

# INSPECTION REPORT

## **KINGS CAPLE PRIMARY SCHOOL**

Kings Caple - Hereford

LEA area: Herefordshire

Unique reference number: 116699

Headteacher: Miss M Lewis

Reporting inspector: Ms B Matusiak-Varley  
19938

Dates of inspection: 22<sup>nd</sup> – 24<sup>th</sup> May 2000

Inspection number: 193003

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 category: Community

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Kings Caple  
Herefordshire

Postcode: HR1 4TZ

Telephone number: 01432 840267

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs S Unitt

Date of previous inspection: December 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Ms B Matusiak-Varley	Registered Inspector	English Art History Music Religious education Under-fives Equal opportunities	Characteristics of the school Teaching and learning Leadership and management
Mrs Jean Hughes	Lay Inspector		Pupils' attitudes, values and personal development The care the school gives to pupils The school's partnership with parents
Mr Neil Wales	Team Inspector	Mathematics Science Information technology Design and technology Geography Physical education Special educational needs	Learning opportunities

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Inspection Quality Division  
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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>19</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>23</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>27</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Kings Caple Primary School is a very small school situated in Kings Caple village within 6 miles of Ross on Wye. The socio-economic circumstances of the area are favourable but half of the pupils who attend the school come from outside the catchment area. At the time of the inspection there were 41 pupils on roll, three of whom were under five, and all of whom came from homes where English is the first language. The percentage of pupils on the register for special educational need, at 9.75 per cent, is broadly average. There are no pupils with Statements of Special Educational Need and all pupils with special needs are in Key Stage 2. Although 10 per cent of pupils are entitled to free school meals according to the school's records, no families choose to apply for this provision. Children enter the school in the term in which they are five and attainment on entry indicates that children have knowledge and skills which are broadly average overall.

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

This is an effective school which has more strengths than weaknesses. By the age of 11, pupils are well prepared for their next stage of education and standards are above national averages in English, mathematics and science. The quality of teaching is satisfactory overall, with good practice seen in Key Stage 2 which results in pupils making good gains in their learning. The headteacher executes her duties well, in spite of her full-time teaching commitment and her very heavy co-ordinator's responsibilities. The headteacher is ably supported by a hard-working and dedicated governing body. The targets set for literacy and numeracy for 2001 are matched to pupils' prior attainment. Overall, because the costs of small schools are relatively high, and the fact that the comparison with similar schools should be treated with caution, the school is judged to be providing sound value for money.

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

- Standards are high in English, mathematics and science by the time that pupils are 11, and they are well prepared for the next stage of their education.
- Teaching is good in Key Stage 2 and this results in the older pupils making good gains in their learning.
- Pupils have positive attitudes to learning and relationships are good throughout the school.
- Attendance is very good. All pupils like coming to school and they are all valued for their uniqueness.
- Provision for pupils' spiritual, moral, personal, health and social development is good.
- The school has effective procedures for monitoring pupils' academic progress.
- The school has a good partnership with parents.
- Provision for pupils with special educational needs is good.

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

- Standards in English, mathematics and science are average at the end of Key Stage 1, but they could be higher. Spelling and presentation of work could be better at Key Stage 1. Standards in information technology are not high enough at the end of both key stages.
- There are areas for improvement in the overall satisfactory quality of teaching in Key Stage 1.
- Subject-specific skills in science and foundation subjects are not always clearly defined in schemes of work and the under-fives curriculum is unsatisfactory.
- The information gained from assessment data is not always used to inform teachers' planning and this results in some pupils not being sufficiently challenged.
- There is no identified member of staff for child protection, and no formal child protection policy is in place.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1996. Since then, despite the impact of increased teaching time for the headteacher, the increase in the number of pupils with special educational needs, the changes in teaching staff and the fact that pupils' entitlement to free school meals is not fully statistically viable because of low numbers when comparing this school with similar schools, the school has made sound improvement overall. This is especially evident in relation to the above-average standards that pupils attain by the age of 11 in English, mathematics and science. The school has made satisfactory progress in three out of the four key issues raised in the previous report. Higher attainers are generally catered for in lessons, the governors are more involved in the school development plan, and information to parents meets statutory requirements. Assessment procedures have also improved since the previous inspection. However, the development of information technology across the curriculum has not been satisfactory.

## STANDARDS

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

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	D	B	D	well above average    A above average        B average                C below average        D well below average    E
mathematics	C	E	B	D	
science	B	C	B	D	

Because of the small size of the cohort taking the end-of-key-stage tests, and the variance in the percentage of pupils with special educational needs from one year to another, year-on-year comparisons are unreliable. In addition, according to the school there is a significant percentage of pupils entitled to free packed lunches but as parents choose not to claim this provision, this places the school in the category of 'no free school meals'; therefore, comparison with similar schools should be treated with caution. In comparison with the above table, the school's own performance information indicates that pupils are making good progress in English, mathematics and science in Key Stage 2, and sound progress in Key Stage 1 in reading, writing and mathematics. The reason for the drop in standards at Key Stage 2 in 1998 is accounted for by the percentage of pupils with special educational needs and the fact that no pupils achieved Level 5, thus reducing the points score gained in this particular year. Pupils with special educational needs are well supported and make good gains in their learning. Children under five make sound progress and achieve the expected levels in all areas of learning. Standards in religious education are in line with what is expected by the locally agreed syllabus by the end of both key stages. Standards in information technology are below expectations in both key stages.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have generally good attitudes to school. They enjoy coming to school and most of them work hard in their lessons.
Behaviour, in and out of classrooms	Satisfactory overall. The vast majority of pupils behave well and are considerate of others. However, a few pupils have not yet learned to conform to the behavioural standards required.
Personal development and relationships	Pupils' personal development is generally good and they have positive relationships with each other and with their teachers.
Attendance	Very good.

Most of the pupils have good attitudes, behave well and develop good relationships with others. However, a few pupils are persistently silly. This minority of pupils behave better for some teachers than they do for others.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	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.*

Overall, the quality of teaching is satisfactory, but there are areas for improvement. In 68 per cent of lessons seen, the quality of teaching was satisfactory, in 23 per cent of lessons the quality of teaching was good – this was mostly in Key Stage 2. In 9 per cent of lessons seen the quality of teaching was unsatisfactory. Examples of unsatisfactory teaching were seen in Key Stage 1 and in the lower part of Key Stage 2. Teachers are generally clear about what they want the pupils to learn and most pupils have a clear understanding of the content of the lessons. Skills of literacy and numeracy are taught better in Key Stage 2 than in Key Stage 1 but, overall, these skills are taught satisfactorily. In Key Stage 1, opportunities are missed for pupils to learn from their mistakes. Pupils with special educational needs make good progress because they are well supported in lessons. Higher attainers make only satisfactory progress because, at times, tasks set are not suitably challenging. Occasionally tasks set for the youngest pupils are too formal and this results in them losing concentration.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. All statutory requirements are met with the exception of gymnastics, which cannot be fully taught due to restricted accommodation. However, the curriculum for the under-fives is unsatisfactory; it does not progressively build upon the knowledge and skills defined in the Early Learning Goals. The curriculum for Key Stages 1 and 2 is broad and enriched with a good range of educational visits and visitors.
Provision for pupils with special educational needs	Good. Provision is well planned and meets statutory requirements. Appropriate targets are set for pupils' development and parents are kept informed of their children's progress through regular meetings.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There is good provision for pupils' spiritual, moral, social and personal development. Provision for pupils' cultural development is satisfactory but insufficient use is made of multi-cultural music, art and literature.
How well the school cares for its pupils	The school takes good care of its pupils. Each child is well known by the headteacher. There are good provisions for assessing pupils' achievements. However, at present, the school procedures for child protection are unsatisfactory. The governing body is in the process of rectifying this issue.

The school has good relationships with parents and there is good support for school events. Parents receive good information from the school. The small-school ethos ensures that pupils and their families are well known by staff.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives sound leadership and executes her duties well considering her high teaching commitment. She sets a good example by being an effective classroom practitioner. Management is sound because the headteacher plans effectively and has appropriately defined areas for improvement. However, the monitoring of teaching is limited due to the heavy workload of the headteacher. The school administrator is very efficient and is receiving training on more up-to-date systems.
How well the governors fulfil their responsibilities	Satisfactory. The governors are supportive and dedicated and have monitored the quality of teaching and learning. They fulfil their statutory duties and have a good understanding of the strengths and weaknesses of the school. They are regular visitors to the school and are very supportive of the headteacher.
The school's evaluation of its performance	The school satisfactorily evaluates its performance. Test results are analysed and the headteacher is fully aware of the school's strengths and areas for development.
The strategic use of resources	The financial resources available to the school are used appropriately. Overall, the school makes effective use of its specialist staff, but there are occasions when support staff are not always effectively deployed, especially in Key Stage 1.

Finances are monitored effectively and governors take steps to get best value for money. The school has a good level of staff to deliver the curriculum. Governors have not yet undertaken monitoring the cost-effectiveness of support staff on standards pupils attain. Resources for all subjects are satisfactory overall. However, accommodation, whilst satisfactory overall, is not suitable for the delivery of gymnastics.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children like school.</li> <li>• Teachers are approachable.</li> <li>• The small-school ethos is very caring.</li> <li>• Parents are comfortable approaching school with questions and problems.</li> <li>• Parents receive sufficient information about their children's progress.</li> <li>• The headteacher is very caring and approachable.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of extra-curricular activities is limited.</li> </ul>

The inspection team agrees with all parents' positive comments. However, in the context of this very small school, where many pupils come to school by coach, an increase in the range of extra-curricular activities would prove to be very difficult. In addition, the two full-time teachers have courses to attend after school and it is very difficult to provide supervision for extra-curricular activities.

## **PART B: COMMENTARY**

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

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

1. Attainment on entry is as expected for children under five as shown in the school's baseline assessment. These children make inconsistent short-term gains in their learning due to a curriculum that is not always purposefully structured to their needs. However, over time, these children make satisfactory progress because of the high level of support staff in the classroom who help them in their tasks. By the time that they are five, children achieve the Early Learning Goals in language and literacy, mathematics, knowledge and understanding of the world, personal and social development and physical and creative development. Due to the fact that there are so few children in the Reception class, the curriculum is structured to take account of the needs of the majority and, whilst in practice there are generally suitable activities for the under-fives, they do not always appear in the planning for this age group. This results in a lack of rigour in ensuring that there is an appropriate balance of learning through formal activities and structured play. As a consequence, rates of progress are inconsistent.
2. By the end of Key Stage 1, pupils attain levels that are in line with national averages in English, mathematics and science and make satisfactory gains in their learning in relation to their prior attainment. In religious education, design and technology, history, geography, music, art and physical education, sound rates of progress over time are maintained, but pupils' achievement in information technology is below that expected for their ages nationally. Inspection findings show that overall standards could be better. Teachers' expectations are not consistently high; pupils' mistakes are not used as teaching points; support staff are not always appropriately deployed; subject-specific skills are not sufficiently identified in planning in science and foundation subjects; extension activities are not always challenging; and pupils are not always producing their best work, as evidenced by their unsatisfactory standards of presentation and spelling. The use of assessment to inform planning is variable and although satisfactory overall, and not all pupils are sufficiently challenged. These are contributory factors to standards being in line with national expectations by the end of Key Stage 1, rather than above.
3. The 1999 National Curriculum test results show that, in comparison with all schools, by the end of Key Stage 1, standards were below national averages in reading and were well below in comparison with similar schools. In writing, in comparison with all schools, standards were in line with national averages, but below average in comparison with similar schools. In mathematics, in comparison with all schools, standards were in line with the national average, but well below in comparison with similar schools. No pupils achieved the higher levels in reading and writing, and in mathematics, the percentage of pupils achieving the higher levels was below the national average. These results would concur with inspection findings that the level of challenge is not always high enough for above-average attaining pupils. Over time, data suggests that pupils' performance in reading was close to the national average, in writing it was above the national average and in mathematics it was close to the national average. However, it must be remembered that, due to the very small cohorts of pupils taking the tests, results must be treated with caution.
4. In 1999, in English, mathematics and science National Curriculum tests at Key Stage 2, pupils achieved standards which were above the national average in comparison with all schools, but in comparison with similar schools, standards were below average. In English and mathematics, the percentage of pupils achieving the higher levels was below the national average, however, in science, the percentage of pupils achieving the higher Level 5 was close to the national average. Over time, the performance of pupils in English and science was close to the national averages, in mathematics it was below the national average. The trends in the school's average National Curriculum points score for all core subjects was broadly in line with the national trend. However, the national test results must be treated with great caution because the numbers in the cohorts are very small. The school's targets set for 2001,

in conjunction with the local education authority, are realistic and attainable.

5. By the end of Key Stage 2, inspection findings show that the majority of pupils attain above the levels expected in English, mathematics and science. Pupils make the best gains in learning when they are taught by the part-time literacy teacher and the headteacher, and in Years 5 and 6 progress is good and both the quality and quantity of work that pupils produce are good. This is because teachers' expectations are high, there is rigour in keeping pupils on task, and, generally, extension activities are suitably challenging. The quality of teaching is better in Key Stage 2 than in Key Stage 1 and this is a contributory factor to the above-average attainment of pupils in English, mathematics and science. The best progress is made in Years 5 and 6, especially in science, where pupils are systematically taught to enable them to catch up on skills that they have not fully acquired lower down in the school.
6. By the end of both key stages, pupils attain levels in religious education which are in line with the expectations of the locally agreed syllabus. In information technology, achievement is below expectations at the end of both key stages. In all foundation subjects, with the exception of art by the end of Key Stage 2, where achievement is high, pupils' achievements are satisfactory. In history, pupils make good gains in learning about local history and use the environment well
7. Inspection findings show that there is no difference in the attainment of boys and girls. Pupils with special educational needs make good gains in their learning because they are appropriately supported, and their individual educational plans are implemented in the tasks set for them.
8. Since the previous inspection, standards have improved by the end of Key Stage 2 in English, mathematics and science. High standards have been maintained in art. Overall average standards in Key Stage 1 have been maintained, but they could be higher. Whilst provision for information technology has improved since the previous inspection, standards are below national expectations because information technology is not sufficiently used across the curriculum, teachers' subject knowledge is unsatisfactory overall, and the new scheme of work has not had time to fully embed and show an improvement in standards.

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

9. Pupils throughout the school show good attitudes to learning overall and this has a positive impact on the progress they make. Children who are under five make sound gains in their personal and social development. Pupils like coming to school and participate with interest in activities and lessons. The majority of pupils listen carefully to instructions and persevere well with tasks during lessons. They are always eager to volunteer answers to teachers' questions and are happy to talk about their work to visitors. A small number of pupils with special educational needs are restless in some lessons where the pace of teaching is slower, and sometimes this interrupts the flow of information between teachers and the class as a whole. The interest of these pupils wanes at times and they do not make as much progress in the lesson. Overall, however, they are well supported and make good gains in their learning.
10. Standards of behaviour are satisfactory overall. Pupils move around the school in an orderly manner and behave well in the playground and during lunchtimes. Most pupils behave well in assemblies, which have a suitably reverent tone. There have been no exclusions from the school in the past year.
11. Pupils' personal development is good overall. Pupils respond well to any opportunities the school offers to take on responsibilities within the classroom or school. Some pupils help to maintain the very tidy school environment, and older pupils help to maintain the pond. Pupils participate in residential trips and this allows them to experience living and working with others in a variety of social settings. Pupils recognise that every member of the school community is different and they are quick to accept that their classmates have different needs and values from their own. During a science activity, for example, pupils understood when one girl was unable to taste one of the sample foods because of the risk of an allergic reaction.

12. Relationships throughout the school are good. Pupils and staff show respect for the feelings and values of others, and younger and older pupils work and play well together. Pupils feel secure in the positive and very friendly learning environment created by staff. Pupils are quick to offer support and acts of kindness to their peers when they are upset. For example, one younger girl hurt her foot at playtime and was brought inside by two friends. One older girl stood protectively by her, rubbing her back and trying to cheer her up until an adult came to help. Pupils share resources well in lessons and enjoy working in pairs or groups.
13. Levels of attendance are very good and are well above the national average. Unauthorised absence is rare, and parents are conscientious about informing the school of reasons for their child's absence. Most pupils come to school by 'bus and are generally punctual, which ensures a prompt start to the day. Parents and pupils are familiar with the school's high expectations concerning attendance and punctuality, and aware that regular attendance contributes to the progress pupils make.
14. Pupils' attitudes and relationships are of a similar standard to those reported at the time of the previous inspection. Behaviour is now judged to be satisfactory, although the previous report judged it to be very good. A group of pupils who have recently joined the school in Key Stage 2, do not yet conform to the expectations set by staff. Attendance levels were praised as a strength of the school at the time of the previous inspection and this remains unchanged.

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

15. The quality of teaching is satisfactory overall, with examples of good practice in Key Stage 2 in English, mathematics and science. This results in pupils attaining high levels by the age of 11 in these three subjects. However, the quality of teaching in information technology is unsatisfactory in both key stages because teachers are only just implementing the recently formulated scheme of work and their subject knowledge is insecure. Teachers are not fully familiar with all of the software programs and do not fully integrate information technology across the curriculum.
16. During the week of inspection, 68 per cent of teaching seen was satisfactory, 23 per cent was good. Nine per cent of teaching seen was unsatisfactory. There were, nevertheless, areas for improvement in the satisfactory teaching seen in Key Stage 1. The teaching of children who are under five is satisfactory overall, but there are occasions when these children are kept too long on formal tasks, and learning through using all of their senses is limited. The curriculum for the under-fives does not fully take into account the skills and knowledge that are identified in the Early Learning Goals. This results in the youngest children losing concentration at times because there is a lack of balance in learning through structured play. In spite of this, over time, children do make satisfactory gains in their learning because they are working on the lower levels of the National Curriculum and adults help them with their work, but short-term progress is not as good as it could be, because tasks are not appropriately matched to the needs of these children. Teachers' subject knowledge of the Early Learning Goals is barely satisfactory and planning does not make sufficient reference to these goals. The school has recognised this as an area for future development.
17. In both key stages, skills of literacy and numeracy are generally effectively taught, but there are occasions in Key Stage 1 when opportunities are missed to develop these skills in other subjects. For example, in an unsatisfactory science lesson in Key Stage 1, the teacher missed opportunities in getting pupils to produce examples of extended writing by writing more sentences on mini-beasts when retrieving information from reference books. Insufficient modelling by the teacher of what a 'factual sheet' on mini-beasts should look like, and the lack of use of writing frames demonstrating what a well-written piece of work needs to contain, prevented pupils from improving upon their previous best performance. Pupils only applied minimal effort to complete the task and gains in learning were unsatisfactory.
18. Teachers' planning is better in Key Stage 2 than it is in Key Stage 1. This is because the teachers in Key Stage 2 consistently identify how extension activities will be used to support pupils' learning. The school generally meets the needs of all of its pupils. Pupils with special educational needs are well supported and tasks set are matched to their needs, but there are

occasions when pupils, who are of above-average attainment, are not sufficiently stretched. This was seen in unsatisfactory science lessons, where activities set did not demand pupils to think in any great depth. Overall, pupils make sound but inconsistent gains in their learning in Key Stage 1 because activities set generally consolidate their skills rather than extend them. This was seen both in literacy and numeracy lessons.

19. The best progress is made in Key Stage 2 when pupils are taught by the headteacher and the part-time teacher. This is because expectations are very clear, tasks set are demanding and time is used effectively. Teachers have secure subject knowledge and know which methods work best with the ability levels of their pupils. Scrutiny of work in Key Stage 2 reveals that work is marked regularly and that there is an insistence of good presentation. Teachers challenge pupils by high expectations so as to deepen pupils' knowledge and understanding.
20. The use of time and support staff is variable across both key stages. It is better in Key Stage 2 than in Key Stage 1, because, In Key Stage 2, planning clearly indicates the natural progression of what steps pupils are going to take in their learning. In Key Stage 1 this is rather erratic and results in support staff not being sufficiently clear as to how they are going to intervene in pupils' learning. They have to 'think on their feet' because they are not sufficiently well informed of what is expected of them. This results in their time and expertise not being sufficiently well used. For example, support staff hear pupils read from their reading books, whilst these pupils have already been set a task. Support staff are not sufficiently briefed by the teacher to help pupils develop their reading skills through the tasks that they are engaged in. At other times, when the teacher is giving explanations, as during the teaching of text at literacy hour, support staff are not purposefully engaged and listen to the teachers' explanations rather than being fully involved in monitoring pupils' attitudes to learning or working with targeted groups in other classes.
21. The quality of day-to-day assessment is variable throughout the school. In Key Stage 1, work is not marked regularly and mistakes that pupils make are not always used as teaching points. Presentation of work is mostly untidy and pupils are not always encouraged to redo work that is clearly not their best. In Key Stage 2, work is marked regularly and standards of presentation are generally neat. Pupils are given the opportunity to correct their mistakes and this results in them making good gains in their learning and culminates in work that is of good quality. For example, in a poetry lesson in the oldest class, pupils improved on their previous best writing by drafting and rewriting work that had been marked by the teacher. Time was used effectively and, in ten minutes, pupils produced a well-structured piece of creative writing in response to music, because the teacher kept reminding them of the time by which they must finish.
22. In both key stages, teachers manage pupils well, the best examples of behaviour management are seen in the headteacher's class where the school aims of valuing one another are effectively applied. This results in even the most talkative pupils settling down to work because the headteacher intervenes appropriately and the pupils' behaviour problems are dealt with calmly but rigorously.
23. In unsatisfactory examples of teaching, such as in science in Key Stage 1 and the lower end of Key Stage 2, teachers focused on teaching pupils the knowledge content identified in the scheme of work, rather than placing equal emphasis on the teaching of subject-specific language and skills, this resulted in pupils making unsatisfactory gains in their learning. Teachers missed opportunities to develop skills of scientific enquiry, hypothesis, prediction, estimation, and recording in a variety of ways, and pupils did not learn enough about the process of setting up scientific experiments. This has the effect of the teacher in the class of the oldest pupils having to make up on teaching the skills that pupils had not acquired lower down in the school.
24. A positive feature of teaching in both key stages is that pupils are set individual targets to improve their work. These targets are well displayed on the classroom walls in Key Stage 1 and pupils refer to them when they are doing their work.
25. Pupils are well known by their teachers, parent helpers and support staff. When there is a problem in learning, this is quickly picked up by the adults and appropriate strategies are used.

The majority of pupils in Key Stage 1 make sound gains in learning and reach average standards in English, mathematics and science by the end of the key stage. They understand what they are doing and know how well they have done. However, because of a lack of rigour in planning; lack of extension activities; lack of identified subject-specific skills; support staff not being better informed and more involved in planning; and teachers' expectations being low as to the volume of work to be produced by pupils, gains in learning are not as good as they should be.

26. In Key Stage 2, pupils, including those with special educational needs, make good gains in their learning because teachers' expectations are high; time is used effectively; information from day-to-day assessment is communicated to pupils; and the support assistant is better informed as to what is expected of her. Pupils are generally interested in their work, show concentration, and are able to think for themselves.
27. The previous inspection identified teaching as good. This inspection judges teaching to be satisfactory overall, but with better teaching at Key Stage 2. Since the previous inspection, the school has had staff changes and the intake of pupils has altered, with more pupils exhibiting behavioural problems. This has presented teachers with many more challenges. The school has sought to address the previous key issue of teaching mixed-age classes by employing specialist part-time staff. This has had a considerable effect on raising standards at the end of Key Stage 2. The issue of lack of challenge in the teaching of English has been successfully addressed in Key Stage 2, but there are still areas for development in Key Stage 1. There has not been a regression in the provision of teaching, but a different set of contextual circumstances have been inspected since the previous report.
28. The quality of teaching for pupils with special educational needs is good. All the pupils with special educational needs are in the Key Stage 2 classes. The introduction of the literacy and numeracy strategies is having a beneficial effect by promoting the differentiation of work to suit the needs of pupils. When this is allied to the small number in the class, and individual help given to pupils by the teacher, they make good progress. Additional literacy support also has a beneficial effect on the progress of these pupils. When support staff are efficiently and effectively used, they provide a good level of help. However, there are occasions when they are under-employed and do not provide the help and support the pupils require. There are no pupils who require a Statement of Special Educational Need but all have appropriate individual education plans that are drawn up by the class teachers and taken into account when work is planned.

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

29. The quality and range of learning opportunities are satisfactory overall. The school provides a broad and generally balanced curriculum that meets statutory requirements for all subjects and for religious education. Worthwhile learning opportunities are provided which meet the interests, aptitudes and needs of all pupils, including those with special educational needs. However, there is a weakness in the provision of the curriculum for the under-fives because there is insufficient attention paid to the skills and knowledge defined in the Early Learning Goals and, on occasions, tasks set for these young children are too formal and insufficient emphasis is placed on learning through structured play. There is still a weakness in the coverage of elements of information technology. Improvements have been made since the previous inspection in relation to more computers being purchased, but these improvements have taken place at a slow rate and are not at present having a sufficient impact on the attainment and progress of pupils in the subject of information technology or the use of information technology across the curriculum.
30. There are policies and schemes of work for all curriculum subjects and the school has implemented the National Numeracy and Literacy Strategies. However, the school has not made full use of government recommended Qualifications and Curriculum Authority schemes of work for the 'Curriculum 2000' Programmes of Study to be introduced at the beginning of the next academic year. There is a need to analyse these recommendations and review the existing schemes of work in order to ensure that teachers are aware of both the skills and

knowledge to be taught in each subject to each age group. Due to the organisation of classes, there is a tendency to teach the same lesson to the whole of the key stage and this inhibits the progressive development of skills from one year to the next, particularly in the foundation subjects and information technology. All foundation subjects are being successfully maintained. The school has suitable marking and homework policies, although there are inconsistencies in their application. For example, pupils' mistakes are not always used as subsequent teaching points, this results in pupils not learning from their mistakes.

31. The school offers a range of extra-curricular activities from time to time, for example soccer, guitars, recorders and hockey. Parents would like the range and frequency of extra-curricular activities to be increased, however the inspection team consider that it is difficult for the school to arrange this when approximately 70 per cent of the pupils travel to and from the school by 'bus and the lunch break is so short. In addition, supervision for extra-curricular events at the end of the school day would prove a problem. Excursions are arranged for the pupils to visit places of interest in the immediate locality and further afield. These include visits to a concert and the theatre, a residential visit to Malvern and Kingswood and to a mosque and synagogue in Birmingham. The curriculum is socially inclusive and ensures equal opportunities for all pupils.
32. The curriculum for pupils' personal, social and health education is good. Social skills are developed well and an appropriate emphasis is placed upon an awareness of the needs of others. Suitable provision is made for sex education and drugs awareness through the involvement of the school nurse and the police service. In the later years of Key Stage 2 and in whole-school assemblies, opportunities are provided to develop pupils' social skills and an awareness of the needs of others. The school promotes a caring and positive learning environment within which staff promote the concepts of equality of opportunity for all pupils, irrespective of gender, ability, ethnicity or social background.
33. The provision for special educational needs is good overall and enhances pupils' access to the broader curriculum. Although there is only a small percentage of pupils on the register of special educational needs, there is a strong commitment towards providing for the needs of these pupils and the principles of inclusion are effectively implemented. The relatively small number of pupils in each class and the generous number of support assistants enable individual attention to be given during lessons and through additional literacy support. This has a beneficial effect on the progress of these pupils. The strategies for teaching literacy and numeracy are effective, but they are better in Key Stage 2 than in Key Stage 1 where, at times, insufficient emphasis is placed on teaching reading skills through follow-up activities emerging from text level work.
34. The school's provision for the pupils' spiritual, moral and social development is good and for their cultural development it is satisfactory. This is a similar judgement to the previous inspection report.
35. The provision for the pupils' spiritual development is good. The school has a daily assembly that includes an act of collective worship, which focuses on praise and worship and on providing opportunities for pupils to experience peace and reflection. Visiting clergy make a good contribution to these occasions. The themes chosen for assemblies effectively support pupils' moral and social development. For example, people's worth within a community and the effort put into life generally, are valued. Pupils are encouraged to act with sensitivity, to show care for those who are less fortunate and not to be insular in their thinking. The aesthetic environment of the school is stimulating for the pupils, and in art and the textile element of design and technology, pupils are encouraged to express their feelings and creativity.
36. The school's provision for the moral development of pupils is good. It promotes an understanding of moral principles that allows pupils to tell right from wrong. It provides a clear framework in which pupils develop values of fairness, honesty and respect. The school succeeds in helping pupils appreciate the world around them, through, for example, science and geography lessons to care for the environment and show respect for property and others. The teaching staff are generally consistent in their approach and ensure that pupils are aware of what is, and is not, acceptable behaviour .



37. The provision for social development is good. The headteacher and staff provide good role models. Teachers provide suitable opportunities for pupils to work together in large and small groups. Appropriate opportunities are provided for pupils to develop responsibility but these opportunities are not sufficiently extensive for older pupils in Key Stage 2. Activities, such as the school's involvement in charities, sporting activities, residential visits and in local village life, are examples of the way in which the school develops pupils' awareness and understanding of the wider community.
38. The school's provision for the pupils' cultural development is satisfactory. An appreciation of British traditions is developed well through visits to places of local interest and through visitors coming into the school to talk to and work with the pupils. Work in art, history, geography, music and religious education provides a good introduction to a range of customs, traditions and ways of life. Visits to a mosque and synagogue in Birmingham and the study of Islam and Hinduism in religious education, ensure that pupils have suitable opportunities to learn about religions and beliefs other than their own. However, there is a need to further extend pupils' awareness of the multi-cultural society in which they live in England today through music, art, dance and literature.
39. The local community makes a good contribution to pupils' learning and this helps them to understand better the wider world beyond school. Although there are very few business links because of the rural situation of the school, pupils are able to visit the local horticultural nursery and participate in plant and seed propagation activities. Pupils also visit local churches, looking at the buildings and furniture and this helps them to compare different beliefs and customs. The school has no hall, but staff are able to use the village hall for concerts and events. Neighbours allow the school to use their field for football and other outdoor activities and this adds to the progress that pupils make. Visiting specialist sports coaches support pupils' physical development, and theatre groups visit to perform for pupils. Pupils also make educational visits to a number of centres, such as the Owl Centre and Small Breeds' Farm, and they visit local beauty spots to increase their knowledge and understanding of the local environment.
40. The school maintains satisfactory links with other local schools and colleges. Wherever possible, links are maintained with the schools to which pupils transfer and any special educational needs discussed prior to transfer. Pupils experience a well organised programme of visits prior to their transfer to secondary school. Secondary staff visit Kings Caple Primary School and discuss the individual needs of the pupils who are about to transfer. These secondary staff have a clear understanding of the anxieties pupils experience when transferring from a very small school to one with well over a thousand pupils. Pupils are able to join up with other schools in the area to participate in team sports and in cultural activities which would otherwise not be possible for such a small school. Students from the local college of further education attend the school on work placements and make a positive contribution to the work of the school.

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

41. The school takes good care of its pupils. Staff know pupils very well and make sure of their health, safety and general well-being in school. The headteacher has a full-time teaching commitment but still encourages parents to come in at any time and speak to her about any concerns they or their children may have. Each pupil has a regular interview with the headteacher to ensure that academic targets are set and pupils are free to discuss any problems that they might have.
42. There are established links with outside agencies who offer appropriate support to the school. However, the school has not yet formalised its child protection policy so that all adults working in the school are aware of the procedures to be followed and are familiar with the arrangements in place and the guidance issued by the Area Child Protection Committee. A designated teacher has not yet attended a specific training session on child protection procedures. Issues of health and safety are, however, well addressed by the school. Staff, pupils and helpers are very familiar with the arrangements and the school is a very clean and

safe learning environment for the whole school community. Staff are suitably qualified to provide first aid.

43. The school has very effective arrangements in place to promote good attendance. Staff monitor attendance regularly and the headteacher ensures that parents are aware of the importance of regular attendance and punctuality. As a result, attendance levels have been well above the national average for several years.
44. There are sound procedures in place to assure acceptable standards of behaviour. Parents are aware of the school's expectations and pupils generally respond well to the encouragement of staff. Staff are generally consistent in the management of pupils' behaviour. However, a small number of pupils have identified behavioural problems and these manifest themselves in some lessons, depending upon the way the teacher responds to the situation. The most effective methods ensure that these pupils are well prepared for the start of the lesson and are not given the opportunity to make a fuss or disrupt the work of other pupils. On some occasions, additional adult support for these pupils is very effective. For example, during a visit by pupils in Years 3 and 4 to the local church, two pupils were allocated to an individual adult. This resulted in very good levels of support for these pupils, who were able to complete their worksheets on church furniture very accurately and they gained a great deal from the individual attention they received.
45. The school has a good range of assessment procedures which clearly identify the progress that pupils make in English, mathematics and science, but assessment for the foundation subjects is informal. Pupils on entry to the school are appropriately assessed in what knowledge and skills they have, but the use of assessment to inform planning is inconsistent, although satisfactory overall.
46. The school provides effective support and advice for its pupils and this has a positive impact on their personal development and academic progress. Staff have a clear understanding of pupils' strengths and a good overview of what they must strive for next. A particular strength of the provision is the individual interview the headteacher conducts with each pupil, when individual targets are set for the next year. Progress is well tracked and the detailed literacy and numeracy records are particularly good examples of this. Provision for pupils with special educational needs is good and enables these pupils to be well integrated into all aspects of school life.
47. The school has appropriate arrangements for the care of pupils with special educational needs. These pupils are satisfactorily identified and individual education plans are in place. Pupils benefit from the support given by teachers and classroom support staff which is available in the Key Stage 2 class, particularly with the teaching of basic skills. Since the previous inspection, the school has maintained its good levels of care for its pupils.

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

48. Parents and carers expressed positive views of the school at the pre-inspection meeting, in questionnaire responses, and to inspectors during the inspection. Their responses are similar to those reported at the previous inspection. Parents particularly like the way the school helps their children to mature and they value the work of the headteacher. A significant minority of parents expressed concern about the range of extra-curricular activities available. Although the range of extra-curricular activities is limited, most pupils depend on the school 'bus to take them home from school at the end of the day. It is difficult to see how the school could organise many more activities without parents having to make alternative travel arrangements, and with the limitations of supervisory staff available for after-school activities.
49. The headteacher and staff maintain good links with parents and carers and this ensures that parents have a clear understanding of what happens in school and the curriculum being followed by pupils. Parents state that their children like school and they, as parents, feel welcome whenever they come in to talk to staff. The school prospectus is detailed and provides a good overview of school life. The regular and very detailed newsletter keeps parents up-to-date about the topics their children are studying each term so that they can offer them appropriate support at home. The school invites parents to come into school each term to talk to teachers about the progress their children make. A small number of parents do not feel they receive sufficient information from the school on their children's progress, however taking into consideration the school's 'open-door' policy, the inspection found that this concern was unfounded. The individual, annual written reports sent to parents at the end of the school year contain all the statutorily required information. They contain good levels of information about pupils' personal development and their progress in English, mathematics and science. Home/School agreements and regular meetings with parents contribute positively to the gains that pupils make in their learning.
50. The school responds well to any concerns expressed by parents and the headteacher is quick to encourage parents to come into school at any time.
51. Parents make a sound contribution overall to children's learning at home and at school. They make sure that their child completes homework thoroughly and on time, and this adds to the quality of the work pupils produce in school. Parents are very effective fund-raisers and offer very good levels of support for social and fund-raising activities. This enables the school to purchase additional learning resources, such as outdoor equipment. Some parents also accompany pupils on educational visits and their involvement has a positive impact on pupils' learning. Unfortunately, despite the best efforts of the school to encourage parental help, very few parent helpers come into school on a regular basis. Those who are able to make a regular commitment provide good support for classroom activities. They work closely with the teachers to ensure they have the maximum impact on pupils' work.
52. The school has maintained its good links with parents as identified in the previous report.
53. Parents of pupils with special educational needs are appropriately involved in their child's education. They are made aware of their child's individual education plan and encouraged to support the school by helping their child at home. When parents do so, they have a positive effect on the progress their children make.

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

54. The leadership and management of the school are satisfactory overall. The headteacher has a full-time teaching commitment, co-ordinates all subjects of the National Curriculum with the exception of information technology, and leads and manages the school effectively with the support of the governing body and an extremely capable school administrator.
55. Whilst the previous report judged the leadership and management of the school as good, the contextual factors have altered since the previous report, with the headteacher having no free time for administration, and having to implement various government initiatives, such as the

National Literacy and Numeracy Strategies, which she has done effectively. At the same time, she has ensured that since the previous inspection, standards have been raised in English, mathematics and science at the end of Key Stage 2.

56. The headteacher continues to have a clear vision for the school but, due to her many commitments, has not rigorously monitored the quality of teaching and learning and has not set targets for teachers to strive towards. She is, however, aware of the strengths and weaknesses of the school, but this information is gained more on an informal basis and, whilst it is accurate, it is in the early stages of being rigorously implemented into a whole-school performance management plan. The headteacher interviews teachers and identifies courses for staff to attend, but as yet, accountability procedures for raising standards are informal. The headteacher is a very hard-working and effective classroom practitioner, and ensures that all pupils are given the opportunity to respond creatively to the demands of the curriculum. This is evident in the wonderful art and textile displays that adorn the school. The ethos of the school is one of warmth, security and commitment to developing each child to their full potential, and is reflected in the happy atmosphere of the classrooms. The school's aims and values, including a commitment to good relationships and equality of opportunity for all, are reflected in the work of the school.
57. In English, mathematics and science, realistic targets have been agreed for the next two years in conjunction with the local education authority for pupils' attainment by the age of 11. The school is on course to achieve these targets and its capacity for improvement is satisfactory. The school development plan identifies appropriate priorities and targets, but timescales for reviewing the curriculum are too long. This results in the school not having implemented the Qualifications and Curriculum Authority schemes in planning and the staff are not fully aware of the new requirements of the Curriculum 2000. The school appropriately reviews progress made towards priorities identified in the school development plan. There is a shared commitment to improvement.
58. Governors are fully aware of their statutory duties and are working to ensure that the child protection procedures are implemented. The governing body has a fair understanding of the school's strengths and areas for improvement and has monitored teaching. The governors responsible for literacy, numeracy and special educational needs are all appropriately informed of recent developments in their areas of responsibility and attend many courses to keep themselves updated. The governing body fulfils its statutory duties and has set targets for the headteacher and hold her accountable for standards.
59. The headteacher plans finances well and is very well supported by the school administrator, who is very efficient in the day-to-day management of financial and other duties. The budget is used well, with the available finance being tied very closely to the development targets of the school, such as the improvement of the provision for information technology. The headteacher and governing body are aware of the falling numbers of pupils in the area and the carry forward figure, which is above that normally expected of schools of this size, is used as a contingency for variations in pupil numbers in the future. The governing body is appropriately considering ways of managing the budget. In all matters of spending, the school seeks good value for money, however, the school has not fully analysed the cost-effectiveness of the support staff on the raising of pupils' attainment.
60. The school has a good number of staff overall, but support staff are not always effectively deployed and this is a matter that the school has recognised for improvement. The accommodation is satisfactory, but is limiting because there is no hall to teach gymnastics effectively. The school is clean, well kept, adorned with bright and colourful displays and beautiful tapestries. This creates a conducive environment for learning. Resources are satisfactory overall, and are well used to support learning. The new computers have only recently been installed and plans are in hand for further staff training for their use. There is an effective handbook for any new member of staff or supply teacher, clearly stating the school's aims, expectations and daily routines.
61. The management of special educational needs is good. Sound administrative systems have been set up and are efficiently carried out. The special educational needs register is well kept

and individual education plans are reviewed each term. There is a governor with responsibility for special educational needs and she regularly meets with the co-ordinator.

62. The headteacher is a credit to the school as she has virtually, single-handedly, led and managed the school in conjunction with being a committed and effective classroom practitioner.

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

63. The headteacher and governing body, in conjunction with the local education authority should:

64. Raise the average attainment of pupils in Key Stage 1 in English, mathematics and science by:

- Monitoring the quality of teaching.
- Placing further emphasis on the teaching of spelling and presentation of pupils' work.

(Refer to paragraphs: 8, 30, 85, 88, 98, 103)

65. Raise attainment in information technology in both key stages by:

- Rigorously teaching skills and knowledge identified in the scheme of work.
- Improving teachers' subject knowledge by further training.

(Refer to paragraphs: 8, 15, 29, 109)

66. Improve the quality of teaching in Key Stage 1 by:

- Setting targets for improvement and regularly monitoring the effectiveness of the outcomes.
- Raising teachers' expectations and ensuring that planning clearly defines skills to be taught.
- Ensuring that extension activities set, extend pupils' learning not just consolidate it.
- Ensuring that time is used effectively and support staff are informed of what they are supposed to do and that they are efficiently deployed.
- Systematically monitoring teachers' planning by ensuring that opportunities for developing literacy, numeracy and information technology are identified.
- Ensuring that pupils' work is marked regularly and that pupils' mistakes are used as teaching points.

(Refer to paragraphs: 2, 17, 21, 23, 30, 56, 92, 94, 101, 109)

67. Further develop the curriculum by ensuring that subject-specific knowledge and skills in science and foundation subjects are taught rigorously in both key stages by:

- Identifying the subject language and skills pupils need by the end of each year.
- Ensuring that a curriculum for the foundation stage of learning is effectively implemented with a balance between formal learning and learning through using children's senses.

(Refer to paragraphs: 1, 2, 16, 29, 30, 71, 119)

68. Ensure that information gained from assessments is used to inform teachers' planning.

(Refer to paragraph 21)

69. Ensure that the child protection policy is implemented and an identified member of staff is appropriately trained.

(Refer to paragraph 42)

70. Minor issues for consideration are:

- Further develop multi-cultural provision through literacy, music, art and dance.
- Ensure that the governing body monitors the effectiveness of support staff.
- Ensure that the timescales in the school development plan for monitoring the curriculum are not too long.

(Refer to paragraphs: 20, 38)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	14

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	23	68	9	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)	-	41
Number of full-time pupils eligible for free school meals - (10% but do not take it up)	-	0

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	0
Number of pupils on the school's special educational needs register	-	4

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

### Attendance

#### Authorised absence

	%
School data	3.5
National comparative data	5.4

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

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

### ***Attainment at the end of Key Stage 1***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	4	3	7

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	86	87

### ***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	1999	4	3	7

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	71	71	71
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	86	71	86
	National	68	69	75

Because the numbers of pupils in each key stage was ten or less at the time of the 1999 SATs, the split between boys and girls has been omitted in order to ensure confidentiality.



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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	41
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)	2.6
Number of pupils per qualified teacher	15..8
Average class size	20.5

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

Total number of education support staff	4
Total aggregate hours worked per week	42.30

### ***Financial information***

Financial year	1999
	£
Total income	114,605
Total expenditure	104,449
Expenditure per pupil	2,487
Balance brought forward from previous year	4,558
Balance carried forward to next year	14,714

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

### **Questionnaire return rate**

Number of questionnaires sent out	41
Number of questionnaires returned	21

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	19	0	0	5
My child is making good progress in school.	57	33	5	0	5
Behaviour in the school is good.	33	62	0	0	5
My child gets the right amount of work to do at home.	43	38	10	10	0
The teaching is good.	67	33	0	0	0
I am kept well informed about how my child is getting on.	43	48	5	5	0
I would feel comfortable about approaching the school with questions or a problem.	81	10	0	10	0
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	29	62	0	5	5
The school is well led and managed.	81	19	0	0	0
The school is helping my child become mature and responsible.	71	29	0	0	0
The school provides an interesting range of activities outside lessons.	24	29	38	10	0

## **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 who are under five years of age enter the Key Stage 1 class in the term in which they are five. They are taught in a mixed-age-group class, comprising of Reception and Years 1 and 2 pupils. During the week of the inspection there were three children who were under five. The majority of children have attended playgroups and, on entry to the Reception class, their attainment is average and similar to that of other children of this age in language and literacy, mathematics, knowledge and understanding of the world, personal and social development, creative development and physical development. All children attain the Early Learning Goals in all areas of learning and make sound progress. This is due to the fact that they are frequently given formal tasks which they complete with the help of the class teacher and support assistants. However, on occasions, the tasks set are too formal and there is insufficient provision made for these children to learn through structured play. This results in attention spans waning and short-term progress is inconsistent.

#### **Personal and social development**

72. In personal and social development, children show appropriate self-respect and are able to establish effective relationships with other children and adults. When the work set is suitably structured to their needs, children are able to concentrate and persevere in their learning and seek help where needed. Children respond appropriately to warnings and instructions, and they are good at tidying up after themselves.

#### **Language and literacy**

73. Children achieve the Early Learning Goals and make sound gains in their learning over time. They have acceptable speaking and listening skills and their response to text level work in literacy is sound, but on occasions they fidget, when they have to listen to the teacher using the big book in the literacy hour, and lose concentration. Children enjoy books and handle them carefully, understanding how they are organised. Children recognise their own names and some familiar words. They write simple words but their letter formation is not always correct. Their vocabulary includes sufficient nouns, verbs and adjectives to express their wishes and needs and to describe their world.

#### **Mathematics**

74. Children use mathematical vocabulary and they sort, match, order, sequence and count using everyday objects. They recognise numbers to 20 and use numbers to 10 with ease. They recognise the relationship between a figure and the number of objects referred to, such as a spider's eight legs, and they are aware of larger numbers referred to by single digits, such as their telephone numbers. Children begin to use words and phrases, such as 'add', 'take-away', 'half', 'more/fewer', 'count', 'sum', 'total' and 'numbers'.

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

75. Children talk readily to adults about day-to-day life at home, about the people and pets who live in their home, and close relatives who might live elsewhere. Children are very interested in knowing how a tadpole changes into a frog, and they know that caterpillars change into butterflies. They have sound keyboard and mouse skills in information technology. They identify the main features of their locality. They recognise that humans and animals grow and change and that there are differences between fish and animals.

## **Creative development**

76. In the creative area of learning children name the primary colours and know what red and green mean on traffic lights. They know that leaves turn brown in the autumn and that daffodils are yellow and poppies are red. Children employ a wide range of materials to make pictures and decorate objects, for example, pencils, pens, crayons, paints, chalks, beans, beads, simple printing, finger paints and face painting. They play in a variety of settings, often mimicking the mannerisms of adults, such as school inspectors writing notes in lessons, and incorporating them in their play. They use a widening range of materials such as pipe cleaners, cardboard rolls and bubble-wrap to make insets for displays, and they are receptive to new ideas suggested to them by the teacher or support staff. Children develop competence in using such creative tools as scissors, paintbrushes, glue sticks, and a variety of mark-making instruments.

## **Physical development**

77. Children move confidently in confined spaces, such as when they practise their country dancing. They move in time to the music and keep a steady beat. They follow instructions and display growing confidence, dexterity and enjoyment. They handle tools, objects, construction and malleable materials safely and with increasing control.
78. The teaching of the under-fives is satisfactory overall, but there is a weakness in curriculum planning because the full range of knowledge and skills that underpin the Early Learning Goals in all areas of learning are not fully identified and adhered to. This results in children not being fully engaged in the tasks they are set, because the tasks are too formal and demand skills which these young children have not yet mastered.
79. Relationships are good and basic skills are emphasised in tasks set. Due to the small number of children in the class, teachers know these children well and generally intervene appropriately in their learning. However, there are occasions when further rigour is needed to ensure that all children form their letters carefully in writing and present their emerging work neatly. Several of the children do not have appropriate pencil grip when forming their letters.
80. The use of support staff is unsatisfactory. Support staff are not effectively deployed because the work planned for them is very vague in content and does not clearly identify what extension activities should be followed when the children have finished their work. Time is not always used well and children stay too long on finishing one task when they could be given further activities to enable them to make progress in their learning.
81. Effective assessments are made on these young children, but the information gained is not fully used in planning the next steps in learning. The previous inspection report did not make full reference to the provision for under-fives, therefore comparisons in relation to improvement or otherwise cannot be made.

## **ENGLISH**

82. National average results must be treated with caution because of the very small number of pupils who took the tests, and results in comparison with similar schools should also be treated with caution in view of the previously mentioned concern over the provision of free school meals. Standards of attainment in English tests in 1999 at the end of Key Stage 1 were below the national average in reading, and in line with the national average in writing. Compared with similar schools, standards in reading were well below average and standards in writing were below average. In comparison with national averages, these results were better than the previous year, when pupils achieved standards which were well below in reading and below in writing.
83. By the end of Key Stage 2, the 1999 test results show that standards were above the national averages in comparison with all schools, but below average in comparison with similar schools. There has been an improvement in standards by the end of Key Stage 2 in 1999. In 1998, standards in English were below national averages.

84. In Key Stage 1, over four years, the performance of pupils in reading was close to the national average, and performance in writing was above the national average. Girls performed better than boys in writing, but boys performed better in reading. In Key Stage 2 over the same period, the performance of pupils was close to the national average and boys performed better than girls.
85. Inspection findings show that, by the end of Key Stage 1, standards in speaking and listening, reading and writing are broadly in line with national averages. All pupils make satisfactory progress but their rates of making sound gains in learning are inconsistent and are very dependent upon the quality of teaching. Although standards in writing are average, there are, nevertheless, weak aspects identified, namely spelling and presentation of work. The weaknesses are caused by pupils being careless because there is insufficient emphasis placed on the quality of work that pupils produce and, too often, work which is clearly not the pupils' best is accepted by the teacher.

### ***Key Stage 1 speaking and listening***

86. In Key Stage 1, pupils listen eagerly to stories, most are skilled at expressing opinions and developing ideas orally. They have a varied vocabulary and use technical language competently, such as 'bullet points', 'italics', 'glossary' and 'index', and can describe the difference between fiction and non-fiction books. They can describe the jealous nature of Cinderella's step-sisters and they know that information has to be well presented if it is going to make sense to the reader. Pupils use words confidently when they are asked to form statements into questions. Pupils take turns when speaking and they listen attentively to what others say when studying non-fiction text.

### ***Key Stage 1 reading***

87. Pupils have sound reading skills. They decode unfamiliar words, but they cannot always locate information in text. During the opening sessions of the literacy hour, many pupils make appropriate contributions to discussions, based upon the text studied. Teachers and support staff know their pupils well and they ensure that they ask their pupils relevant questions in order to fully challenge pupils' thinking and to keep them engaged in reading material. Pupils use clues from the books they read to help them work out new words and they 'sound' out unusual words. Reading is supported by close links with parents and support staff, and pupils are heard to read on a regular basis. Teachers provide satisfactory models for reading during the literacy session, pausing appropriately and explaining the use of commas and full stops, and the importance of looking carefully at the front cover of a book in order to get a feel of what the book is about. Overall, reading is generally accurate and competent rather than expressive. Pupils know how to use an index and identify alphabetical order. Pupils find the information that they need and they look up meanings of words in dictionaries and know where to locate information in books.

### ***Key Stage 1 writing***

88. Standards in writing are in line with the national average, due to more able pupils being insufficiently challenged. Pupils use a range of writing styles, such as making notes and using bullet points. They use a variety of openings to start stories and know that information presented, such as facts on mini-beasts, must be logical and sequenced and contain information that is interesting to the reader. However, spelling is unsatisfactory as simple words are often spelt incorrectly. Standards of presentation are untidy. Too many pupils are easily satisfied by their writing. They are, on occasions, slow to complete their work, as a result, work is often untidy and unfinished. Spelling strategies are erratic and are not sufficiently rigorous to ensure improvement. For example, teachers do not always use pupils' mistakes as teaching points, and this results in pupils continuing to make the same errors.

### ***Key Stage 2 speaking and listening***

89. By the end of Key Stage 2, pupils have good speaking and listening skills. They listen attentively to one another, take turns and their vocabulary demonstrates that they know the meaning of similes, metaphors and anagrams. They employ a good range of adjectives to describe water, such as 'trickling', 'gushing', 'sparkling', and they have appropriate vocabulary to define emotions. When listening very attentively to Smetana's rendering of 'Moldan' pupils describe clearly the imagery that this music conjures up in their minds. They are very happy to talk about everyday events and they understand that the language of persuasion is very important when you are trying to get a point of view across to an audience. Pupils generally speak clearly and know that there are a variety of different dialects and registers used in communication.

### ***Key Stage 2 reading***

90. Pupils have good reading skills. They respond well and discuss the language used by T S Eliot in 'Macavity the Mysterious Cat' and compare it with that of William Blake's 'The Tyger'. They consider the quality and depth of what they have read and they have good inference and deduction skills when evaluating why poets use certain words to create effect. Pupils appraise an argument, write succinct notes, and evaluate texts, referring to relevant passages to support ideas.

### ***Key Stage 2 writing***

91. Pupils' writing skills are just above average. The majority of pupils at the end of Key Stage 2 are able to write in a range of forms and they choose their words adventurously. They use a full range of adjectives to describe Macavity the Mysterious Cat and they generally use punctuation appropriately. Standards in spelling are average and pupils spell words of more than two syllables correctly. Pupils write simple and complex sentences and above-average attainers organise their writing into paragraphs. Pupils' handwriting is generally joined, clear, fluent and neatly presented. Work is dated, titles are underlined and pupils take pride in tidy presentation of work. Pupils' personal writing shows that they have the ability to think in depth and they express their feelings accurately.
92. Pupils' rates of progress are sound in Key Stage 1 and good in Key Stage 2. This is because the quality of teaching is better in Key Stage 2, where teachers have high expectations of their pupils. Pupils with special educational needs make good progress and those whose attainment is slightly above average make satisfactory progress because, on occasions, extension activities are not sufficiently challenging. Rates of progress are variable in both key stages because the use of assessment to inform teachers' planning is more rigorously implemented in Key Stage 2 than it is in Key Stage 1.
93. Overall, pupils have sound attitudes to learning and generally they behave well in class. In Key Stage 2, pupils show more initiative than in Key Stage 1, for getting themselves organised and focused on their work, although occasionally there are examples of several boys not fully participating in the tasks set. Pupils enter the school with levels of attainment in line with national expectations. They make sound gains in their learning in Key Stage 1, but their achievement is better in Key Stage 2 because teachers' expectations are higher. Behaviour is satisfactory overall, but there are occasions when unsatisfactory examples of behaviour get in the way of learning. These are normally dealt with quickly and effectively by the teachers.
94. The quality of teaching is satisfactory overall, but it is better in Key Stage 2 than in Key Stage 1. There are occasions in Key Stage 1 where the planning is not sufficiently rigorous in identifying a range of extension activities which will stretch and challenge the pupils' thinking further, and pupils end up doing 'holding' tasks, such as colouring and drawing, at the expense of developing their skills of literacy. The main strengths in teaching outweigh these shortcomings. Teachers generally have good subject knowledge and plan well according to the National Literacy Strategy outlines. However, support staff are not always effectively deployed and they are not fully informed in planning. This results in them not being able to prepare activities which are best suited to the needs of the pupils. Teachers teach basic skills

appropriately, but there is a lack of emphasis on the teaching of reading through text work in Key Stage 1. This results in pupils making sporadic gains in their learning. Teachers' planning and expectations are better in Key Stage 2 than in Key Stage 1 because a full range of follow-up activities are listed in the eventuality that pupils finish their work early, and there is more rigour in the amount of work that pupils are expected to complete. In Key Stage 1, the teacher 'thinks on her feet', and this results in support staff not being fully informed as to how they could best help pupils. Time is used more effectively in Key Stage 2, whereas in Key Stage 1 pupils finish their work and often follow-up activities are not related to what pupils have been learning. Pupils are well managed in both key stages and resources are used appropriately. In Key Stage 1, good quality games and worksheets are used in the teaching of phonics, and this contributes to the sound gains made in reading.

95. Homework is used effectively in both key stages and this contributes positively to pupils' learning. Assessments are regularly made of pupils, and they are detailed, but their application in developing the next stages in pupils' learning is inconsistent. The leadership of the subject is satisfactory, but monitoring of the quality of teaching is minimal due to the teaching commitment of the headteacher. Learning resources are adequate but the use of information technology in supporting learning is underdeveloped. The school has recognised this as an area for immediate development.
96. Since the previous inspection there has been satisfactory improvement in standards by the end of Key Stage 2 and these are now above national averages. The satisfactory quality of teaching has been maintained, pupils' use of grammar has improved in both key stages, and communication between parents and the school, through the home/school reading book, has improved.

## **MATHEMATICS**

97. The 1999 test results show that, by the end of Key Stage 1, standards are broadly in line with the national average for all schools and well below the average for similar schools. Year-on-year test results, from 1996 to 1999, show that pupils' performance in mathematics is close to the national average. By the end of Key Stage 2, standards of attainment are above the average for all schools but well below the average for similar schools. Test results since 1996 show that pupils' performance in mathematics is below the national average. It is important that these figures are regarded with caution due to the small number of pupils in each year group. There are only 41 pupils in the school and, for example, the Year 2 cohort is exceptionally small. Inspection findings indicate that standards, including those for pupils with special educational needs, are in line with national expectations at the end of Key Stage 1 but higher at the end of Key Stage 2. This is due to conscientious and well-structured teaching in Years 5 and 6. A minority of higher attaining pupils are close to attaining the higher Level 5 standard. This is a similar picture to the previous inspection report but also indicates slightly higher standards at the end of Key Stage 2.
98. By the end of Key Stage 1, pupils appropriately develop their mental arithmetic skills. They develop a sound understanding of basic counting skills and solve problems with money, using coins up to £1. They practise number bonds to 20 and are able to add single and two-digit numbers, and higher attaining pupils are able to add digits to arrive at totals of over 100. Pupils count in 2s, 3s, 4s, 5s and 10s and so begin to see the link between addition and multiplication. They are introduced to fractions, such as half, quarter and three-quarters. Their knowledge of mathematical language is developed through an understanding of terms such as 'more than' and 'less than', and they know about odd and even numbers. Pupils have a sound knowledge of measurement. They investigate how many jam jars of liquid are needed to fill a jug or a saucepan and know about litres and millilitres. Objects are classified as being more or less than 20cms long and hand-spans and foot-lengths are measured in centimetres. Pupils know about symmetrical patterns and learn about objects that have right-angles. Temperature is measured and pupils are aware that 0 degrees C is freezing and 30 degrees C is hot. Simple graphs are drawn to show which books the class prefers, the length of time of TV programmes, and the classes favourite pets. However, there is, on occasions, an inconsistent progression in the skills pupils are developing. Previous success is not adequately built upon. There is a lack of care in the presentation of work and the expectations of the teachers are not sufficiently

challenging.

99. By the end of Key Stage 2, pupils use their knowledge and skills to solve problems. They have at least a sound understanding of place value up to a million, and higher attaining pupils can calculate well mentally. Their knowledge of fractions, decimals and percentages is developing well and they use their knowledge to solve problems. Most pupils have at least a sound understanding of mass, capacity, volume and area. They know about the perimeter of shapes and the radius, circumference and diameter of a circle. Angles are studied and pupils are aware of terms such as 'rotation', 'clockwise' and 'anti-clockwise' and the points of the compass. There is evidence of data handling but, as with other aspects of mathematics at both key stages, the use of information technology is not yet established throughout the school and in this respect pupils make unsatisfactory progress. There is some evidence that mathematics is used in other curriculum areas, for example, in geography and science, to produce graphs and charts, but this has not been considered sufficiently and is at an early stage of development.
100. Overall, pupils make satisfactory progress in Key Stage 1 and Years 3 and 4 and good progress in Years 5 and 6. Pupils with special educational needs, the majority of whom are in Years 5 and 6, make good progress. This is due to the extra support they get from the teacher within a small class group, and because the expectation is that they will succeed. Pupils make unsatisfactory progress in using information technology to support the subject and in the use of mathematics in other curriculum areas. Improvement since the last inspection is satisfactory, mainly due to the quality of teaching in the later years of Key Stage 2.
101. Pupils' attitudes to mathematics are good overall. A majority of pupils listen carefully and respond appropriately to questions, although occasionally a small minority lose interest in activities and become passive and inattentive. This is often linked directly to the quality of teaching. Teachers follow the format of the National Numeracy Strategy and this is giving them support in the structure of lessons and in their planning. The strategy of splitting the Key Stage 2 class into two separate groups, Years 3 and 4 and Years 5 and 6, is having a beneficial effect on the progress of the older pupils. This is mainly due to the structured, conscientious and well-organised teaching they receive. The teacher has suitably high expectations and pupils are encouraged to take a pride in the way they present their work. Explanations are precise and clear and good use is made of discussion and questioning. When the teaching is good, the teacher sets precise lesson objectives that are achieved. Less successful teaching in Key Stage 1 occurs when lesson objectives are too general, pace is slow, flair and spontaneity are absent and there is a lack of progression in the skills taught. Expectations are too low in the way pupils set out their work and the pride they take in it. Often teachers', or commercially-produced worksheets are used and pupils do not learn to set out their work in a logical, mathematical way. This also has a negative impact on their writing skills. Support staff are not always used efficiently and effectively; there are occasions when they are not actively involved in working with pupils.
102. The leadership and management of the subject make a satisfactory impact on pupils' learning although the monitoring of the quality of teaching is underdeveloped. The results of National Curriculum assessment tests have been monitored and the school has developed good assessment procedures for mathematics. These are extended to track the progress of pupils and to set appropriate targets. For example, a detailed numeracy record is kept for each pupil. However, there is less evidence that the assessments are used to help teachers plan future lessons. Marking is brief and rarely sets targets for future improvement or encourages pupils to correct their work. Resources for the subject are satisfactory and the co-ordinator is aware of the need to develop the use of information technology in mathematics and the use of numeracy across the curriculum.



## SCIENCE

103. The results of the 1999 teacher assessments at the end of Key Stage 1 indicate that standards are very high at the average level (Level 2) and well below at the higher Level 3. At Key Stage 2, test results indicate that standards are above those expected nationally but below the average for similar schools. These findings must, however, be treated with caution due to the very small cohort of pupils involved. From the evidence of work seen during the inspection, pupils attain standards that are in line with national expectations at the end of Key Stage 1 and above those expected at the end of Key Stage 2.
104. In experimental and investigative science, the school is making efforts to promote the use of scientific vocabulary, but this is not consistent throughout the school. At the end of Key Stage 1, pupils investigate different kinds of rocks and classify them according to whether they are rough, hard or smooth. They discuss the re-cycling of materials and the importance of keeping the environment free of litter. By the end of Key Stage 2, pupils investigate whether heavier shoes cause more friction, and the pitch of sound made by a box guitar. They conduct an experiment into the capacity of their lungs and investigate whether there is any relationship between lung capacity and height or chest expansion. Pupils learn the principles of a fair test and how to apply these principles to an experiment.
105. Within the area of life processes and living things, Key Stage 1 pupils study the life-cycle of a frog and begin to learn about mammals, birds, insects and reptiles. They produce a flow chart showing the growth of a seed from planting, and know about the roots, trunk, leaves and branches of a tree and the part they play in the tree's life. In Key Stage 2, pupils study micro-organisms and know something of bacteria and viruses and keeping themselves healthy. The human skeleton is studied, and pupils learn about how people move and the role that muscles play, and the functions of the heart and respiratory system. Pupils are beginning to use a CD-ROM to get information from the computer that they use when presenting their work in written or pictorial form. The structure of a plant is studied and pupils learn about the parts of a flower and the conditions needed by a plant to live.
106. At Key Stage 1, pupils discuss how materials change when they are cooked, for example, bread. They learn about dried foods and other ways of preserving food. In a study of the environment, they discuss materials that rot and those that do not, recycling and the importance of keeping the environment free of litter. Older pupils investigate different fabrics and whether they are waterproof, the manufacture and use of plastic and the use of metals such as iron, lead, aluminium and zinc. Solids are separated from liquids through filtration, evaporation and sieving. Pupils carry out practical tests, accumulate the results and write about the experiment they have conducted.
107. In the area of physical processes, Key Stage 1 pupils learn about pushing and pulling forces and become aware of magnetism. They consider everyday items that need batteries or work off electricity. A simple circuit is made and the workings of a torch are investigated. In Key Stage 2, Years 3 and 4 pupils consider sources of light and its importance for life. They experiment with the formation of shadows and have gained knowledge concerning planets and the solar system. Older pupils know about the day, the night and the seasons. They are aware of the theories about the origins of the universe, that our solar system orbits the sun and that the earth is one of these planets. Pupils know that light travels and that lenses can change the path of light, magnify objects and allow us to see objects at a distance.
108. Pupils show mostly positive attitudes towards science, especially when they are appropriately enthused and challenged, as observed in a Years 5 and 6 lesson on the respiratory system. They often work effectively in small groups and, during the lessons observed, most pupils tried hard and concentrated appropriately. Pupils generally listen well and follow instructions.
109. The quality of teaching observed is good in Years 5 and 6 but there are weaknesses in the teaching of other year groups. When teaching is good, planning is detailed and defines the objectives of the lesson and suitably differentiated activities appropriate to the pupils' ages and abilities. Good use is made of practical investigations and support staff are efficiently and effectively used. Explanations are clear and understandable and good use is made of

discussion and questioning. Less effective teaching occurs when the pace of lessons is slow, activities lack challenge for pupils of different year groups and no opportunities are provided for investigation or experimentation. There is a distinct lack of teaching subject-specific skills and this limits pupils' progress in Key Stage 1 and in Years 3 and 4. Extension activities are limited and results in pupils wandering round the class and not being on task. On these occasions pupils lose concentration and this affects their attitude to the lesson and their behaviour. Less satisfactory teaching is also marked by the inefficient and ineffective use of support staff. There is evidence of the use of data handling in science, for example, the use of graphs and charts, but the use of information technology is at an early stage of development. Teachers have not yet incorporated information technology into their lessons, either to present work and data, or to carry out research through CD-ROM facilities. Worksheets are used quite frequently and have a detrimental effect on the writing skills of pupils. The work of pupils is well presented in Years 5 and 6 and this reflects the standards expected by the teacher. Work is dated and titled and pupils are expected to take a pride in the appearance of their science books. In other year groups, the standard of presentation is often unsatisfactory. Work is not always marked and there are few comments that encourage pupils to strive for improvement in the future.

110. The co-ordinator has ensured that adequate time is given to science, but has not monitored the quality of teaching. There is a policy and a scheme of work but, as in other areas of the curriculum, these do not yet ensure the inclusion of literacy, numeracy and information technology within the subject to ensure that skills and knowledge are consistently taught. Assessment procedures for the subject are satisfactory, although their use to inform the future planning of lessons is limited. Information from these assessments is not fully shared with the support staff, so there are occasions when support staff in Key Stage 1 are not fully informed of pupils' individual needs. This has a detrimental effect on pupils' rates of learning and results in standards only being average, when in fact they could be better.

## **ART**

111. No teaching of art was seen during the week of inspection. Evidence for pupils' achievement is taken from scrutiny of work, interviews with pupils and the headteacher, and analysis of planning.
112. Art has a prominent place in the curriculum and is used well to support other areas of the curriculum, such as history, religious education and science. Pupils' attainment is average by the end of Key Stage 1 and by the end of Key Stage 2 their attainment is above that which would be seen in most schools. This is due to the excellent subject knowledge of the headteacher whose passion for art is reflected in the high quality of work that pupils produce by the end of Year 6. Pupils make sound gains in their learning in Key Stage 1, but in Key Stage 2, their rates of progress improve due to the broad range of experiences offered to them, the systematic development of skills and techniques over time, and the use of exemplars of works of the great masters which are reflected in pupils' work. In both key stages, pupils develop visual, creative, imaginative and practical skills needed to express their ideas, but the learning opportunities are more structured in Key Stage 2 and this results in above-average attainment.
113. In Key Stage 1, pupils experiment with colour and paint pictures, such as the life-cycle of a frog, their own portraits, and the homes in which they live. They sketch flowers, create firework patterns and make masks. In Key Stage 2, pupils have good skills of colour mixing and they create a range of different textural effects using fingers, card and brush techniques. Pupils work with clay and have created interesting tiles based upon their project of 'underground'. They have good skills of embroidery, different techniques of quilting, ruching and knitting, and they know how to use plaster of Paris when creating brightly decorated Easter eggs. The large collage work that has been produced under the guidance of the headteacher is inspirational and reflects the good quality links that the school has with both the parents and the community, because all contributed to making it. In Key Stage 2, pupils make good use of the locality and record observations of the landscape confidently, showing good techniques in developing line and tone.
114. Pupils with special educational needs make good gains in learning because they are

encouraged to do their very best work. Good progress in Key Stage 2 is due to the skilled teaching of techniques and varied provision of the curriculum, as evidenced in teachers' planning files. In Key Stage 1, the planning indicates that insufficient rigour is placed on developing skills and, whilst progress is satisfactory overall it could be better. The good standard of displays encourages pupils to feel that their work is valued and the majority of them respond well by trying hard and to do their best at all times. Pupils enjoy the subject and talk enthusiastically about the projects that they have undertaken. The co-ordinator is very knowledgeable about the subject and effectively supports her colleagues.

115. Since the previous inspection, pupils' high achievements in Key Stage 2 and the satisfactory attainment in Key Stage 1, have been maintained.

## **DESIGN AND TECHNOLOGY**

116. No design and technology lessons were observed during the inspection. Evidence from a scrutiny of pupils' work on display, photographs and from discussions with teachers, suggests that pupils achieve appropriate standards and make satisfactory progress at both key stages. This judgement reflects a slight lessening of standards since the previous inspection, but the introduction of the literacy and numeracy strategies has resulted in less time being available to the subject.
117. By the end of Key Stage 1, pupils make models of mini-beasts and a miniature pond area and garden to put them in. They make puppets from card in order to perform plays and design a boat for different sea conditions. Musical instruments are made that can be plucked, rubbed or shaken, and masks are made out of card and decorated.
118. By the end of Key Stage 2, pupils develop their skills using textiles. When making tapestry they learn stitching techniques for fields and knitting for trees. Miniature representations of pupils' houses are made out of papier-mâché and polystyrene and then decorated. The finished product is of a very good quality and also benefits from the involvement of other members of the community who give of their time and skills. The chassis of a vehicle is constructed using wooden wheels and axles. Pupils show the ability to measure accurately and know how to use cardboard triangles to strengthen the corners of their chassis. The finished model is produced with care and is of a good quality. The aspect of food technology is underdeveloped.
119. At both key stages, but particularly in Key Stage 1, the elements of planning, design and evaluation are under-emphasised. Although there is a scheme of work, this has not been recently reviewed and it does not incorporate the latest Qualifications and Curriculum Authority guidelines for the subject, or ensure that, in mixed-age and ability classes, teachers are aware of the skills that should be developed from one year to the next. Teachers' planning in Key Stage 1 indicates a lack of clear learning objectives and differentiated skills for pupils of different ages so that pupils learn to plan, measure, mark, join, assemble and evaluate. The management of the subject is satisfactory, although there has been little recent in-service training and the emphasis placed on the subject has recently been reduced. Resources are satisfactory.

## **GEOGRAPHY**

120. No teaching of geography was seen during the inspection. Evidence from a scrutiny of pupils' work, teachers' planning and displays around the school, indicates that standards are in line with those expected at the end of both key stages. This is a similar judgement to the previous inspection report.
121. By the end of Key Stage 1, pupils label a map of the British Isles, showing the countries of England, Scotland, Ireland and Wales. They learn about the purpose of simple maps and know something about the symbols to be found on them. In a study of food, pupils learn where tropical fruits come from and know about banana plantations. The packaging of food is examined to find out where it comes from. The purpose and importance of hedgerows on

farms and the life of a fisherman are studied, and the different types of fish at a market considered. Problems and differences of living in warm and cold climates are considered with respect to activities, clothes and food. The pupils make a 'survival book'. Pupils know about the changing seasons and that volcanoes erupt.

122. By the end of Key Stage 2, pupils study the local area. They are aware of how Kings Capse has grown through the medieval period, the industrial revolution, inter-war years and modern times. They know about land use and how it can change over time. A study is made of southern Spain and graphs drawn to show differences in temperature between Spain and this country. Pupils know something of the export of oranges and grapes from Spain and make a brief study of employment, crops, housing and water supply. They write about Almeria and Roquetas del Mar, examining fishing and tourism. A comparison is made between Vallorcin in France and Kings Capse and pupils learn about the Alpine region and its scenery, tourism and environmental problems. Pupils know about the longest rivers of the world and draw a graph to compare the height of Angel Falls with the highest buildings in the world.
123. At both key stages there is a satisfactory coverage of the elements of the geography curriculum and, especially at Key Stage 2, pupils make at least sound and sometimes good progress. Their work is well presented and shows that they take a pride in what they do and that the teachers' expectations of the finished product are suitably challenging. However, in Key Stage 1, the quality of the work produced by the pupils is sometimes less than satisfactory, lacking date and title, and care and effort in the way it is presented. The marking of pupils' work at both key stages is brief and does not include any appropriate targets for future improvement. The use of worksheets sometimes detracts from the opportunity for pupils to develop their writing skills in the subject. The use of information technology to develop the pupils' research skills is at an early stage of development. Overall management of the subject is satisfactory, although the scheme of work does not give guidance to teachers to ensure that, in classes of mixed age and ability levels, geographical skills are developed from one year to the next. Assessment procedures and their use to guide curricular planning are underdeveloped. Resources for the subject are satisfactory and sound use is made of visits within the locality.

## HISTORY

124. No teaching of history was seen during the week of inspection and evidence on pupils' learning and standards of achievement has been largely based upon scrutiny of pupils' work and teachers' planning.
125. By the end of Key Stage 1, pupils identify the differences between their homes, clothes, food, work and leisure of today, with the past. They know that in Victorian times, schools were more strict than they are now. Pupils know that mining was very important and that the Forest of Dean has altered over the decades. Pupils know that in World War 2, shelters protected people from bombs. Pupils know that modes of transport have changed over the years and they have visited Gaydon Motor Museum. They know that candles were a source of light before electricity and they compare and contrast clothes through the ages. However, there is a lack of written work in pupils' books in Key Stage 1 and opportunities are missed to develop pupils' skills of literacy in relation to extended writing and writing as though they were living at the time of the period being studied.
126. By the end of Key Stage 2, pupils make good gains in their learning in relation to their prior attainment and they have secure subject knowledge of life in ancient Egypt. They understand the structure of society and know that Egyptians undertook a range of burial rituals. Pupils have secure knowledge of local history and they have visited Hereford Cathedral. They know about the history of Bulmers Cider and about the process of cider making. Pupils also learn about the plague of the sixteenth century and the outbreak of the civil war.
127. Pupils' response to history is positive and, in Key Stage 2, they talk eagerly about the work that they have covered. They talk animatedly about how awful it must have been in school during the Victorian times, and that it would have been exciting to have lived at the court of a Pharaoh.

128. The curriculum is broad and balanced, but, on occasions, subject-specific skills of historical enquiry in learning through artefacts, and organisation and communication of knowledge in a variety of ways, are underdeveloped. As yet, the skills of what pupils have learnt in literacy, such as note-taking, writing from a different perspective and using language of persuasion, are not sufficiently consolidated in the work that pupils undertake.
129. Teachers' planning is satisfactory but there is a lack of identification of subject-specific skills in both key stages, and these are taught in an ad hoc manner, rather than in a prescriptive way.
130. Since the previous inspection, standards have been maintained, with examples of better work seen in Key Stage 2.

## **INFORMATION TECHNOLOGY**

131. No teaching of information technology was observed during the inspection. A scrutiny of teachers' lesson plans and the work of pupils, together with discussions with staff, indicates that standards are below those expected nationally and that pupils, including those with special educational needs, make unsatisfactory progress in the subject. This is a similar judgement to the previous inspection report. A Key Issue of the previous inspection report was that the school should 'continue its current efforts to develop information technology'. This, the school has done, but the rate of development has been too slow over the past four years and so improvement since the last inspection is judged to be unsatisfactory. The use of information technology across the curriculum is only in its early stages and many of the pupils have not adequately developed the necessary skills to use computers or control technology.
132. By the end of Key Stage 1, pupils compose text and use an art program. However, during the inspection no pupils were seen using a computer and it is recognised by the school that skills in handling data, modelling and control, and in editing, saving and printing work are underdeveloped. By the end of Key Stage 2, pupils make some progress but this is often because they have learnt to use a computer at home. A group of pupils were observed during a literacy lesson composing a newspaper report about 'Macavity the Mystery Cat'. They show the ability to use the keyboard to produce text, however, not all are confident they can save, retrieve and print out their writing, without help. Pupils are just beginning to use a CD-ROM to research information in other subject areas, such as history and geography, but these skills are not yet well developed. Similarly the school is connected to the Internet but, as yet, insufficient use is made of this facility. Key Stage 2 pupils attended an information technology residential weekend where they were given the opportunity to experience the latest software programs.
133. Overall, pupils' knowledge of information technology in the outside world and their confidence and fluency in basic operations, are underdeveloped. Progress is unsatisfactory as pupils move through the school. Experiences to develop basic skills are too intermittent and teachers do not build effectively on what pupils already know. Although a useful individual record of work has been developed, this is not having a significant impact on the progress of the pupils.
134. Pupils with special educational needs and lower attaining pupils do not have access to programs that might give them help with their specific difficulties. Pupils' attitudes to work on the computer are good. They respect the equipment and are fascinated by what the machines are able to do.

135. It is clear that there are weaknesses in the expertise and confidence of teachers and in their knowledge of how to best organise the teaching of the subject to develop the skills of the pupils and to include the use of information technology across the curriculum. This, the school recognises, and help is being sought from a specialist advisor, who has been asked for curriculum and technical advice during the next twelve months. There is a co-ordinator for the subject, who has developed her own skills by attending courses and ensured that there are an adequate number of computers in the school together with at least the basic amount of software. However, leadership and management of the subject are unsatisfactory, as the school has not made sufficient progress during the last four years in addressing the Key Issue of the previous inspection report.

## **MUSIC**

136. Only two lessons of singing were observed during the week of inspection, and due to the short time spent in the school during the week of inspection, it was not possible to carry out an in-depth investigation into the subject as a whole.
137. At both key stages pupils make sound gains in their learning and they sing joyfully and in tune. They keep a rhythm, sing loudly and softly, and play simple percussion instruments to accompany their singing. In Key Stage 1, the teacher has high expectations of appropriate behaviour, she insists on pupils breathing accurately so that words are appropriately sung. All pupils count in time, and, when singing the calypso rhythm of 'Lazy Coconut Tree', they listen attentively to where the pauses are. In a very short time, pupils learn a new song, 'Honeywell', and pay appropriate attention to dynamics, pitch, texture and tone. In Key Stage 2, pupils appreciate music by listening carefully to 'The Moldan' by Smetana. They can explain clearly how musical elements are used to convey mood and effect and they know that, when many instruments play, it affects the texture of a piece of music. The recorder group identify musical notation and acquire basic musical reading skills.
138. By the end of Key Stage 2, pupils identify selected extracts from a piece of music and describe the effect that musical sounds have on creating mood. They listen attentively to the various cadences in the music to see if they can identify the composer's intention behind the music. Pupils identify parts when the main tune returns and, in assembly, they sing hymns, paying attention to the meaning of the words. Pupils have good attitudes to music. They behave well, listen attentively and take turns.
139. Overall, pupils make sound gains in their learning at the end of both key stages. Pupils with special educational needs make good gains because they are constantly encouraged to give their opinions on what they have heard. The headteacher co-ordinates and teaches music throughout the school. She has secure subject knowledge and her natural enthusiasm and love of the subject is infectious, this results in pupils being interested in the subject.
140. The previous inspection judged the quality of teaching as good. Inspection findings from the limited investigations carried out, show that the quality of teaching is satisfactory overall, with examples of good practice. The teacher's subject knowledge is secure, behaviour management is good, and positive relationships have been maintained.

## **PHYSICAL EDUCATION**

141. Only one physical education lesson was seen during the inspection. A scrutiny of teachers' planning indicates that pupils at both key stages, including those with special educational needs, make satisfactory progress over time and that standards are as expected for the pupils' ages. This is in line with the findings of the previous inspection report. There are, however, weaknesses in the aspect of gymnastics at both key stages due the accommodation provided by the school. There is no area within the school suitable for the teaching of gymnastics. On occasions, when the weather is suitable, the playground is used. Pupils do not have sufficient experience of working on large apparatus.

142. By the end of Key Stage 1, teachers' planning indicates that pupils are able to respond appropriately to the rhythm and mood of music. They create their own sequence of movements and work both independently and with a partner when linking their work to topics, such as sea movements and dinosaurs. Pupils have experience of country dancing in preparation for the school's Summer Fair. Skills of twisting, turning, balancing and an awareness of space, are developed in dance and movement lessons, and are used when learning netball and soccer skills. Pupils also develop their skills of catching and throwing.
143. Pupils from both key stages learn to swim and, by the time they leave the school, the great majority can swim at least twenty-five metres, and many exceed this. Although the school does not have its own playing field, it does have the use of a field in the village that has goal posts and is marked out with a running track. Older pupils play competitive sports against other schools, with some success, in soccer, netball and rounders, and they practise athletic skills in preparation for sports day. Through links that have been developed with the community, Key Stage 2 pupils receive teaching in soccer skills from a coach from Hereford United Football Club. Older pupils have the opportunity to experience outdoor adventurous activities, such as abseiling and archery. The provision of extra-curricular sporting activities is very limited and in this respect the inspection agrees with the comments of parents. However, it must be noted that the organisation of the school day, with a very short lunch break, prevents activities taking place at this time. In addition, the headteacher reports that approximately 70 per cent of the pupils are brought to school and return home by the school 'bus. It is, therefore, difficult to arrange for extra-curricular activities after school for the great majority of pupils.
144. In the Key Stage 2 games lesson seen, the pupils were well behaved and took part showing a sense of enjoyment. Higher attaining pupils showed that they are developing their soccer skills well and many of the girls demonstrate that they enjoy the lesson and put effort into the activities. The teaching is satisfactory, though there are periods when the pupils are under-challenged, for example, when they are waiting to take part in a game. Relationships between the pupils and adults are good. The classroom assistant is, however, not effectively used and is there mainly in a supervisory capacity or in case of accidents.
145. Leadership and management of the subject are satisfactory, although there are weaknesses. The school makes every effort to cover the aspects of the National Curriculum and tries to emphasise elements such as swimming and games to make up for the lack of gymnastics provision. However, there is a lack of structure and planning that ensures the continuous development of skills as pupils move from one year to the next. There is a scheme of work but this is in need of review and does not adequately promote the development of skills in a structured way. Procedures for the assessment of pupils' progress and the monitoring of the quality of teaching and learning are underdeveloped. Resources for the subject are generally satisfactory, although accommodation for gymnastics is unsatisfactory.

## RELIGIOUS EDUCATION

146. Pupils' attainment at the end of both key stages is in line with the expectations of the locally agreed syllabus and all pupils, including those with special educational needs, make sound gains in their learning. Very few lessons were observed during the inspection, and judgements are based on teachers' planning, scrutiny of pupils' work over the year, and discussions with the pupils themselves.
147. In both key stages, pupils learn about important Christian celebrations and the events that lead up to the main festivals of Christmas and Easter. Younger pupils know about the Christmas story and learn about the baptism of babies today and of the baptism of Jesus as a man. Older pupils learn about Lent, the Last Supper and Jesus' entry into Jerusalem and the Easter story. During assembly, pupils demonstrate good knowledge of parables and wonder at the miracle of the loaves and fishes. Pupils demonstrate good knowledge of the many roles that Jesus played, for example, that of servant and master, and are able to name many of His disciples. They know the difference between the Old and New Testaments and that people worship in many different places. Pupils have visited a mosque and a church, and they know that sermons are delivered from a pulpit and that the Q'uran is a holy book that needs to be treated with respect.

148. There is evidence in Key Stage 2 pupils' books that pupils take a pride in their work and work is neatly presented. There was very little written work in Key Stage 1, and in the work that was seen there was insufficient expectation of standards of presentation and correctness of spelling. Whilst subject knowledge of religious education is appropriately covered, there is, nevertheless, insufficient emphasis on the development of religious concepts, skills and attitudes, such as empathy, faith, respect and tolerance.
149. The quality of teaching is satisfactory but, on occasions, lessons lack pace and pupils become restless due to the teacher over-explaining a point and stating the obvious. Expectations are not high enough in order to further challenge the pupils. Relationships are good, pupils are generally well managed by the teacher and the teachers' subject knowledge is secure. However, the use of literacy in developing pupils' understanding of religious writings in the Bible and the Q'uran is at the early stages of development. The school has recognised this as an area for improvement.
150. Pupils generally have positive attitudes to learning. They are eager to talk about what they have learnt and they understand that all religions have symbols. They treat artefacts with respect and, when walking around the church, they demonstrate respect for this place of worship. Pupils study Judaism, Islam, Hinduism and Buddhism, and are aware of world religions and their leaders. The co-ordinator is knowledgeable and ensures that appropriate Programmes of Study are covered. Resources are, overall, satisfactory. The school has maintained its sound standards as identified in the previous inspection.