfare. The staff are committed, and a caring atmosphere pervades this small school.
44. There are adequate arrangements for child protection, but training should be arranged for all staff so that they are up to date on the subject. Health and safety is well addressed by the school; for example, younger pupils are carefully escorted from the old building to the top site, and teachers ensure that all pupils are safely delivered to transport and parents or recognised carers at the end of the school day. The health and safety committee of the governors is actively involved with the school.
45. The evaluation of pupils' academic performance overall is carried out in a satisfactory way, and personal development is well supported; teachers know their pupils well and treat them with humour, patience and understanding.
46. Procedures for monitoring attendance are very good, with resulting high levels of attendance in all classes.
47. Good behaviour is encouraged by well known rules and procedures which ensure that pupils know what is expected of them in the playground, in assemblies and in the classroom. The Golden Book, where pupils' successes are recorded, is appreciated by pupils of all ages. This recognition of good behaviour and attitude works well as an incentive to personal improvement.
48. Circle Time is addressing the need for pupils to listen, both to each other and to their teacher, and to consider carefully the feelings of others.
49. There are clear procedures to discourage bullying or inappropriate behaviour, and on rare instances of name calling, the school acts to resolve the problem.

50. A comprehensive personal, social and health education programme is in the process of being developed, and personal targets for behaviour and development introduced across the school. Outside agencies such as the local police force and the regional health service provide guidance and advice on keeping safe, drugs and health education.
51. The assessment of pupils' work and its use to plan future work is unsatisfactory overall. There is some good practice in the assessment of English, for example, in Year 1 / 2, but assessment is not consistently implemented through the school. In most subjects, assessment is very general, and work is not always assessed using sufficiently precise National Curriculum levels. For example, rather than pupils being identified as at a level 3a, 3b or 3c, they are often merely assessed as being at level 3. Since pupils nationally are only expected to go up by one full level every two years, two years could go past before it is realised that a pupil is not making sufficient progress. Therefore, the tracking of pupils' academic progress is also unsatisfactory.
52. Pupils with special educational needs are regularly assessed and their work monitored on a daily basis. The results of this monitoring are used to plan the next steps in pupils' learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The new headteacher has made it a priority to involve parents more with the school, and to improve home-school communication.
54. Parents' views of the school, as expressed in the questionnaire and at the pre-inspection parents' meeting, were positive, but a minority of parents voiced concerns over a few issues. The headteacher's innovation of inviting parents to accompany their children into the classroom in the mornings has met with general approval, and parents make use of the opportunity for informal contact with teachers at this time. This initiative is only limited by difficult access for those parents with children in buggies.
55. Parents are encouraged to come straight to the head teacher with any concerns, and she is happy to talk to them. Several parents remarked that they welcome this open-door approach.
56. Some parents wanted more information about their children's progress and were concerned that homework, whilst satisfactory in quantity, was not set to a regular pattern.
57. Reporting of pupils' progress is satisfactory, but parents would welcome more detailed information about how pupils are doing in relation to the expected standards for their age and how well they have progressed in specific subjects, as well as the evaluation of personal development, which is presently well covered.
58. Parents have an enormous and positive impact on the work of the school. They are committed to their children's education. Parents support their children's homework and reading, and volunteer to escort pupils and lend a hand when asked.
59. The school benefits from the help of a small group of very skilled parents who give invaluable, regular help in areas such as art, design technology, the running of the library, and the provision of expert sports training sessions after school.
60. The school has sound links with parents of pupils who have special educational needs, and keeps them informed about the progress of their children. Parents are involved in annual reviews and target setting in individual educational plans.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The leadership and management by the newly appointed headteacher are very good; she is very hard-working, committed and knows just where the school should go. She has a large teaching commitment, is a very good classroom practitioner and is able to lead in this field by example. Her leadership ensures clear educational direction for the school, and she is fully supported by the governing body. The school's aims and values are easily seen in the daily routines of the school, although the headteacher intends to revise the school's aims in the near future. The deputy headteacher is diligent and works well with the headteacher. The subject coordinators manage their subjects appropriately, but do not all get release time to oversee the teaching of their subjects through the school. However, lessons are sometimes videoed so that teachers can self-review, and the teachers have all observed both literacy and numeracy lessons in other schools. This training is having a positive impact on pupils' learning. The headteacher has also introduced video-conferencing with other schools, and there are plans for Year 6 pupils to watch lessons being delivered in a local secondary school, to provide more challenge for the higher attaining pupils.
62. The governing body's fulfilment of its statutory responsibilities is very good. The governing body is well led by a competent chair of governors; the school is fortunate to have such acumen on hand. The governors visit the school and have overseen the development of elements in the curriculum appropriately, particularly literacy, numeracy and special educational needs. Governors have been notified of a number of health and safety issues that require their attention. The governing body has a very good understanding of the main strengths and weaknesses of the school. Between them, the governors bring a wealth of experience to the running of Wilbarston school.
63. The headteacher has monitored teaching of both whole and part lessons in all classes, but specific monitoring of teaching by curriculum coordinators has yet to be implemented. The headteacher's formal monitoring is part of the management cycle.
64. The school's targets are appropriate and sufficiently ambitious. Because numbers of pupils are small in most year groups, the achievement of these targets can be dependent on the performance of a single pupil. Inspection evidence is that the targets for 2001 in English, mathematics and science will be met. Procedures for the induction of new staff are good. Performance management is being implemented, and appropriate policies are in place.
65. The school improvement plan was written by the new headteacher in her very early days at the school, and identified some appropriate issues; the next school improvement plan is now underway. Finances are managed very efficiently and specific grants are used appropriately. There is a very small carry forward in the budget; financial constraints are tight. Spending is appropriately linked to educational priorities. There is a great commitment to improvement by all, and the capacity to succeed.
66. The management of special educational needs is good. The co-ordinator works hard to ensure that the administration of work is up to date, that individual educational programmes are well maintained, and that reviews are conducted in line with the Code of Practice.
67. The match of teachers and support staff to the demands of the curriculum is currently satisfactory. The accommodation is satisfactory overall, and well maintained. Classrooms have attractive displays. The school benefits from a large playing field, but there is no dedicated

play area for children in the foundation stage. With the exception of the school library, resources are generally satisfactory in both quality and quantity,

68. The effectiveness of the school's use of new technology is satisfactory. The school's bursar, who also handles the school's finances and prepares regular budgetary statements for the governors, is both efficient and competent. She is very experienced in the use of information and communication technology.
69. Since the last inspection, the issue to monitor and evaluate the quality of teaching and learning has been addressed, and priorities are now linked appropriately to pupils' performance. This has had a major impact on improving the quality of teaching.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. In order to further improve the school, the headteacher, senior management team and governing body should:-
 - (1) raise standards in information and communication technology throughout the school; (Para 119)
 - (2) improve assessment procedures and the tracking of pupils' academic progress; (Para 51)
 - (3) ensure that there is sufficient challenge in all classes. (Para 26, 99)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	33	41	21	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)	N/A	103
Number of full-time pupils known to be eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		25

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	16	17	16
Percentage of pupils at NC level 2 or above	School	94(94)	100(100)	94(94)
	National	94(82)	85(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	14	16	17
Percentage of pupils at NC level 2 or above	School	82(94)	94(94)	100(100)
	National	84(82)	88(86)	88(87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	7	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	11	10	11
Percentage of pupils at NC level 4 or above	School	85(80)	77(67)	85(87)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	8	10	11
Percentage of pupils at NC level 4 or above	School	62(73)	77(67)	85(87)
	National	70(68)	72(69)	80(75)

Percentages in brackets refer to the year before the latest reporting year. * Indicates that the numbers are not statistically significant.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	101
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.72
Number of pupils per qualified teacher	21.4
Average class size	26.3

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	95

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	[]

Total number of education support staff	[]
Total aggregate hours worked per week	[]

Number of pupils per FTE adult	[]
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	217554
Total expenditure	220353
Expenditure per pupil	1968
Balance brought forward from previous year	11720
Balance carried forward to next year	8921

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	105
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	43	3	0	0
My child is making good progress in school.	41	46	11	0	2
Behaviour in the school is good.	27	54	11	0	8
My child gets the right amount of work to do at home.	24	46	27	3	0
The teaching is good.	32	51	8	0	9
I am kept well informed about how my child is getting on.	11	57	24	8	0
I would feel comfortable about approaching the school with questions or a problem.	46	43	11	0	0
The school expects my child to work hard and achieve his or her best.	22	65	8	0	5
The school works closely with parents.	19	59	16	5	1
The school is well led and managed.	41	49	0	3	7
The school is helping my child become mature and responsible.	38	46	14	0	2
The school provides an interesting range of activities outside lessons.	14	62	10	14	0

Summary of parents' and carers' responses

[text] [replaces the table when there are fewer than ten returns]

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

71. Children under five enter the reception class at the beginning of the year in which they are five. Most transfer from the local playgroup. For the first six weeks, older children attend for 3 days and younger children for 2 days a week. During this time, the early learning assessment is undertaken by the teacher. Before they begin full time education, children are given many opportunities to visit the school during the afternoon session, ensuring that they meet others in the class. Parents are welcomed into the reception class, and some parents help on a regular basis. Support staff enrich and enhance learning opportunities for all children.
72. Most children enter the reception class with a level of attainment which is above average. Speaking skills are well developed, and children soon learn how to listen to stories and rhymes. A few higher attaining children know some words of early reading books. Children learn early mathematical skills and are keen to try all activities. They make good progress in all areas of learning and, by the end of the reception year, they attain the early learning goals which are the nationally expected levels, and many are working within the early stages of the National Curriculum.

Personal and Social Development.

73. Children settle happily into the reception class, and their personal and social development is very good. Most children will exceed the early learning goals by the end of the reception year. This shows very good achievement, and reflects the skilful teaching; children are constantly encouraged to feel confident about what they can achieve. They form good relationships and their behaviour is good. They learn to share and co-operate well in their play, for example, when constructing a park using large building blocks. Most abide by the rules of the class and know the difference between right and wrong. Children show respect for materials and property, and concern for each other. Many organise themselves, for example, when playing in the 'home corner'. They have very positive attitudes to their learning, know and understand classroom routines and what is expected of them.
74. The quality of teaching is very good. Personal and social development is fostered through role-play, and in lessons. The teacher's calm handling maintains good behaviour and establishes classroom routines, which offer security to young children. The teachers plan well and present work effectively. There are well-established classroom routines which all add to the very good learning environment.

Communication, language and literacy.

75. By the end of the reception year, the majority of children's attainment is above the standards expected nationally. Almost all children speak confidently, to adults and to each other. They take turns in conversation, for example when answering the attendance and dinner registers. They listen attentively to stories for an appropriate length of time, and enjoy hearing and using sounds, such as rhyming words, for example, when listening and joining in the chorus of 'Old Macdonald' when they were changing to go into the hall. Children refine their listening skills by identifying words in the poem, "Het the Vet", and suggesting substitute vocabulary. The use of language is well developed; children were able to identify the name of an animal in the poem, and higher attaining children could read the poem fluently. Most children are at an early stage

in their reading development. They know that print carries meaning and understand title, author and illustrator. All children can write their name and some write simple sentences independently. Writing materials are readily available and children make lists of who has bought which items when 'shopping'.

76. The quality of teaching is good, and children achieve well in communication, language and literacy. Planning is very good, well structured and with clear learning objectives. This generates effective learning, and children make a good start in their literacy skills. A commercial reading scheme is used well to introduce children to reading activities and letter sounds. A good understanding of letter names and sounds is developed cumulatively through work at word, sentence and text level, using the poem 'Het the Vet'. Many opportunities are given for early writing, such as in the 'material shop'. Children are becoming confident early writers and are beginning to sequence and write simple sentences. The teaching focuses on handwriting skills and presentation, which develops pupils' pride in their work. Resources are good, and the adults use them very well. Assessment is used to record children's responses during or after the lesson. Reading record books are marked regularly by the teacher, assistant, or helping parent, or filled in at home by parents. Computers are beginning to be used to enhance reading skills, and children are well supported in their literacy skills by adults.

Mathematical development.

77. Most children are on course to achieve the expected standards by the time they leave the reception class. Children develop mathematical skills through effective use of practical activities, number rhymes, games and songs. Children are beginning to recognise that addition is combining 2 groups of objects. For example, when looking at a number of socks, children estimate how many there are, and check by counting. The very good teaching led them to discover how many **pairs** of socks there were. Most children can count to 10 and some to 20 and beyond. They are acquiring a sense of the size of a number, and its position on a number line, for example, when re-ordering a picture puzzle. Children work independently in the 'material shop', calculating the cost of various items. Children explore basic shapes and use sand and water to learn about capacity.
78. The quality of teaching is very good. The systematic planning and quality of provision allow children to progress in their knowledge, skills and understanding of mathematics. These are developed through stories, games and imaginative play, which foster the children's enjoyment and develop confidence to investigate numbers. The teaching emphasises mathematical language and uses a multi-sensory approach very effectively. Very effective use is made of a wide range of resources, to stimulate interest and to give children confidence.

Knowledge and Understanding of the World.

79. By the time they leave the reception class, children's knowledge and understanding of the world is at the expected standard. Children talk with increasing fluency about their everyday experiences and events in their lives. They are developing a good understanding of their senses, for example, when exploring different materials and objects from the 'feely bag'. Children learn about their environment and where they live, and using their previous experiences of walking through the village, create a model using large and small apparatus. Opportunities are given for children to improve their literacy and numeracy skills by using appropriate computer programmes; for example, children use Colour Magic to create a design for material. Children begin to understand their own culture and beliefs, and those of others, through listening carefully to assembly stories.

80. The quality of teaching and provision is good. Planning is well structured and incorporates purposeful activities which clearly reflect the early learning goals. Adults ensure that the children are interested in their learning, and change activity when its purpose is fulfilled. Literacy skills are developed through talk in the design and making activities, when children create animals with salt dough for Noah's Ark. Equipment and resources are readily available and help children achieve independence.

Physical Development.

81. Children's physical development reaches the expected standard by the time they leave the reception class. They are acquiring skills in movement, and begin to show awareness of space, for example, when moving around the hall in different directions. Children develop skills of balance when using bats and balls. They practise agility when running in small steps. The teachers' planning indicates that there are many opportunities for children to experience physical education both indoors and outside, in games which develop their physical skills. However, the school does not have a secure play area with large climbing and balancing apparatus, or wheeled toys. Children show good manipulative skills when cutting and joining, for example, when making a bird for Noah's Ark. They show increasing dexterity when handling dough, paint and pencils.
82. Teaching is good. Children are encouraged to take part in activities with confidence, for example, when changing for physical education in the hall; as they are ready, children sit on the carpet and join in singing "Old Macdonald". They develop confidence, as they are encouraged by the good teaching to take part as animals in pairs, and walk into the Ark making the noise of the animal. The teaching has a very positive impact on the children's learning; relationships are good, and children show respect for each other and the teacher. Good resources support learning.

Creative Development.

83. By the time they leave the reception class, children's creative development reaches the required standard. Children have many opportunities to develop their creative skills and use paint, dough, and make models with a range of different materials. At the time of the inspection, children were busy making a model of Noah's Ark. They painted the wooden boards for the sides, adding sand to the paint to give it texture. They created different birds by folding paper for wings and a beak, which they fastened to the bird using different techniques. Children sing a range of nursery rhymes and songs and join in enthusiastically. They use the home corner, the 'material shop' and the 'discovery corner' to develop social skills.
84. Teaching is very good. The planning is detailed and well structured. The use of the 'material shop' encourages children to use their imagination and fosters the use of talk. Resources are very well used, and motivate children to learn and to extend their independent thinking.

ENGLISH

85. Results of the 2000 national curriculum tests for seven year olds showed that the standards achieved in reading and writing were well above the national averages, in terms of national curriculum points scores. The percentage of pupils reaching the higher than expected level three was well above the national average. Taking the average of the three years 1998 to 2000, the standards attained in reading and writing were very high, and exceeded the national

average by 2 terms. In comparison with schools having a similar proportion of pupils known to be eligible for free school meals, reading and writing tests showed pupils to be above average.

86. At Key Stage 2 in 2000, pupils' results in terms of national curriculum points scores matched the national average. The percentage of pupils reaching the expected level 4 or above was below the national average. The percentage reaching the higher level 5 matched the national average. Taking the three years 1998-2000, averaged together, the performance of pupils in English was above the national average by one point four terms.
87. The previous inspection report stated that at Key Stage 1, attainment in reading and writing was above, and for a substantial proportion of pupils, well above the national average. At Key Stage 2, standards attained in reading were above the national average and, for a substantial proportion of pupils, were well above the national average. Standards in writing were above average; however, the work seen in lessons and in pupils' note books was of variable quality. Overall, there has been an improvement in standards, particularly in writing. The implementation of the National Literacy Strategy and particularly the focus of additional literacy support have been fundamental in raising standards to a higher level.
88. In the work seen during this inspection, standards achieved at the end of Key Stage 1 were above the national average in speaking, listening, reading and writing. By the end of Key Stage 1, pupils listen attentively and follow instructions closely. They listen carefully to each other and to the teacher; this was demonstrated in a dance lesson where pupils had to listen carefully for instructions and to the music. In their Literacy lessons, pupils are encouraged to speak; for example, they discussed how aliens feel and what they would do if they met a Martian. The pupils felt able to express their opinions carefully about the Aliens and Life on Mars. Phonics are taught consistently and effectively. Classes have an interesting range of books to stimulate reading. By the end of Key Stage 1, most pupils are able to read independently and use their knowledge of phonics to read words that they do not recognise. They give simple explanations of a story and make predictions as to how it might develop. Pupils are aware of authors and illustrators, and are able to identify the main characters in their books. Younger pupils read simple books with increasing accuracy and understanding. Higher attaining pupils use a variety of strategies to help them recognise unfamiliar words, such as letter patterns and sounds, context and pictures. They read aloud with confidence and appropriate expression and understanding.
89. In Key Stage 2, pupils continue to make good progress. Most are able to read a range of texts fluently and accurately. Books are well matched to attainment and interest levels, and pupils are enthusiastic readers of a wide range of texts. Older pupils expressed their preferences for particular authors, such as J.K. Rowling, and chose books from interest. Higher attaining pupils understand plot, setting and characterisation. Pupils are developing good independent research skills, using dictionaries and the thesaurus. However, the poorly resourced library limits pupils' opportunities to use library skills.
90. By the end of Key Stage 1, standards in writing are above the national average. By the end of the Key Stage, the majority of pupils are spelling common words correctly and making good attempts to spell more complex words. They write for a variety of purposes; for example, in history, a time line of the Great Fire of London, as well as interesting stories and accounts. Pupils observe the rules of punctuation, using full stops and capital letters. Higher attaining pupils use question marks and apostrophes, and some are beginning to use speech marks to add interest to their stories. Hand writing skills are poor and inconsistent in style. The school has identified this issue, and plans to focus on the development of handwriting.

91. In Key Stage 2, pupils progressively develop their ability to write for different purposes, using a wide range of styles. This is an improvement since the last inspection. Work shows an awareness of the need for different presentational skills, vocabulary and style. All pupils produce diagrams and illustration to support their work in other subjects. The importance of well-chosen vocabulary was stressed in a lesson seen in year 3/4, aiming to capture the imagination of the reader when re-writing the text 'Cheat'. In Year 5/6, pupils wrote a story in the tradition of a school adventure. They used carefully chosen vocabulary to develop 'cliff-hanger' endings to the story. Pupils checked each other's stories for inconsistencies and edited where necessary.
92. The school is developing its use of information technology to support the subject.
93. Behaviour is generally good. Pupils show enjoyment and work hard. This makes a considerable contribution to their rate of progress and to the high standards achieved. Most pupils are keen and eager to learn, stay on task and show good levels of independence; for example, in a year 5/6 lesson, pupils worked independently at the computer, completing the task set for them. Opportunities to work collaboratively and to develop personal skills are used well. Pupils enjoy English lessons and respond well to the structure of the Literacy Hour.
94. Overall the quality of teaching is very good. No teaching seen was unsatisfactory and in 75% of lessons, the teaching was very good. Staff have worked hard to improve the quality of teaching in the Literacy hour. Teachers have established good classroom routines for pupils, and the learning environment is very good. Pupils have positive attitudes to learning and work hard. Planning is clearly focused on practising and improving key skills for pupils of all abilities. In a year 3/4 lesson, the teacher provided pupils with good examples from a text that reflected the importance of punctuation to indicate meaning. This very good teaching enabled pupils to punctuate a text correctly with confidence. Good classroom practices and management of time are becoming well established, and ensure that learning occurs without distractions. Plenary sessions are well focused on the main points of the lesson, and are used to assess learning.
95. The Literacy co-ordinator has worked very hard to improve standards. She is well-organised and provides very good quality support and guidance for staff. Her effectiveness is enhanced by the opportunity to monitor teachers' planning and the way the subject is taught. Monitoring has identified areas for improvement, such as writing, which is currently the focus, and handwriting. There are some effective assessment systems in place which provide a profile to identify individual pupils' improvement targets. There is, however, a limited supply of good quality books in the library.

MATHEMATICS

96. The 2000 national test results based on average national curriculum points scores showed attainment was well above the national average at the end of Key Stage 1. The percentage of pupils obtaining level 2, the expected level, was very high; the proportion obtaining the higher level 3 at the end of Key Stage 1 was well above the national average. Pupils' performance in the Key Stage 1 mathematics test was average in comparison with schools with pupils from similar backgrounds. The average attainment of pupils in the three years 1998 to 2000 was above the national average in the Key Stage 1 tests. On average, pupils leave Key Stage 1 one term ahead of pupils nationally. The performance of girls exceeded that of boys in the end of Key Stage 1 tests; on average, they were over half a term ahead.

97. In the 2000 national tests at the end of Key Stage 2, pupils' attainment in terms of points scores was above the national average. The proportion of pupils obtaining level 4, the expected level nationally, was above average, but the proportion reaching the higher level five was below the national average. The attainment of this group of pupils was average when compared with schools of a similar type. Over the three years from 1998 to 2000 taken together, pupils have left Key Stage 2 attaining just below the national average. Pupil mobility is a key factor at this school. Six out of the 13 pupils who took the national tests in 2000 joined the school during Key Stage 2 from other schools.
98. Attainment in lessons observed, an analysis of their work, and discussions with the pupils indicated that the current groups of seven and eleven year old pupils are working at above average levels. When pupil numbers are small, results can be disproportionately affected by the performance of just one or two pupils. Within the range of mathematics work seen during the inspection, many pupils in Key Stage 1 demonstrate good levels of attainment related to number. Pupils in Key Stage 2 generally have reasonable knowledge of their multiplication tables, but these are not practised in class sufficiently regularly to ensure **instant recall**. This would help attainment in other areas of mathematics. Pupils at the top of the key stage develop their own strategies when looking for patterns in numbers, can interpret charts appropriately, and are familiar with alternative ways of presenting data. These pupils can work out sums such as $£3-74 \times 7$ approximately and then accurately in their heads. They are quite competent when tackling problems mentally, but again, more rapid recall of their tables would help. Pupils in lower Key Stage 2 are suitably adept when tackling problems of the type $745 + 32 = a7b$. Some of the mathematics lessons lacked sufficient challenge in terms of one or two "big sums" that all would find "tricky" and get the pupils really thinking. There was no discernible difference in the performance of girls and boys in the lessons seen. Standards in mathematics are currently at a similar level as that seen at the time of the last inspection, for pupils at the end of Key Stage 1 and at the end of Key Stage 2. To raise standards of attainment in both key stages there is a need to continue to build up the coherent mathematical vocabulary throughout that the school has usefully embarked on.
99. Overall progress of pupils in mathematics is good in Key Stage 1 and in Key Stage 2. Factors aiding progress include the attitudes and behaviour of most of the pupils and the good standard of teaching throughout the school. The teaching observed was excellent in one of the five lessons seen, good in three lessons and satisfactory in the other one. The features that made the best lesson excellent and which contributed to a very high rate of learning were very enthusiastic teaching, coupled with plenty of sufficiently taxing work for all pupils and the highest possible expectations. The teacher explained the learning objectives clearly, and revisited these at the end to see how far they had been achieved. Teachers in most numeracy lessons start with quick-fire question and answer sessions to get pupils thinking. In numeracy lessons, the likeliest time for pupils to lessen their rate of working is in the "independent learning" sessions. In the best lessons, however, teachers are aware of this and set appropriate time targets. Factors militating against progress are a lack of even higher challenge, some lack of pupils' instant recall of multiplication tables and an over-reliance occasionally on commercial worksheets. Pupils with special educational needs generally receive appropriate support and make satisfactory progress in mathematics.
100. Pupils' overall response in lessons seen was good both in Key Stage 1 and in Key Stage 2. They generally behaved well and concentrated; however, the attitudes of a minority were unacceptable. These pupils did not concentrate as much as they could, and at times were most discourteous in their lack of attention to hard-working teachers. This is unsatisfactory. The

school has recently developed appropriate strategies to help overcome this. Relationships between most pupils and their teachers, learning support assistants and other adults are generally good.

101. Assessment procedures are generally unsatisfactory overall, particularly in the long term. In the lessons seen during the inspection, little evidence was seen of quick tests at the end of lessons to see what pupils had learned. Day-to-day marking of pupils' work is inconsistent. In some cases, it is detailed, with diagnostic comments to help the pupils to improve. Rarely are there comments posing deeper questions for those who have obtained full marks. The school has satisfactory resources for mathematics. Use of these resources to support the work in lessons is satisfactory and supports learning. The co-ordinator for mathematics is very committed and has carried out monitoring of teaching throughout the school. The effectiveness of the strategy to teach numeracy is good overall.

SCIENCE

102. Standards in the 2000 end of Key Stage 1 teacher assessments in terms of National Curriculum points scores were well above the national average. The proportions of pupils obtaining the nationally expected level 4 and the higher level 5 were both well above average. Pupils' performance in the end of Key Stage 2 national tests in 2000 matched national averages. However, when the Key Stage 2 results are compared with the results in schools having a similar proportion of pupils known to be eligible for free school meals, the results of this small cohort were well below average. Nonetheless, it needs to be borne in mind that nearly half of these pupils only joined Wilbarston School during Key Stage 2.
103. On the evidence of the inspection, pupils currently aged seven and those aged eleven are working to a higher level than the national average. Throughout the school, pupils build up a coherent body of knowledge and understanding in the subject, and the school is keen that pupils should develop their investigative skills from an early age. Pupils in Year 1 / 2 are able to melt chocolate and describe the changes that they see, using appropriate scientific vocabulary. Whilst their overall recording of work is good, sometimes pupils draw "pictures" rather than labelled **diagrams**. By the time pupils are eleven in Year 6, they know and understand the hazards associated when some materials are heated, and realise that some of these changes that occur are irreversible.
104. In the lessons seen during the inspection, the overall quality of the teaching was good and pupils' learning, including those pupils with special needs, matched this standard. Five science lessons were seen and of these one was excellent, two were very good, one was good and one was satisfactory. In the excellent lesson, which was for pupils in Year 6, the teacher had extremely high expectations. Throughout the lesson, she expected pupils to work hard and to think. The preparation for the lesson had left nothing to chance; the lesson was highly structured, and its pace was determined by the teacher and not by the pupils. Time was used well and the plenary session thoroughly assessed what pupils had learned about physical and chemical changes. The pupils' learning was excellent. In a good lesson for pupils in Year 4, on habitats, the teacher had prepared well but the degree of challenge could have been higher. The way in which some pupils write up their work could be more structured and scientific. Pupils in Year 2 have a good understanding of solids, liquids and gases, and the changes that take place when they are heated or cooled.

105. Pupils' attitudes in the science lessons seen were satisfactory overall. In four of the five lessons observed, they were satisfactory and in one lesson they were very good. In the lesson where attitudes were very good, the pupils thoroughly enjoyed their science, particularly when heating popping corn. Sometimes, as in the excellent Year 6 lesson referred to above in which pupils' attitudes were only satisfactory, a significant minority of pupils were clearly oblivious as to how hard teachers at this school work for them. This means that pupils' attainment is not as high as it otherwise might be, if their attitudes were more positive. Nonetheless, the majority of pupils work hard and enjoy science; they do not, however, ignore those pupils who are detracting from the lesson with sufficient single-mindedness.
106. Assessment procedures and their use to track pupils' progress are unsatisfactory throughout the school. The coordinator for science, who is the headteacher, is most competent. She has monitored science teaching and planning effectively through the school. Standards at Key Stage 1 have been maintained since the last inspection, and at Key Stage 2, they have improved. The overall level of resources is satisfactory and resources are used appropriately to enhance pupils' learning.

ART AND DESIGN

107. During the week of inspection, only a limited number of art and design lessons were observed, involving pupils in year 1/2 and 5/6. Judgements about overall attainment are based on these lessons, on pupils' previous work, and on speaking to the co-ordinator and pupils. These indicate that attainment in the subject is in line with national expectations for pupils at the end of both Key Stages. All pupils, including those with special educational needs, make satisfactory rates of learning in lessons and progress over time. This is an improvement on standards identified in the previous report. The school has adopted national initiatives, and produced a curriculum map of the subject; the policy and scheme of work are being re-written to ensure that there is progress and continuity in art and design, thus successfully addressing the concerns expressed in the previous inspection.
108. Pupils, including those with special educational needs, use a range of media and materials to develop their skills and techniques in the subject, which are acquired and built upon as they move through the school. Pupils are introduced to the work of well-known artists, such as El Greco. In year 1 / 2, pupils use dough to create a fruit bowl which they have previously designed. They work carefully, developing skill in their painting techniques when decorating their fruit bowl. In year 5/6, pupils practised clay modelling techniques to create an interesting 3 dimensional form. Pupils had previously designed their container, and began to use clay to make the design. Some pupils had designed a container with a lid, and were using their skills to shape and mould until the container and lid were smooth. They effectively re-created the design with clay.
109. The overall quality of teaching is good. Teachers have good subject knowledge and understanding, which provides pupils with good learning opportunities in class. Teachers plan carefully, and give clear instructions and guidance to pupils to improve their artistic skills. Pupils have good attitudes in lessons and listen carefully to their teachers
110. Pupils' work in art and design makes a positive contribution to moral, social and cultural development. They work well together in lessons and take responsibility in clearing away after lessons. Art is linked to other subjects, and during the inspection, played a prominent role in assemblies, where works of artists from different countries and cultures were shown to

demonstrate the faces of Jesus. For example, a painting by El Greco demonstrated anger, a painting by Chinese artist Luke Chen showed a portrait of Jesus in the style of that country, while a portrait of a Black Jesus with curly hair showed a South American Jesus. The school is beginning to incorporate the use of ICT more fully into the subject .

111. The subject is well led and managed by an enthusiastic co-ordinator. She monitors the subject through planning and discussion with colleagues on a regular basis, to give continuity and progression, and has produced a curriculum map. Pupils have begun to build up portfolios of their work, which enables teachers to build on pupils past learning. The school is building up its resources, such as craft materials, to support learning in the subject. Resources are well managed and organised, and easily accessible.

DESIGN AND TECHNOLOGY

112. Owing to timetable constraints, it was only possible to see two lessons in design and technology - for pupils in Year 5 / 6, making slippers, and for Year 2 pupils, designing and making a fruit salad. An analysis of work recently carried out at the school shows that pupils' attainment matches national expectations. Progress of all pupils, including those with special educational needs, is satisfactory overall in both key stages. Whilst pupils are building up the key skills of designing and making as they go through the school, the skills involved in making are greater than their skills in designing. Examples of previous work carried out included some useful work on moving pictures in Year 1 / 2, pneumatics in Year 3 / 4 and fairground wheels in Year 5 / 6.
113. Pupils respond well and show enthusiasm for the subject. They enjoy their work, and the Year 5 and 6 pupils involved in making slippers were keen to discuss what they were doing and why they were doing it.
114. The co-ordinator, who is also the deputy-headteacher, is keen and enthusiastic and has attended relevant training. Her enthusiasm has yet to make sufficient impact on the subject through the school. Assessment procedures are unsatisfactory and do not help the school to track pupils' progress in this subject. Resources are satisfactory and are stored appropriately. Since the last inspection, standards have not been maintained, with attention being diverted to the core subjects of literacy and numeracy.

GEOGRAPHY and HISTORY

115. **Geography and History are taught on a rotating basis through the school.** The timetable operating during the inspection allowed one history and two geography lessons to be observed. On the basis of the work seen in these lessons, and an analysis of previous work, standards in both subjects match national expectations at the end of Key Stage 1 and at the end of Key Stage 2. In geography, pupils in Year 5 / 6 know that river systems are made up from different parts and are appropriately familiar with the correct geographical vocabulary. They understand how rivers are formed and are familiar with the great rivers of the world. Pupils can interrogate the internet efficiently to glean additional information. Younger pupils study life in a contrasting area and can use Ordnance Survey maps effectively. In history, pupils in Year 1 / 2 have appropriate knowledge of the work of Florence Nightingale in the war in the Crimea. Learning in both subjects is good and sometimes very good.

116. Teaching in the lessons observed was good and very good in the two geography lessons, and very good in the history lesson. Teachers know their pupils well, plan work appropriately and manage their pupils effectively. In the history lesson for Year 1 / 2 pupils, the teacher had gone to great trouble to bring a variety of resources to the lesson to show the contrast between nursing now and in the time of the Crimea. This thoroughly reinforced pupils' learning.
117. Pupils enjoy these subjects and participate well in question and answer sessions. They generally behave well, although some pupils in the top class showed disrespectful attitudes at times, and this is unsatisfactory.
118. Assessment procedures and their use to help plan future work and to track pupils' progress are unsatisfactory overall. They are not yet sufficiently developed to help maximise pupils' attainment.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. Attainment both at the end of Key Stage 1 and at the end of Key Stage 2 is below national expectations. By the end of Key Stage 1, pupils use information and communications technology to assemble text and symbols appropriately, but they can only save and retrieve work with assistance. By the end of Key Stage 2, pupils' attainment across the board in this subject, whilst improving, is nonetheless below national expectations. Attainment in monitoring and modelling is also unsatisfactory. They are not being given the opportunity to develop these key skills. Overall standards have not yet improved sufficiently since the last inspection.
120. Nevertheless, pupils' progress is under way, and is satisfactory in Key Stage 1 and in Key Stage 2. Owing to timetable constraints, it was only possible to see three lessons in this subject, which were taught well. Assessment is not yet used effectively to monitor pupils' progress in this subject. However, information and communications technology is now given its rightful place on the timetable as a subject that is taught to all pupils each week.
121. Pupils' response is good. They show eagerness for, and interest in, this subject overall. Pupils generally listen attentively. However, in a lesson for pupils in lower Key Stage 2, a minority of pupils were restless throughout the lesson.
122. The co-ordinator for this subject is knowledgeable and keen to spread her skills through the school. Whilst she has already provided in-service training for colleagues, she has not yet had release time to monitor and evaluate the work of colleagues in this core subject. There are appropriate computers in every classroom, which are not yet networked. The school is now linked to the internet. Whilst there is an appropriate range of cross-curricular software, insufficient material is available for the pupils to work on the key areas of monitoring and modelling. Improvements have been made since the last inspection in the planning of this subject, and in teachers receiving necessary training. Resources have improved and teaching is greatly enhanced by the use of two data projectors, which enable pupils to look at a much enlarged computer screen. Plans are now underway to create a computer suite; this facility should help pupils at Wilbarston to meet national expectations in this subject in the near future.

MUSIC

123. Standards in music at the time of the last inspection were identified as being in line with national expectations at the end of both Key Stages.
124. From the lessons observed - 1 lesson in Key Stage 1, and 1 lesson in Key Stage 2 - from discussing music with teachers and pupils, attending school assemblies, listening to pupils practise the violin, flute, clarinet and recorder, and listening to the Orchestra practice for a competition, it is apparent that standards in music are above the national expectation. Pupils take part in a rich and varied programme of music throughout the school year. Pupils, including those with special educational needs, make good progress in music as they progress through the school.
125. By the end of Key Stage 1, pupils sing with expression and are beginning to recognise rests in a musical score, and to sing in two parts. In Year 1/ 2, pupils listened carefully to the song 'What can make a Hippo smile?' They sang with enjoyment and practised their skills of control when singing 'ooze' and 'gooze'. Pupils successfully sang the verse and refrain in two parts, using their voices expressively.
126. Pupils learn to play the recorder and are beginning to acquire an understanding of the notes of a musical score.
127. In Key Stage 2, pupils build on their knowledge and skills and sing in two parts. The quality of singing is good, particularly the unaccompanied singing of "Jesus' love is very wonderful" heard in one assembly. Pupils demonstrate control in their voices to match the character, speed and rhythm of the music, and have a good tonal quality when singing loudly or softly.
128. In a year 5/6 lesson, pupils listened to and appreciated popular music of the 1960's. Pupils listened carefully for the structure of the song, "Summer Holiday", and demonstrated good listening skills when they re-wrote the lyrics to the melody and rhythm of the song.
129. Orchestral tuition from peripatetic music teachers is particularly strong. Many pupils learn to play an instrument of their choice, for example, violin, clarinet, flute, and recorder, to enable them to play in the school orchestra. They are given many opportunities to play in front of an audience; for example, three clarinetists played a selection of songs, including "Au Claire de la Lune", as other pupils entered the hall for assembly.
130. Teaching is good overall and sometimes very good. Teachers are confident and enthusiastic in their teaching, which inspires pupils to learn. Pupils' make very good gains in their knowledge and skills. Teachers' confidence ensures that pupils' attitudes to music are good. Both boys and girls show creative effort in their lessons.
131. The school enters the local music festival competition each year. The school is building up teacher expertise and confidence in the subject using a published scheme, which ensures continuity and progression through the subject. Pupils do not have music note books, and no recording of pupils' compositions was seen. Music is incorporated into seasonal performances, such as musical Christmas activities. Resources are good, well managed and organised. The co-ordinator has worked hard to improve standards since the last inspection.

PHYSICAL EDUCATION

132. Although it was not possible to see a wide range of lessons in physical education during the time of the inspection, scrutiny of planning and discussion with the subject leader indicate that the school teaches an appropriate curriculum. Dance, gymnastics, and games are taught at

Key Stage 1, with dance, games, gymnastics and swimming at Key Stage 2. Pupils' also have opportunities to take part in netball, rugby, football, cricket, hockey and rounders. All pupils swim safely for at least 25 metres by the end of Key Stage 2.

133. Inspection evidence shows that pupils achieve standards which are above those expected for pupils of this age, and all pupils, including those with special educational needs, make good progress. In Key Stage 1, pupils develop their skills of balance. For example, in a Year 1 lesson, pupils developed their skills in travelling, being still and finding and using space safely. They developed their balance through a sequence of movements involving balanced positions, where they learned to take their weight on several different points. In Year 1 / 2, pupils developed their dance techniques, including formation, chasses and balance and swing when performing the traditional May Dance, 'The Blaydon Races'. When dancing around the May Pole, pupils learn to work with a partner while following instruction to music. They listened carefully to the music and to the instructions to change in their dance routine.
134. In Key Stage 2, pupils used a Country Dance to practice and refine a range of movement patterns and to develop their skills in performing a traditional May Pole dance, using a sequence of movements. In years 3 and 4, pupils worked together well, listening carefully to the music and to instructions. They responded to the music appropriately, and completed routines of the dance to the rhythm of the music. In years 5 and 6 pupils practised and performed a May Pole dance and successfully plaited and unplaited the maypole ribbons. They danced the 'Barley Reel', a traditional folk dance, confidently, and developed their skills when learning a European Scissor Dance.
135. Pupils in both Key Stages know and understand the need to warm up their bodies before starting physical activities. They know they have warmed up sufficiently if their heart is beating faster.
136. Pupils are committed to improving their skills, and show enjoyment in using their bodies in controlled sequences of movement. They respond well to the physical demands of the subject.
137. Teaching and learning are good overall, with some examples of very good teaching. The teachers' enthusiastic approach and their commitment to improving the health of all pupils through physical education is a strength of the subject.
138. The subject is well led and managed by a hard working co-ordinator, who is dedicated to improving the health and well-being of all pupils. She has worked hard to ensure that standards have improved since the last inspection. Resources are good, well managed and organised.

RELIGIOUS EDUCATION

139. Only one lesson in Key Stage 2 was seen during the inspection. However, an analysis of pupils' work, displays in classrooms and discussions with pupils and teachers, indicate that pupils are attaining standards expected in the locally agreed syllabus. These findings broadly reflect those of the last inspection.
140. By the end of Key Stage 1, pupils are developing an understanding of the major feasts of the Christian calendar, including Christmas and Easter, and they study the interior of a Christian Church. Pupils begin to learn about the Old Testament and the books of the Bible. They begin to be aware of other major world religions, such as Hinduism, Sikhism and Islam. Pupils are

introduced to moral themes such as caring and sharing, and these are reinforced through assemblies.

141. In Key Stage 2, pupils begin to understand about the structure of the Bible and the stories in it. Drama, music, video and over-head-projector visuals are used very effectively to give a realistic meaning to the stories. Pupils' work in religious education is effectively linked with and supported by the school assemblies.
142. Pupils' attitudes to their work in religious education are good overall. They listen attentively, respond eagerly to questions and are happy to share their thoughts with others.
143. Teachers' knowledge and understanding of the subject are generally secure .A good range of resources has been built up, including videos, art and artefacts to support the study of world faiths. However, there was limited use of them in displays around the school or in the lesson seen. During teaching and learning about Islam, the school invited a Muslim lady to discuss her religion, and to show artefacts of the Muslim religion. Thoughtful planning ensures that religious education is often linked to work in other curriculum areas, for example, in art.
144. The school has re-written its collective worship policy. The locally agreed syllabus is incorporated appropriately within the school's religious education policy. Teachers have a clear structure to follow and the co-ordinator monitors and evaluates each unit of work. Resources, including artefacts for all major world religions, are good.