

# **INSPECTION REPORT**

## **IDE HILL CE (VA) PRIMARY SCHOOL**

Ide Hill

Sevenoaks

LEA area: Kent

Unique reference number: 118722

Headteacher: Mr. R. Chapman

Reporting inspector: Mike Capper  
23239

Dates of inspection: January 29<sup>th</sup> – February 1<sup>st</sup> 2001

Inspection number: 193511

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

© Crown copyright 2001

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Ide Hill,  
Sevenoaks,  
Kent

Postcode: TN14 6JT

Telephone number: 01732 750389

Fax number: 01732 750802

Appropriate authority: The Governing Body

Name of chair of governors: Mrs. L. McKenzie

Date of previous inspection: March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23239	Mike Capper	Registered inspector	English French Information and communication technology History Physical Education  Foundation Stage	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further?
1112	Peter Oldfield	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? Pupils' attitudes, values and personal development
23609	Alison Cartlidge	Team inspector	Mathematics Science Art and design Design and Technology Geography Music Equal opportunities Special Educational Needs	How well are pupils taught? How good are curricular opportunities?

The inspection contractor was:  
*Barron Educational Company Limited,*  
*Hendre,*  
*Loudwater Lane,*  
*Rickmansworth,*  
*Hertfordshire.*  
*WD3 4AN*

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

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>9</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>14</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>16</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>17</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>19</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>20</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>24</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Ide Hill Church of England (Voluntary Aided) Primary School is located in the village of Ide Hill in Kent. Pupils come from the local and surrounding villages, and are admitted between the ages 4 – 11. There are 96 pupils on roll and they are taught in four classes. In Key Stages 1 and 2, there are two year-groups in each class. The reception class takes only one age-group, with 10 out of 15 pupils attending full-time. Pupils come from a range of social backgrounds, with an increasing number from the local village coming to the school in the last two years. Until very recently, a large number of pupils left the school during Key Stage 2 to move to private schools. This is no longer the case. The number of pupils eligible for free school meals is below the national average. There are 18 pupils on the special needs register, a number that is in line with the national average. No pupils currently have statements of special educational need. Test results show that pupils' attainment on entering school is slightly above average. There are no pupils with English as an additional language.

There has been a large turnover of staff since the last inspection. The headteacher was appointed in 1998, and the teachers in the reception class and in Years 1 and 2 and Years 5 and 6 were appointed at the start of the current academic year. Only one teacher remains from the previous inspection.

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

This is a good school. It is very well led and there is a high level of good or very good teaching. This helps most pupils to achieve good standards in English, mathematics and science, although there is still some underachievement amongst higher attaining pupils in Year 6. There is a strong commitment to improving provision for these pupils and the school has already identified strategies to help achieve this. Taking into account all of these factors and the above average funding the school receives for each pupil, the school provides satisfactory value for money.

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

- Leadership and management by the headteacher, teachers and the governing body is very effective, and there is a strong commitment to further school improvement.
- Teaching is good or better in over a half of lessons and is never less than satisfactory.
- Pupils achieve good standards in reading, mathematics and science in Key Stage 1 and Years 3, 4 and 5.
- Good quality teaching in history helps pupils achieve well.
- Teaching in the reception class is very good, and helps to ensure that children make very good progress in their first year in school.
- Parents and the local community make a significant contribution to the effectiveness of the school.
- Children are happy at school and behave well.

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

- Higher attaining pupils in Year 6 do not achieve as well as they should.
- Pupils' spelling skills and their presentation of work.
- Provision for pupils' physical development.

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

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

The school has made good progress since the last inspection in 1997. Attainment in Key Stage 1 has improved in mathematics. The dip in attainment in Key Stage 2 that became evident after the last inspection has now been reversed, with all but the current Year 6 achieving good standards in reading, mathematics and science. Issues from the last inspection have been fully addressed. The role of co-ordinators has been developed, and they now play a good part in the management of the school. Provision for children when they first start school is now very good and their needs are fully met. The management of provision for children with special educational needs is effective, so that these pupils are well supported and make good progress. The school now meets statutory requirements for the teaching of physical education, although there are still weaknesses in this area of the curriculum.

### **STANDARDS**

The table showing the standards achieved by 11 year olds in end of key stage tests has been omitted because of the small number of pupils taking the tests each year.

Overall, children achieve very good standards in their first year in school, and are on target to exceed expectations for their age in all areas of learning. Standards are very good in personal, social and emotional development, communication, language and literacy and mathematics, with about a third of children already working at Level 1 of the National Curriculum.

By the end of Year 2, pupils are achieving well, with attainment that is well above average in reading and mathematics, and above average in writing and science.

Inspection findings are that, with the exception of pupils in Year 6, standards are good in English, mathematics and science throughout Key Stage 2. However, in the current Year 6, pupils' attainment is below average in English, mathematics and science. The current Year 6 has been most affected by the number of staff changes in the school over the last three years. They have only been taught by their present teacher for just over one term. Test data for the last year shows that most pupils in Year 6 are now making at least satisfactory progress and achieving as well as they should. However, their continues to be some underachievement amongst higher attaining pupils.

In both Key Stages 1 and 2, spelling and presentation are the weakest aspect of pupils' work. Pupils' attainment in history is good throughout the school. Pupils achieve satisfactory standards in information and communication technology, art and design, design and technology and geography. Standards are satisfactory overall in music, with pupils learning to sing well. In physical education, the standards of skills seen in the one lesson timetabled during the inspection were below average. However, children achieve satisfactory standards in swimming.

The trend of attainment in Year 6 tests is upwards, but at a rate that is lower than national figures. The school sets realistically challenging targets for end of Year 6 tests, based on a good understanding of the capability of different year groups.

#### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Good. With the exception of a few pupils in Year 6 who are less well motivated, most pupils are keen to learn and always try their best.
Behaviour, in and out of classrooms	Good. Pupils are very polite and courteous and welcoming to visitors.
Personal development and relationships	Good. The school provides good opportunities for pupils to show initiative and take responsibility.
Attendance	Good. Attendance rates are above the national average.

#### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	Very good	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.*

The quality of teaching is never less than satisfactory, with 7 per cent being excellent, 12 per cent very good and 36 per cent good. The quality of teaching is good in mathematics, art and design, French and history.

Teaching of children under five is very skilful. Children are provided with a wealth of exciting activities. The teacher has very high expectations of their ability to work independently, behave sensibly and use and develop their knowledge and skills. As a result, children develop good attitudes to their learning.

At Key Stage 1, very thorough lesson planning is supported by very good quality marking. This means that the teacher has a clear picture of what pupils already know before providing new work.

At Key Stage 2, the teachers are enthusiastic, manage the pupils well and use a range of teaching methods successfully. In Years 3 and 4, the teacher plans well and is very careful about meeting the needs of all the pupils in her class, whatever their prior attainment. Interesting practical activities are planned for Years 5 and 6. However, the work provided on occasions for older pupils with higher attainment is insufficiently challenging, and they sometimes lack motivation as a result.

The skills of literacy and numeracy are taught well. However, pupils are not encouraged to check their work thoroughly, and this has resulted in a weakness in spelling throughout the school.

Learning support assistants are used effectively, and their skilful support is particularly helpful for children in the reception class and for pupils with special educational needs.

#### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. A wide range of extra-curricular activities and visits enriches the curriculum. However, the curriculum lacks balance, with pupils' physical development not being effectively promoted.
Provision for pupils with special educational needs	Good. Pupils are well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall good. Assemblies help pupils develop spiritual awareness. Teachers are good role models, and help pupils to develop good social and moral skills. Cultural development is satisfactory.
How well the school cares for its pupils	Good. The school promotes pupils' welfare, health and safety in a caring, stable and secure environment. The school has recently introduced very good procedures for assessing attainment in all subjects.

The school has a good partnership with parents. Most are very supportive of the school's work, and feel that it has improved in the last two years.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher is an effective leader who has established clear priorities for further school improvement. There is a shared sense of purpose, with all members of staff working hard to develop the school further.
How well the governors fulfil their responsibilities	Good. Governors are supportive and are developing a good understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	Good. The headteacher has established effective procedures for monitoring the work of the school. These include the analysis of test data and monitoring teachers at work in the classroom.
The strategic use of	Very good. Financial planning is very thorough and is clearly focused on raising standards. The school effectively applies the principles of 'best



resources	value' to its work, for example by analysing the impact of spending on pupils' achievements.
-----------	--

The high number of teachers and support staff means that the school is able to keep class sizes relatively small. Accommodation and resources are satisfactory overall. Although the hall and playground are very small, the school has devised satisfactory strategies for coping with this problem. There have been significant improvements in accommodation and resources for children in the foundation stage of their education and in information and communication technology. However, resources in physical education are unsatisfactory.

#### **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>• Improvements in the school over the last two years.</li> <li>• The new reception class.</li> <li>• Reports on children's progress.</li> <li>• Extra-curricular provision.</li> <li>• Teaching in the reception class and Years 3 and 4.</li> </ul>	<ul style="list-style-type: none"> <li>• The use of the home/school contact booklet.</li> <li>• More challenge for higher attaining pupils in Years 5 and 6.</li> <li>• A more consistent approach to homework provision.</li> </ul>

The inspection team agrees with the strengths identified by parents. Inspection findings are that there is a lack of challenge for higher attaining pupils, especially in Year 6. Arrangements for homework are satisfactory. The home/school contact book is a very good idea, but there is not yet a clear understanding amongst parents of how it is to be used.

## **PART B: COMMENTARY**

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

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

1. Children's attainment on starting school in the reception year is slightly above average. This is confirmed by teacher assessments made in the children's first few weeks at school. Overall, children achieve very good standards in their first year in school, and are on target to exceed expectations for their age in all areas of learning. Standards are very good in personal, social and emotional development, communication, language and literacy and mathematics, with about a third of children already working at Level 1 of the National Curriculum. This represents an improvement since the last inspection, with the overall provision for children in the foundation stage now very good.
2. By the end of Year 2, pupils' attainment is well above average in reading and mathematics, and above average in writing and science. National Curriculum test results in 2000 confirm inspection findings, with attainment well above average in reading and mathematics, and above average in writing when compared with all schools nationally. When compared with similar schools, pupils' attainment is well above average in mathematics, above average in reading, and average in writing. Pupils' standards of attainment in Key Stage 1 are similar to those found at the time of the last inspection in English and science, but higher in mathematics where the introduction of the numeracy hour has had a good impact on learning.
3. Inspection findings show that the fall in standards in Key Stage 2 that started shortly after the last inspection has now been largely reversed and, with the exception of pupils in Year 6, standards are good in English, mathematics and science throughout the key stage. However, in the current Year 6, pupils' attainment is below average in English, mathematics and science. This is significantly lower than at the time of the last inspection, though present standards in science and mathematics are better than those achieved by last year's Year 6 class. The current Year 6 has been most affected by the number of staff changes in the school over the last three years and they have only been taught by their current teacher for one term. The year group also includes a higher than average number of pupils who have been identified as having special educational needs. Nevertheless, test results for the last year show that most pupils are now making at least satisfactory progress, although there continues to be underachievement amongst higher attaining pupils.
4. Test results in 2000 at the end of Year 6 show that, when compared with all schools, standards were above average in English but well below average in mathematics and science. In English, pupils' attainment was significantly higher in reading than in writing. When compared with similar schools, pupils' attainment was average in English, but very low in mathematics and science. A similar pattern is shown when test results for the last three years are analysed, with attainment above average over that time in English, but below average in mathematics and science by the end of Year 6. However, national test results are unreliable indicators of trends in standards because of the very small number of pupils taking the tests in each year, and the impact that the proportion of pupils with special educational needs in a particular year can have on results.
5. It is not possible to make a direct comparison between test results at the end of Years 2 and 6 because the number of pupils taking the test in Year 6 has been significantly lower than in Year 2 for the last four years. Over that period, there has been a history of children leaving the school at the end of Year 2 to move to the private education sector. The present Year 5 will be the first year group where this has not been a factor.
6. The trend of attainment in Year 6 is upwards overall, but at a rate that is lower than national figures. There is no significant difference in the attainment of boys or girls in either key stage. The school has undertaken useful analysis of test results, which shows that there are some differences in attainment according to the social background of the pupils. However, the number

of pupils involved is too small to be statistically significant.

7. Standards of literacy are good in Key Stage 1 and Years 3, 4 and 5. They are unsatisfactory in Year 6, where pupils read confidently but their writing skills are weaker than expected for their age. In other year groups, pupils read and write confidently and develop positive attitudes to language work. However, throughout the school, spelling skills are not as good as they should be. Whilst pupils perform well in spelling tests, they do not successfully use these skills when writing without adult support. They make careless errors in spelling commonly used words and do not apply their knowledge of spelling rules. Teacher do not spend enough time teaching pupils how to spell new words when they introduce technical vocabulary in subjects such as mathematics and science. This leads to pupils developing bad spelling habits.
8. In numeracy, pupils achieve good standards in Key Stage 1 and Years 3, 4 and 5. Pupils are quick at working out mathematical problems mentally, and have a thorough understanding of how the mass of an object can be compared with other objects or standard units. Pupils in Year 6 have below average numeracy skills. They lack confidence in using a range of strategies to help them solve problems, and do not check their work to see if their answers are sensible. As a result, they make avoidable mistakes.
9. In history, pupils' attainment is good throughout the school. This is higher than at the time of the last inspection. The quality of teaching of history is consistently good and promotes good learning amongst all pupils. Pupils continue to achieve satisfactory standards in art and design, design and technology and geography. Standards are satisfactory overall in music, with children achieving good standards in singing. In physical education, the standards of games skills seen in the one lesson timetabled during the inspection were below average. However, children achieve satisfactory standards in swimming.
10. Standards of pupils' attainment continue to be satisfactory in information and communication technology. Pupils develop a wide range of skills, and gain a good knowledge of the many applications of information technology. They understand that information and communication technology means more than just working on the computer.
11. The school has clear procedures for ensuring that the needs of all pupils are met. Pupils who have been identified as having special educational needs receive high quality support from learning support assistants, and they make good progress overall. Good procedures for assessing learning mean that pupils with special educational needs are consistently challenged in lessons at a level appropriate to their prior attainment. A register is maintained of more able or gifted pupils, as well as those who the school feels should be doing better. These pupils receive additional support in some lessons and, when this happens, they make better than average progress. However, there continues to be a lack of challenge in some lessons in Years 5 and 6, which means that the needs of more able pupils are not consistently met. The school has identified this as an area for development and the headteacher is working with the class teacher to improve provision for these pupils.
12. The school makes good use of assessments of pupils' work to help set targets for individual pupils. These are based on a good knowledge of pupils' prior learning and are realistically challenging given the capability of different year groups.

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

13. Pupils' attitudes, values and personal development are good. This is similar to the findings of the last inspection, and continues to be a strong feature of the school's work. The school's emphasis on developing children who care about each other is evident in all aspects of its work, and is fully understood by the pupils. The positive attitude to learning that is evident in most classes and the caring family atmosphere that has been established by the headteacher and members of staff make a good contribution to pupils' learning.
14. Many children have good personal and social skills when they start school. Children in the

reception year behave well and develop good attitudes to their work. They settle well into school life, becoming happy and confident. Children are enthusiastic about their schoolwork, try hard in activities and learn to co-operate with each other. They are given many opportunities to make choices about what work they are going to do. They do this sensibly, concentrating well on whatever they have chosen, and talking confidently about what they have done at the end of the session. Children show respect for property, as well as care and concern for each other. They develop a good understanding of the difference between right and wrong. Children in the reception year have very good relationships with adults in the class.

15. Throughout the school, pupils have good attitudes to learning and most respond well to the work they are given. This keenness is not so evident in Year 6, where pupils are sometimes less well motivated in lessons and occasionally find it hard to work without supervision. This is the group of pupils that has been most affected by the high number of staff changes since the last inspection. These pupils do not always take sufficient care in the presentation of their work and it is sometimes untidy. For example, some books in Years 5 and 6 are spoilt by needless scribbling on their covers.
16. Behaviour is good. In the family environment of the school, older pupils take good care of younger pupils. Pupils of all ages mix well together. They are very polite and courteous both to each other and to visitors. Whilst playing in the schoolyard, pupils were seen sharing games, and assisting others, sometimes holding a skipping rope or passing a ball during the enthusiastic football games. The school's success in promoting good behaviour is very evident by the time pupils reach Year 6, who behaved very well on a history walk around the local village. There were no incidents of bullying during the inspection, and all members of staff are aware of the procedures to follow if they identify a problem. There have been no recent exclusions.
17. The good relationships that exist between pupils and with their teachers help to make the school a happy place. Adults at the school are respected. They are good role models and give careful attention to the needs of the pupils. There is a strong caring ethos within the school and pupils from different backgrounds play together happily. Pupils work happily together in lessons, supporting each other with help and advice when necessary. Pupils with special educational needs are well integrated and given good support by their classmates.
18. Pupils' personal development continues to be good. Social skills and self-discipline are developed from the time of entry to the school, and the school provides good opportunities for pupils to show initiative and take responsibility. The pupils demonstrate that this trust is well placed. Of particular note is the formation of the school council, where elected representatives from each year meet to discuss or recommend matters. This 'voice of the pupils' has been much encouraged by school staff, and pupils have been keen to offer useful suggestions and report back to classes. Older pupils regularly help the younger ones in a range of different ways at lunch times and in the playground. All pupils are eager to be involved in fund raising for charities. Pupils regularly perform useful tasks in the classroom and around the school.
19. Attendance at the school has improved and is now good. Pupils are pleased to come to school and there is very little lateness. Many pupils arrive before the register is taken, and sit at their desks reading quietly, which gives a good start to the day.

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

20. The quality of teaching is never less than satisfactory, with 7 per cent excellent, 12 per cent very good and 36 per cent good. Teaching is very good for children under five, satisfactory at Key Stage 1 and good at Key Stage 2. There is more very good teaching than at the time of the last inspection, and the needs of younger pupils in each class are now being met successfully. The quality of teaching is good in mathematics, art and design, French and history, where teachers make lessons exciting by helping pupils to learn through practical activities, such as mathematical games and challenges, and by taking pupils on walks to visit places of historic interest. This 'hands on' practical approach helps pupils learn well because they enjoy taking

part in the fun activities.

21. Three out of the four teachers have been at the school for one term only. However, most parents are already pleased with the quality of teaching at the school and the way that pupils learn.
22. Throughout the school, teachers have good relationships with pupils and provide good encouragement, which helps pupils to improve their work. For example, the teacher helped a child in the reception class to extend her learning on how to rotate pictures and text when using the computer by praising the work already achieved as well as helping the child to move on to the next skill. Weaknesses in teachers' planning found at the time of the last inspection have been successfully addressed. Lessons are planned thoroughly and well organised so that no time is wasted finding resources. Learning support assistants are used effectively, and their skilful support is particularly helpful for children under five and for pupils with special educational needs. The support provided for pupils with special educational needs means that they learn effectively and make good progress.
23. At the start of lessons, teachers make sure pupils are clear about what they are expected to learn, which helps to focus their attention. Pupils in all classes are involved in setting targets for themselves in improving their work, and these are prominently displayed in the classrooms. This helps pupils to take more responsibility for their own learning
24. Teaching of children under five is very skilful. Children are provided with a wealth of exciting learning experiences. The teacher has very high expectations of their ability to work independently, behave sensibly and use and develop their knowledge and skills. For example, some higher attaining children worked on their own making lotto cards by writing numbers up to 100, and then played the game taking turns sensibly. Several times a week, all children have the opportunity to plan their own work, carry out their ideas and discuss with the teacher and the rest of the class what they have done. This means that their level of independence and learning in personal, social and emotional development is a particular strength. All the activities provided in the reception class, together with the enthusiastic and caring approach of the teacher and learning support assistants, result in children developing good self-esteem and trying hard at all times. Parents are particularly pleased with the quality of teaching in the reception class.
25. At Key Stage 1, very thorough lesson planning is supported by very good quality marking. This means that the teacher has a clear picture of what pupils already know before providing new work. The difficult behaviour of some Year 1 pupils is managed effectively most of the time. However, the pace of lessons is a little slow on occasions, and pupils are not always responsive or challenged enough at these times. Nevertheless, the concerns from some parents about the impact of relatively inexperienced staff on pupils' learning are not justified. Effective support from a senior teacher and very hard work from members of staff ensure that teaching is never less than satisfactory.
26. At Key Stage 2, the teachers are enthusiastic, manage the pupils well and use a range of teaching methods successfully. As a result, most pupils are keen to learn and try hard. The teachers provide good role models and have polite and friendly relationships with their classes. However, when work provided for the older, higher attaining pupils is not challenging enough, they become complacent and do not concentrate well, as seen in a mathematics lesson in Years 5 and 6. Some numeracy and literacy lessons in Years 3 and 4 over-run, which means that less time is made available for other subjects. Parents are particularly pleased with the quality of teaching in Years 3 and 4, and most of the good teaching observed at Key Stage 2 was in this class.
27. Pupils' work is regularly marked in Key Stage 2. However, pupils do not always look at the teachers' marking so its effectiveness is limited.
28. The skills of literacy and numeracy are taught well, and the school has been awarded the Basic Skills Agency 'Quality Mark'. Pupils are given plenty of opportunities to use their literacy skills

to support their work in other subjects. However, pupils are not sufficiently encouraged to check their work thoroughly, and this has resulted in a weakness in spelling throughout the school. The school's literacy action plan identifies this as an area for development over the next year. There are satisfactory opportunities for pupils to use their numeracy skills in lessons other than in mathematics. Information and communication technology makes a valuable contribution to pupils' learning in most lessons.

29. Several parents are concerned about the inconsistent approach to homework. Inspection findings are that the school now provides an appropriate amount of relevant homework, but the home/school communication book is not used consistently which leads to some confusion amongst parents over what is expected.

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

30. The curriculum is good overall and very good for children under five. This represents a significant improvement since the last inspection, when the curriculum for physical education was not implemented fully and the provision for children under five was not balanced. All aspects of every subject are taught, and the curriculum now meets statutory requirements in all subjects, including religious education. The curriculum is enhanced by the time spent teaching pupils basic skills in oral French, which has a good impact on pupils' cultural development as well as preparing them well for the next stage of their education. However, there are still two important weaknesses in the curriculum. Not enough time is allowed for physical education and for some geography topics to be studied in sufficient depth. Some parents expressed concern about the time allowed for physical education lessons. Inspection findings are that, other than in swimming, insufficient time is allowed in the curriculum for pupils to develop stamina and fitness and a sufficiently wide range of physical skills. All pupils have swimming lessons at some time during each year and this is a good feature of the physical education curriculum.
31. The curriculum for children under five includes very good opportunities for pupils to use their initiative to plan their own work and to develop their knowledge and skills by working outside as well as indoors.
32. At the time of the last inspection, planning for the curriculum was unsatisfactory. This aspect of the school's work has improved significantly. The school uses suitable approved schemes of work to support teachers' planning in all subjects. An appropriate whole-school curriculum framework shows what topics are to be covered each term. Teachers in most classes have very thorough medium-term plans showing what pupils are expected to learn for each subject. However, medium-term planning in Years 5 and 6 does not always identify expectations for pupils of differing prior attainment. This has a negative impact on the learning of these pupils.
33. The introduction of the literacy and numeracy strategies is effective and is having a positive impact on raising attainment. However, pupils' spelling skills are weaker than they should be and this aspect of literacy is unsatisfactory. The school's literacy action plan identifies the need to improve pupils' 'proof-reading' skills as one strategy for helping pupils to avoid making careless spelling mistakes in their writing. Effective support for the school from the local education authority, particularly in providing training for teachers, has helped the school to improve the provision in mathematics.
34. There is good provision for pupils with special educational needs. The individual education plans for these pupils are satisfactory, but they do not all set clear and realistic targets in the short-term. Detailed information is provided on how pupils are to be supported in class when working with learning support assistants, and their needs are met in most lessons. Members of staff keep worthwhile notes on pupils' development. All these arrangements mean that pupils with special educational needs receive a good, relevant curriculum. The school has a well-considered policy on equal opportunities, and care is taken to avoid stereotyping in the books and other educational resources used.
35. A very good range of clubs, visits and visitors make the curriculum interesting and meaningful.

These include sports clubs, a computer club and art and drama clubs. These clubs make a good contribution to the development of skills and are well supported and greatly enjoyed. Parents are very pleased with this aspect of the school's work, and this provision has improved since the last inspection. Whole school performances of music and drama, such as a production of 'A Midsummer Night's Dream', are effective in involving the community. Various sponsors made this ambitious project a great success in the life of the village.

36. The school has close links with the local pre-school, secondary schools and other small primaries in the area. Members of staff regularly visit the pre-school, and new children spend time at school before transferring. Pupils have ample opportunity to meet pupils from other schools by taking part in competitive sports and during exchange visits with a school in another county.
37. There is satisfactory provision for pupils' personal, social and health education. The quality of provision for pupils' personal development has been maintained since the last inspection. There is a newly developed policy outlining the school's intentions, and a new scheme of work is being evaluated. Appropriate activities, such as role-play activities to help pupils discuss their feelings, are used effectively. Suitable provision is made for sex education and for older pupils to learn about the dangers of drug misuse.
38. Pupils are provided with good opportunities to develop spiritual awareness and to respect the values and beliefs of others. Pupils join in with prayers before lunch and at the end of the school day. Assemblies provide opportunities for prayer and quiet reflection, and a service is held in the village church every month. Topical world events, such as a recent earthquake and its impact on a community in India, are discussed and prayed about sensitively.
39. Social development and moral development are well promoted. As at the time of the last inspection, pupils are successfully taught to care for each other. Children under five are given very good support in personal and social development, and there are very high expectations of their behaviour and level of independence. Key Stage 1 pupils discuss what would make them a good friend, such as being kind, gentle and helpful. Pupils throughout the school are very supportive when others are given awards for particular effort. There continues to be a caring ethos, with a good emphasis on teaching moral values and the difference between right and wrong. For example, pupils are successfully encouraged to become involved in devising rules for the school, and this helps them to behave well. In assemblies, pupils learn about the importance of being a good citizen by helping others, and they volunteer ideas for raising funds for the less fortunate. Parents are pleased that the school promotes and encourages pupils to maintain the values that are taught at home.
40. There are satisfactory opportunities to learn about various cultures. The school has started to address the weakness identified in the last report of teaching about non-European cultures by sponsoring a child in India and developing links with a school in a multi-racial community. The school still has improving multicultural awareness as a priority, for example by further developing the quality of resources.

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

41. The school continues to provide good support and guidance for its pupils, and effectively promotes their welfare, health and safety in a caring, stable and secure environment.
42. The school has good procedures to monitor attendance. Good liaison is maintained with the parents, and unauthorised absence is very low.
43. All members of staff continue to promote good standards of behaviour and to act as good role models. Pupils have a good understanding of what sort of behaviour is expected and try hard to achieve this. Class rules are prominently displayed and are followed consistently. Teachers use good strategies to promote good behaviour, which include 'golden points'. The school has a family atmosphere, where older pupils are pleased to help younger pupils. Members of staff are

always on hand to ensure a good atmosphere of respect and care. Pupils respond well to this approach.

44. The school has very good procedures for child protection issues, following carefully the guidelines from the local authority. Good links exist with local agencies such as social services. Members of staff have a good awareness of requirements, and give careful attention to the child protection issues if they arise.
45. Members of staff and the governing body carefully monitor health and safety issues. Appropriate risk assessments have been carried out and acted on, where necessary. There are several well-qualified first aiders in the school, and careful attention is given to pupils who may suffer a minor accident. Accidents are carefully recorded.
46. There are very thorough procedures for assessing pupils' progress over time, including good procedures for assessing attainment in subjects other than English, mathematics and science. Overall, assessment has improved since the last inspection, with areas of weakness identified now fully addressed. However, assessment procedures are still very new and their impact so far has been limited.
47. Children are assessed when they start school and this information is used effectively to identify what individual children need to learn next. The reception class teacher keeps very detailed records of children's progress, and uses this information very effectively in order to ensure that activities build on previous learning. Careful observations are made of children when they are at work, and this information is recorded to show what skills have been used in a particular activity.
48. In Key Stages 1 and 2, pupils are tested in English, mathematics and science at the end of each year. Test results are used effectively to help decide what pupils should achieve at the end of the next year. Individual targets are set for pupils as well as targets for the whole class. These help pupils to take some responsibility for their own learning.
49. The procedures for monitoring and supporting pupils' personal development are good. All members of staff at the school know the pupils well and they value every pupil at the school. Pupils with special educational needs are well supported and their progress effectively monitored. Good opportunities are provided in classes to listen to pupils' concerns, and issues are dealt with effectively in personal, social and health education lessons as well as through 'circle-time' discussions.

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

50. The school has a good partnership with parents. Most parents are very supportive of the work of the school, and feel that it has improved since the appointment of the present headteacher. Parents report that their children enjoy coming to school and that teachers are approachable and willing to listen to their concerns.
51. The school values its strong links with parents and provides them with a good range of information, including a regular newsletter. The parent teacher association offers a supplementary newsletter to set out their programme and how funds have been used. The school brochure and governing body's annual report give a detailed record of the life and work of the school.
52. About 20 per cent of parents who responded to the pre-inspection questionnaire expressed concern about the information they receive on their children's progress. Inspection findings are that arrangements are satisfactory, with annual reports on each pupil's attainment and progress being of good quality. Reports are very detailed, giving good information on what pupils can do as well as what they need to improve in the future. Arrangements for parents to meet formally with teachers are satisfactory. The school organises regular parent/teacher consultation evenings, which are well attended. The school has a good open-door policy that is encouraged effectively by the head teacher. During the inspection, teachers were freely available at the end



of the school day to deal with minor concerns if parents had them.

53. There is good liaison between the school and home when children start school. Parents are welcomed into school at any time to discuss concerns, and new children spend time in the class before they are due to start. These activities help them to settle into school quickly.
54. The school values the support of parents and has worked hard to encourage them to visit the school and take part in the activities on offer. Parents and other members of the local community help the school in a number of ways, for example by helping with clubs, hearing readers and supervising children on visits. This support makes a good contribution to pupils' learning.
55. There is a very active parent teacher association, which provides excellent support, including social gatherings for pupils and adults as well as raising money for major projects. Only recently, they have agreed to provide half the costs of the development of the garden area, including the removal of the air-raid shelter. A number of parents attend a 'Parents Advisory Group', established by the school to discuss issues and improve communications. This has helped to develop links between home and school.
56. A few parents expressed concerns about homework and the use of the home/school book, which is intended to improve communication between teachers and parents. Inspection findings are that arrangements for providing homework are satisfactory. It is set regularly and helps to develop links between home and school. The home/school book is a very good idea in principle, but at the moment there is a mismatch between the expectations of some parents and what teachers can realistically do. Although the school has tried to explain how teachers will use the home/school book, this has not yet been fully understood by all parents.

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

57. Despite the change in headteacher since the last inspection, the quality of leadership and management of the school remain high. The headteacher provides very good leadership for the work of the school. Changes he has introduced over the last two years are beginning to have a good impact on standards whilst maintaining a caring ethos. Almost all parents are very happy with the quality of leadership, and feel that the school has improved in the last two years.
58. The headteacher has a clear understanding of what the school needs to do to improve standards, and has already made many changes to ensure that such improvements take place. An excellent example of this is the initiative to undertake the Basic Skills agency 'Quality mark' assessment. This initiative was driven by the headteacher's desire to improve the quality of pupils' literacy and numeracy skills, and was effective in quickly improving the quality of work throughout the school.
59. There is a very clear shared vision for the future of the school that is based on a good understanding of the school's strengths and weaknesses. The headteacher has quickly established an effective working relationship with those teachers who were appointed at the start of the current academic year. Indeed, the teamwork and shared sense of purpose is a strength of the school's work, with all members of staff have their pupils' well being and education at the forefront of their planning. This means that the school is very well placed to improve further in the future.
60. Strategies for monitoring the work of the school have been significantly developed since the last inspection. Detailed records of individual pupil's progress are kept, and these are used effectively to set targets for improving pupils' attainment. The headteacher has established very thorough procedures for analysing test data. This includes looking at gender issues and has been useful in identifying where pupils have particular weaknesses. The monitoring of teaching is thorough and effective in identifying what teachers are good at and where they need to improve. This has helped to develop the quality of teaching in the school over the last two years. The headteacher has identified the need to continue to monitor and support the teacher

of Year 6 pupils so that areas requiring improvement are addressed.

61. Curriculum management is good overall. This represents a significant improvement since the last inspection when it was identified as a weakness. Work is sensibly shared between the four teaching members of staff, and they support each other well. There is a realistic programme for monitoring teaching and learning in the different subject areas. Where monitoring by the co-ordinator has already taken place, priorities have been established to raise standards and issues identified have been acted upon.
62. The headteacher and governors have developed the school's long-term planning so that parents and pupils have a greater involvement. This is reflected appropriately in the school development plan, which is satisfactory. It sets a clear agenda for school improvement. Targets for improvement are appropriate, though time-scales and, by implication the workload for individual teachers, are sometimes unrealistic in view of the size of the school.
63. Governors are very supportive of the school's work and share the headteacher's commitment to developing the school. There are several committees that meet regularly and perform useful roles. The governing body fulfils its statutory duties. The chair of governors has a good understanding of the school's strengths and weaknesses, based on regular visits to school as well as detailed discussions with the headteacher. Monitoring of the school by other governors is less well developed, though they have identified this as an area for improvement. Training in this area of their work was scheduled to start shortly after the inspection.
64. Finances are very well managed by the headteacher and the school secretary. Financial planning by the headteacher and governing body is very good, and spending is clearly targeted on raising standards. The thoroughness with which the implications of taking on an extra teacher were analysed is very impressive, and indicates the detail that governors apply to their financial responsibilities.
65. The school uses specific grants well so that they have a good impact on learning. For example, the element of the budget allocated to special needs is used very effectively to provide additional staffing. The school effectively applies the principles of 'best value' to its work, for example by comparing the school's performance with schools that have similar costs per pupil, and by analysing the impact of their spending on pupils' achievements. Parents make a significant contribution to the financial security of the school. The money they raise is spent well to improve resources or accommodation. Parental contributions recently paid for new books and equipment.
66. The school is staffed with a good number of teachers and support staff, which means that class sizes are kept relatively small. However, teachers lack expertise in teaching physical education, and the subject co-ordinator has identified this as an area for future school training. Learning support assistants make a good contribution to pupils' learning, particularly when working with pupils with special educational needs or in the reception class.
67. Accommodation is satisfactory. There have been some major improvements since the last inspection, which have had a good impact on the quality of education provided by the school. The most important of these is the development of a reception classroom, which has enabled an appropriate curriculum to be taught to children when they first start school. The development of an attractive outdoor area has also helped to improve the curriculum for younger pupils. The building is well maintained and, although some classrooms are small, this does not have significant impact on learning. The hall and playground are very small, which makes it difficult for whole classes to do physical education lessons. However, the school has devised satisfactory strategies for coping with this problem.
68. The library is used effectively to support learning, and books are prominently displayed in all classrooms.
69. Resources are satisfactory overall. There have been good improvements in resources for

children in the reception class and in information and communication technology. Both are now well resourced. However, resources in physical education are unsatisfactory. There is not enough equipment for all skills to be taught properly; for example, there is a lack of large and small balls.

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

- Address underachievement in Year 6 by:
  - Raising expectations of what higher attaining pupils in Years 5 and 6 should achieve;
  - Ensuring that planning identifies expectations for pupils of differing prior attainment;
  - Monitoring teaching to ensure that pupils' needs are being fully met.

(Paragraphs 3, 7, 8, 26, 32, 61, 89, 94, 105, 106, 109, 115, 116)

- Improve pupils' spelling skills and their presentation of work by: \*
  - Raising teachers' expectations of how well pupils should spell;
  - Ensuring that pupils are taught to check their work for inaccurate spellings;
  - Teaching pupils how to spell new words when they are introduced in subjects such as science and mathematics;
  - Continuing to link the teaching of handwriting with the teaching of spelling in literacy lessons;
  - Ensuring that pupils do not scribble on books and have a clear understanding of what is meant by acceptable presentation.

(Paragraphs 7, 15, 28, 95, 108, 119)

- Improve provision for pupils' physical development by \*
  - Allowing more time for the teaching of the subject;
  - Developing teacher expertise in the subject;
  - Improving physical education resources.

(Paragraphs 30, 66, 67, 163, 164, 166)

\* This indicates areas for improvement already identified in the school development plan or literacy action plan

In addition, the following areas for improvement should be considered for inclusion in the action plan. These refer to weaknesses identified in paragraphs:

- Ensure that geography topics are studied in sufficient detail in Key Stage 2; (Paragraphs 30, 135)
- Encourage pupils to take greater notice of what teachers have written in their work books when they have marked work; (Paragraphs 27, 100, 110)
- Ensure that there is a consistent approach to the use of home/school books that is clearly understood by teachers and parents; (Paragraph 56)
- Review individual education plans for pupils with special educational needs so that they consistently set clear and realistic targets for what should be achieved; (Paragraph 34)
- Ensure that the school development plan includes appropriate time scales, so that members of staff have realistic workloads. (Paragraph 62)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	21

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	12	36	45	0	0	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	96
Number of full-time pupils eligible for free school meals	2
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	18
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	4.7
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	6	7	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	12	12	13
Percentage of pupils at NC level 2 or above	School	92 (92)	92 (100)	100 (83)
	National	84 (82)	85(86)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	12	13	13
Percentage of pupils at NC level 2 or above	School	92(92)	100(100)	100(100)
	National	84(82)	88(86)	88(87)

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

*\* Data showing relative performance of boys and girls has been omitted because of the small number of pupils in the year group.*

### **Attainment at the end of Key Stage 2**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	2	3	5

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

*Test data has been omitted because the number of pupils taking the tests in 1999 and 2000 was less than 11.*

**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	79
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)	5.2
Number of pupils per qualified teacher	18.4
Average class size	24

**Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	73

**Financial information**

Financial year	1999-2000
----------------	-----------

	£
Total income	185749
Total expenditure	185198
Expenditure per pupil	2154
Balance brought forward from previous year	7607
Balance carried forward to next year	8158

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

### **Questionnaire return rate**

Number of questionnaires sent out

89

Number of questionnaires returned

36

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	30	6	0	0
My child is making good progress in school.	56	28	8	0	8
Behaviour in the school is good.	64	33	0	0	3
My child gets the right amount of work to do at home.	25	50	14	6	5
The teaching is good.	56	33	3	3	5
I am kept well informed about how my child is getting on.	36	42	19	3	0
I would feel comfortable about approaching the school with questions or a problem.	61	25	11	3	0
The school expects my child to work hard and achieve his or her best.	50	44	0	6	0
The school works closely with parents.	44	40	8	8	0
The school is well led and managed.	44	44	6	6	0
The school is helping my child become mature and responsible.	64	28	3	5	0
The school provides an interesting range of activities outside lessons.	64	30	3	3	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**

70. There have been excellent improvements in the provision for children in the foundation stage since the previous report. In the last year, a reception class has been developed and the curriculum completely re-planned. The very good teaching seen during the inspection is having a very positive impact on children's learning. As a result, children's standards of attainment are higher than those found at the time of the last inspection.
71. Children's attainment on starting school in the reception year is slightly above average. This is confirmed by teacher assessments made in the children's first few weeks at school. Overall, children achieve very good standards in their first year in school, and they are on target to exceed expectations for their age in all areas of learning. Standards are very good in personal, social and emotional development, communication, language and literacy and mathematics, with about a third of children already working at Level 1 of the National Curriculum in English and mathematics.
72. The curriculum for children in the reception class is very good. It is very carefully planned and takes full account of the needs of all pupils. Planning is based on the recommended 'Early Learning Goals' and, where appropriate, the expectations of the National Curriculum. A very good balance is achieved between activities that are closely directed by the teacher and activities where children have greater freedom to work at their own pace. Particularly noteworthy are the afternoon sessions where children are able to choose what they are going to do from a selection of activities. These sessions are very well planned, and help children to develop a range of skills. Good use is made of the outdoor area, and children are given numerous opportunities to show independence in their learning. Pupils with special educational needs are well supported by the teacher and learning support assistants and are able to make good progress, particularly in the area of social development.
73. Assessment of children's attainment and progress is excellent. Assessments are made when children start school, and this information is used effectively to identify what individual children need to learn next. The teacher keeps very detailed records of children's progress, and uses this information very effectively in order to ensure that activities build on children's previous learning. Careful observations are made of children when they are at work and this information is recorded to show what skills have been used in a particular activity. Learning support assistants give very good support in the ongoing assessment of children's learning.
74. There is good liaison between the school and home when children start school. Parents are welcomed into school at any time to discuss concerns, and new children spend time in the class before they are due to start. These activities help them to settle into school quickly.

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

75. Children make very good progress in this area of learning because of the very good quality teaching. Several times a week, all children have the opportunity to plan their own work, carry out their ideas and discuss with the teacher and the rest of the class what they have done. This means that their level of independence and learning in this area of learning is a particular strength. Members of staff are calm, caring and patient, and have a good knowledge of both the social and educational needs of individual children. Children's behaviour is well managed, with very good use made of praise to develop self-esteem. Throughout all areas of the curriculum, the teacher and learning support assistants ensure that children are encouraged to become independent, to relate well to each other and to behave sensibly. As a result, children become confident and secure individuals.
76. Children with special educational needs are involved in all activities and quickly improve their confidence and their social skills.



## **Communication, language and literacy**

77. There is a very strong emphasis on developing children's language skills in all activities, which helps children to make very good progress in this area of learning. Speaking and listening skills are well taught. Children are given many opportunities to take part in discussions and talk about what they are doing, so they become confident in talking to large or small groups as well as to individuals. They explain what they are going to do when they have a choice of activities, and talk happily about their homes and families.
78. Reading skills are taught effectively, with elements of the literacy hour used appropriately to ensure that there is sufficient challenge for higher attaining children. A good range of strategies is used to teach children letter sounds. There is a very strong emphasis on learning being fun. For example, children sing letter sounds and do appropriate actions for the sounds. This is very effective, with children showing high levels of motivation and quickly learning new sounds and actions. Stories are read well, and children enjoy listening to them. They respond appropriately, joining in with the teacher when they recognise a text. Most children are beginning to read simple texts and can talk accurately about the events in the story.
79. Children develop a positive attitude towards writing and are given many opportunities to improve their skills. An imaginative approach to the teaching of letter formation has a good impact on learning. Skills are taught in a number of exciting ways, such as making letters shapes with spaghetti. Children are successfully encourage to write for a range of purposes, for example making lists when preparing for a 'surprise visitor'. Supplies of paper, pens and pencils are always available, and children readily use them. As a result, children become confident writers. They are very enthusiastic and are always willing to record their ideas on paper, often using recognisable words or letters.
80. Homework makes a good contribution to children's learning, especially in the development of reading skills.

## **Mathematical development**

81. Children make very good progress in developing mathematical skills. Most children recognise numbers to ten, with a large number of higher attaining children recognising higher numbers. When working orally, higher attaining children can work out 'one more than' a given number. Children enjoy playing simple number games on the computer, and confidently use appropriate mathematical language, such as 'bigger than' and 'smaller than'.
82. The good teaching of the subject ensures that all children are well motivated and interested. The teacher plans exciting and stimulating activities, and encourages children to think of themselves as mathematicians. Mathematical concepts are often taught in a practical way that involves the children and promotes good learning. Careful planning means that the needs of all children are met, and work is well matched to individual needs. There is a good level of challenge for higher attaining pupils, many of whom are already working at Level 1 of the National Curriculum. For example, some higher attaining children worked on their own to make lotto cards by writing numbers up to 100, and then played the game taking turns sensibly.

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

83. Pupils make good progress in this area of learning, developing a good range of skills and knowledge. Children understand what plants need to help them grow and can name the different parts of a flower. They understand that things change over time and can talk about recent past events in their own lives. Children show excellent skills when using the computer. They 'turn' pictures so that they can be printed the right way up, and confidently use the keyboard and 'mouse' to write out words or draw pictures.
84. The quality of teaching is very good. Activities are carefully planned, and the practical focus in

work means that learning is made purposeful and fun. Children are encouraged to choose for themselves which activity they are going to work on and explain why they have made this choice. They respond well to this expectation, concentrating well on whichever activity they have chosen. When working outside, good use is made of the garden to help children learn about flowers and animals. During the inspection, children were planting flowers in the garden under the supervision of a learning support assistant. This was a very well planned activity, with very good quality of questioning by the learning support assistant. There was a very good focus on language development as well as ensuring that the children understood what flowers need to keep them alive. Children's comments were noted, and used to form a useful basis for deciding what needed to be taught next.

### **Physical development**

- 85. Opportunities for children to work outside have improved since the last inspection. With the financial support of parents, the outdoor play area has been developed and now provides an attractive working area for children. It is used to good effect to develop simple climbing and balancing skills.
- 86. Children's learning in this area of learning is also enhanced by regularly timetabled physical education lessons. In these lessons, the quality of teaching is satisfactory. Although physical education lessons are carefully planned, the pace of learning is too slow because of the teacher's weak subject knowledge, which means that activities are not pitched at the right level for the children's needs. In addition, children spend too much time sitting and waiting for a turn rather than taking a full part in activities. The teacher has identified the need for more training in this area of the curriculum. Nevertheless, children are encouraged to think about the effects of exercise on their body. They learn how to make simple balances and show appropriate co-ordination when moving around the hall.

### **Creative development**

- 87. The quality of teaching in this area of learning is good and children make good progress. An imaginative range of resources is used to stimulate interest and promote good learning. Children draw and paint confidently, with increasing control of a range of tools, for example when using materials to make pictures of skeletons. Teachers successfully encourage pupils to work independently. For example, children decide for themselves which materials they want to use when making rattles. Children enjoy singing, and join in with enthusiasm when making music in the classroom or in assembly.

### **ENGLISH**

- 88. By the end of Year 2, pupils are achieving well for their age and their attainment is well above average in reading and above average in writing. National Curriculum test results in 2000 confirms inspection findings, with attainment well above average in reading and above average in writing compared with all schools nationally. Compared with similar schools, pupils' attainment is above average in reading and average in writing. Pupils' standards of attainment at the end of Year 2 are similar to those found at the time of the last inspection.
- 89. By the end of Year 6, pupils' attainment is below average in English, with weaknesses in spelling and a less positive attitude to work contributing to low attainment. Their present teacher has only taken this year group for one term and their learning has been significantly disrupted in the past by changes in teaching staff. The year group also contains a higher than average number of pupils identified as having special educational needs. Inspection findings indicate that attainment is significantly higher in Years 3, 4 and 5 where standards are good. In Years 3, 4 and 5, pupils achieve well and improve on the good start they are given in Years 1 and 2. However, there is underachievement in the current Year 6, particularly amongst higher attaining pupils. The school has identified this as an area for development and the headteacher is working with the class teacher to improve provision for these pupils.

90. Test results at the end of Year 6 in 2000 show that, when compared with all schools, pupils achieved above average standards in English. Pupils' attainment was significantly higher in reading than in writing. When compared with similar schools, pupils' attainment was average. The very small number of pupils taking the tests in Year 6 means it is not possible to make direct comparisons between test results from year to year. Nevertheless, test data for the last two years show that overall standards are rising in English. Inspection findings confirm that this trend is being maintained in Years 5 and below.
91. Pupils achieve satisfactory standards in speaking and listening in both key stages. Many younger pupils are articulate, and speaking and listening skills are effectively promoted in class and in other activities. Pupils are given appropriate opportunities to perform in front of an audience. Pupils in Key Stage 2 are able to take part in drama activities and present talks to other members of the class. However, older pupils do not always convey their ideas clearly.
92. Throughout the school, pupils are better at reading than at writing. In both key stages, pupils are given good opportunities during group reading sessions in literacy lessons to share books and read to each other and to an adult. They do this confidently, using an appropriate range of strategies to read unknown words. For example, they look at the pictures and try to guess the word from the context of the sentence. Pupils enjoy talking about the books they are reading. Higher attaining pupils explain clearly why they enjoy particular types of books. In Key Stage 2, pupils explain clear preferences for authors or types of books. Older pupils use their research skills well in history and geography lessons.
93. Pupils are given good opportunities to write for a range of purposes in both key stages. In Key Stage 1, pupils confidently write stories, poems and descriptions. As they get older, they improve the structure of their sentences and begin to use punctuation more accurately. Although pupils have a good vocabulary when speaking, this is less apparent in their writing. Their lack of confidence in spelling means that they are not adventurous in deciding which words to use in their writing. The school's literacy action plan identifies this as an area for development over the next year.
94. The variety of writing develops well in Key Stage 2, and pupils produce some interesting pieces of work. Pupils are beginning to be confident about putting their ideas on to paper, and are successfully encouraged to do so by the teachers. Writing tasks are varied and interesting, and are often well linked to learning in other subjects. However, in Year 6, pupils' work is often spoilt by poor presentation. This year group is less confident than other year groups when writing without adult support, and they often make careless errors.
95. Throughout the school, pupils' spelling skills are weaker than they should be. Whilst pupils perform well in spelling tests, they do not successfully use these skills when writing without adult support. They make careless errors in spelling commonly used words, and do not consistently apply their knowledge of spelling rules. Teachers do not spend enough time teaching pupils how to spell new words when they introduce technical vocabulary in subjects such as mathematics and science. As a result, pupils develop bad spelling habits and repeat errors.
96. Teaching is satisfactory overall in both key stages, with an example of good teaching in Years 3 and 4. The quality of teaching is broadly similar to that found at the time of the last inspection. Teachers plan work carefully, and work hard to make learning fun. They are enthusiastic when talking about the subject, which helps to motivate and inspire pupils. This is most noticeable in Years 3 and 4, where the teacher has high expectations and consistently plans work that interests the pupils. In the good lesson in this class, good use was made of a play script to help pupils identify some of the conventions for writing a play. The teacher successfully encouraged pupils to 'picture' a scene from the play in their head. This led to some good work on adjectives, where pupils used their 'pictures' to describe what they could see. As the lesson progressed, pupils began to think of more interesting vocabulary, which they later used in their writing.

97. Teachers work hard to meet the needs of all pupils. Where work is well matched to pupils' prior attainment, the level of interest shown by pupils is high. However, pupils are less well motivated when the pace of a lesson is too slow or when there is a lack of challenge.
98. Throughout the school, teachers are good at making learning purposeful and give pupils good opportunities to use their literacy skills in different curriculum areas. For example, pupils in Year 2 confidently recorded the different facts about Queen Victoria that they had previously researched in books and on the computer.
99. A good feature of teaching throughout the school is the support given by learning support assistants, who are extremely valuable members of the teaching team. They are well trained and well informed. They often work with pupils who have special educational needs and, when this is the case, the pupils make good progress.
100. Procedures for assessing pupils' attainment and progress are good. This represents an improvement since the last inspection, although many developments are very recent. The school is now making good use of a range of assessments to test pupils' learning from year to year. This data is also being used well to set targets for the end of each year. Pupils' work is regularly marked, and, in Years 1 and 2 in particular, written comments help identify what pupils need to do to improve their work. However, pupils in Key Stage 2 do not always look at the teachers' marking so its effectiveness is limited.
101. The recently appointed co-ordinator has quickly developed an understanding of the school's strengths and weaknesses. Appropriate priorities for development have been identified, such as improving the range of reading books suitable for lower attaining boys. Teachers plan work carefully using the literacy framework, which helps to ensure that the curriculum is broad and balanced. An appropriate emphasis is given to developing speaking and listening skills, although there is less structure to this than there is to the teaching of reading and writing.
102. Resources are satisfactory and are being steadily improved, as money becomes available. The library is used effectively to support learning, and books are prominently displayed in all classrooms.
103. A wide range of extra-curricular activities and visits enriches the curriculum. A drama club is well attended, and helps pupils to learn new skills. Pupils regularly visit local theatres, and all pupils recently took part in a performance of 'A Midsummer Night's Dream'. This highly ambitious project was well supported by parents, the local community and businesses, and gave pupils an exciting opportunity to participate in a once in a lifetime project.

## **MATHEMATICS**

104. Pupils' attainment is well above the national average by the end of Year 2 and they make good progress. National Curriculum test results over the last three years have also been at least above average when compared with all and similar schools. Attainment is better than that found at the time of the last inspection. Pupils are quick at working out mathematical problems mentally, and have a thorough understanding of how the mass of an object can be compared with other objects or standard units.
105. Pupils' attainment in the present Year 6 is below average. National Curriculum test results over the last three years have also been below average. The target set for test results at the end of Key Stage 2 in 2000 was not achieved because one pupil did not reach the predicted grade. A very ambitious target has been set for 2001, but currently pupils are not on target to achieve this without significant additional support. The present Year 6 has a high percentage of pupils with special educational needs, and their education has been disrupted due to a high turnover of teachers in the last two years. Their present teacher has only taught them for one term. Test results at the end of each year show that pupils made good progress last year. Pupils' attainment is not as high as it was at the time of the last inspection when it was in line with the national average. Pupils lack confidence in using a range of strategies to help them solve

problems, and do not check their work to see if their answers are sensible. As a result, they make avoidable mistakes. There is little evidence of higher attaining pupils performing above the level expected for their age, although the school has identified the need to help more pupils to achieve a higher level. Lower attaining pupils have a weak understanding of place value. Nevertheless, pupils in Years 3, 4 and 5 are on target to exceed the national average at the end of the key stage.

106. There is no significant difference between the attainment of girls and boys. All pupils are now making at least satisfactory progress, with pupils with special educational needs making good progress. However, higher attaining pupils in Year 6 are still not given sufficient challenge in all lessons. Most parents are happy with the progress that their children make, although some expressed concern about the older higher attaining pupils.
107. The quality of teaching is good at both key stages. This was also the case at the time of the last inspection. Lesson planning is thorough and there is a good balance between practical and written work. Teachers provide fun activities and give clear explanations to aid pupils' understanding. Teachers are enthusiastic, use praise successfully, and maintain a quick pace in most lessons. As a result, most pupils behave well, are attentive and keen to learn. For example, nearly all pupils in Years 1 and 2 want to volunteer answers during the mental mathematics session at the start of the lesson. Pupils in Years 3 and 4 are confident when explaining to the rest of the class the methods of calculation they have used.
108. Teachers prepare well, which means that little time is wasted finding resources in lessons. They have good relationships with the pupils and explain clearly the expectations for each lesson. These learning objectives are prominently displayed in the Years 5 and 6 class. Teaching is most effective when teachers show pupils how they can use the skills they are learning in every day life, such as using scales to measure out ingredients for cooking and handling real coins to find change. Mathematical vocabulary is well promoted, and pupils are given good opportunities to use their literacy skills in support of the subject. However, the correct spellings of mathematical vocabulary is not always taught. Discussions at the ends of lessons are used appropriately to reinforce what pupils have learnt. In one lesson, the teacher in Years 5 and 6 used this time very effectively to encourage pupils to evaluate what they had learnt for themselves and share particular achievements with the class.
109. Whilst all teachers identify different tasks for pupils depending on their prior attainment, a scrutiny of pupils' previous work shows that higher attaining pupils in Year 6 are not always challenged enough. This results in a lack of enthusiasm at these times, and the pupils do not listen carefully or work at a quick pace. In some classes, teachers do not have high enough expectations of how pupils should set out their work and work is sometimes untidy as a result. The squares in the exercise books for younger pupils are too small for some pupils, which means they cannot develop good habits in setting out sums correctly.
110. Throughout the school, learning support assistants work effectively with pupils with special educational needs. They have a clear understanding of their role and make useful notes on the attainment of individual pupils during whole class work. Teachers are careful to involve pupils with special educational needs in whole class question and answer sessions. The good level of support they are given enables them to be confident and successful. The quality of marking is particularly good at Key Stage 1, where specific comments show clearly what pupils have achieved. However, pupils in Key Stage 2 do not always check previous work to see what the teacher has written. As a result, the effectiveness of some marking is limited.
111. The school successfully uses the numeracy framework to support planning, and this ensures that pupils cover the full range of mathematical topics. The school has received intensive support from the local authority to help raise standards in the subject, and this has been effective. New developments have not been in place long enough to have had a significant impact on pupils' attainment at the end of Key Stage 2, but pupils lower down the school are now developing a very good knowledge and understanding of mathematical skills and concepts.

112. There are very good procedures for assessing pupils' attainment and progress. The school analyses test results each year and sets targets for pupils of differing prior attainment in each class. At the end of mathematics topics, teachers carry out assessments to find out what pupils have learnt. Detailed records are kept showing how well individual pupils have progressed, and these are used to plan future work. This is a significant improvement from the time of the last inspection when assessments were not linked to the curriculum pupils were following and there was no consistent approach.
113. As at the time of the last inspection, the subject is well managed. The co-ordinator has a clearly understood role and is involved in monitoring the work of colleagues. The school has correctly identified the need to develop pupils' skills in problem solving and applying mathematical knowledge, and to improve the effectiveness of discussions at the end of lessons. A portfolio of pupils' work is evaluated to help decide future developments. A new policy and scheme of work support teachers in their lesson planning. A bank of numeracy games is being developed to help parents to take a more active part in supporting pupils at home.

## SCIENCE

114. Pupils' attainment is above the national average by the end of Year 2 and is similar to that found at the time of the last inspection. All pupils in Year 2 make good observations during investigations, such as the effect of pushing or pulling on a range of materials, and suggest many ways that our eye-sight can be improved through the use of equipment. Higher attaining pupils make scientific connections, for instance that cars move faster on smooth surfaces and can move further when the wheels are kept straight.
115. Pupils' attainment is below average at the end of Year 6. Standards have been below average over the last three years. However, pupils are now making at least satisfactory progress and have a thorough knowledge and understanding of the topics covered recently. Nevertheless, attainment is lower than at the time of the last inspection when it was above average. Pupils are developing a satisfactory knowledge of scientific facts, have a reasonable understanding of the need for fair testing and are developing confidence in making predictions about what might happen during an investigation. However, they do not use their scientific knowledge often to explain their predictions or findings. They have limited skills in selecting their own resources and presenting information using various graphs and charts.
116. The school has identified the need to raise attainment in science at Key Stage 2, and the attainment of pupils is above average in Years 3,4 and 5. Higher attaining pupils in these year groups give more accurate descriptions of their observations, and when questioned will find possible explanations for what has happened. For example, pupils in Years 3 and 4 suggested that sugar moved through the sieve slowly because pieces get lodged together and stop the flow. Higher attaining pupils in Years 5 and 6 have started to plan and carry out their own investigations, but they are still not sufficiently challenged in all lessons.
117. End of Key Stage 2 test results show that boys perform better than girls. However, year groups are small and results are affected by the performance of one or two pupils. During the inspection, there was no significant difference evident in the work produced by girls and boys. Pupils of differing abilities make satisfactory progress. Pupils with special educational needs making good progress when supported by a learning support assistant.
118. The quality of teaching is satisfactory, with one example of good teaching. This is not as good as at the time of the last inspection when teaching was judged to be good. At both key stages, teachers write clear plans and explain carefully to the pupils what they are expected to learn in the lesson. Skilful questions help pupils to revise knowledge effectively. Resources are well prepared so that no time is wasted and pupils' attention and interest are successfully held.
119. At Key Stage 2, new facts are taught clearly. In the best lesson in Years 5 and 6, the teacher consistently used the correct scientific vocabulary and encouraged pupils to give reasons for their predictions. However, teachers do not always remember to use scientific vocabulary, and

pupils are not always reminded to use the correct scientific terms when writing about their investigations. For example, when learning about circulation older pupils used the term 'tubes' to describe blood vessels, and the teachers did not use the term 'particles' when describing how a collection of small pieces of a solid can behave like a liquid. When scientific vocabulary is introduced, the correct spelling is not always taught, which leads to pupils developing bad spelling habits. Teaching is less effective when pupils of differing prior attainment are given the same task, such as copying information from the board. On these occasions, the needs of higher attaining pupils are not fully met. Although the use of information and communication technology is successfully included in many lessons, higher attaining pupils are not given enough opportunities to consider what other methods they could use to present information once collected.

120. Throughout the school, fun, practical activities capture pupils' interest. Learning support assistants are used effectively to support groups of pupils, and they ask probing questions to stimulate pupils' thinking and discussion. Praise is used effectively to boost confidence and encourage pupils to ask and answer questions. Teachers set a good example by being polite to the pupils. As at the time of the last inspection, pupils have good attitudes to the subject. For example, pupils at Key Stage 1 worked together well when measuring the distance vehicles have travelled down a slope. At Key Stage 2, pupils co-operate sensibly and are polite to each other. However, some of the written work is untidy, unfinished and with poor spelling. Key Stage 2 pupils are slow to tidy resources away at the ends of lessons.
121. Procedures for assessing pupils' attainment and progress are good. Pupils are tested at the end of each year and work is regularly marked. However, the use of assessment to identify expectations for higher attaining pupils is not yet fully developed.
122. The subject manager has a clear action plan for the subject, has received appropriate training for the role of co-ordinator and has been working on improving resources for the subject. Opportunities for monitoring teaching and learning in the subject are identified in the school development plan. The school follows a recommended scheme of work to ensure that all aspects of the National Curriculum are fully covered. However, the policy document is out of date and does not refer to current practice.

## **ART AND DESIGN**

123. By the end of both Year 2 and Year 6, pupils attain satisfactory standards in art. Standards have been maintained since the time of the last inspection. Parents are pleased with the quality of some of the artwork produced. For example, older pupils made a skilful mosaic depicting Constable's 'Hay Wain' and this was shown during a recent slide presentation at the National Gallery. Pupils in Years 3 and 4 make effective links with a history topic when designing and making careful woodcuts of Tudor trade and profession signs. Pupils in Key Stage 1 use painted newspaper to make interesting sculptures of bodies. However, pupils in Key Stage 2 have limited skills in observational drawing, and do not use techniques effectively to show light and shading.
124. All pupils, including those with special educational needs, make satisfactory progress in developing knowledge of famous artists and their contrasting skills.
125. As at the time of the last inspection, teaching is good overall. In the good lessons, teachers describe the tasks clearly and have high expectations of what the pupils should achieve. Resources are well prepared so that no time is wasted in the lesson. Activities are carefully chosen to engage pupils' interest and to encourage them to co-operate sensibly and share equipment. In Year 1 and 2 examples of mosaic pictures are used to good effect to support pupils in their learning.
126. The recently appointed subject co-ordinator has good subject knowledge and has developed a clear action plan for the future development of the subject. This has included carrying out a useful audit of resources. This identified a shortage of posters depicting art from various

cultures, and these have now been ordered. There is an appropriate scheme of work guiding teachers' planning. However, the policy is out-of-date and does not include arrangements for assessment and provision for pupils with special educational needs. Pupils have the opportunity to attend an after-school art club, where they enjoy using a range of techniques.

## **DESIGN AND TECHNOLOGY**

127. By the end of both Year 2 and Year 6, pupils attain satisfactory standards in design and technology. Standards have remained at this level since the last inspection. Throughout the school, pupils develop appropriate skills in using a range of tools safely. Pupils' skills in working with fabrics develop well, and all pupils designed and made a colourful square for the 'millennium' quilt. Key Stage 1 pupils use a range of materials to construct moving vehicles, showing an awareness of what is needed to make wheels turn. Pupils in Years 3 and 4 make detailed plans for their designs, including dimensions, views from different planes and materials to be used. Pupils in Years 5 and 6 consider the best materials to use when constructing a walking boot and give some sensible reasons for their choices. For example, they know that metal toecaps are effective protectors and that insulating materials will make the boot warm inside.
128. All pupils, including those with special educational needs, make satisfactory progress. Lower attaining pupils make less detailed plans. Higher attaining pupils evaluate their work more critically and include greater detail in their plans, including explanations of how various components will work.
129. Teaching in the one lesson observed at Key Stage 1 was satisfactory. Teaching was also satisfactory at the time of the last inspection. In the lesson observed, pupils were supported in their model making through the skilful use of questioning by the teacher and learning support assistants. This support encouraged pupils to think about what materials and sizes were suitable for their models. Pupils were encouraged to use the correct vocabulary, such as 'axles', when discussing their work. Members of staff gave effective encouragement, which meant that pupils were confident when trying out their ideas. Some pupils in Year 1 found it difficult to share resources, and this was partly due to there being a shortage of wheels and axles in the commercial kits available.
130. The co-ordinator has a clear understanding of how the subject can be developed, and has suitable plans to forge better links with local industry. A nationally recommended scheme of work now forms the basis for teachers' planning and ensures coverage of all aspects of the subject. There is no current policy for the subject. Assessment arrangements have improved since the last inspection, and all teachers now keep records to show what pupils have achieved.

## **GEOGRAPHY**

131. Pupils' attainment is satisfactory by the end of both Year 2 and Year 6, and they make satisfactory progress. This was also the case at the time of the last inspection. Pupils in Years 1 and 2 draw simple maps and talk about geographical features of where they live. In Key Stage 2, pupils begin to make comparisons between their own village and other localities. Higher attaining pupils interpret data and give reasons for variations in information. For example, they suggest why traffic in the village is busier at certain times and why there is more traffic on some days. However, lower attaining pupils find it difficult to follow a simple plan.
132. The quality of teaching is satisfactory, with one example of good teaching. Teaching at the time of the last inspection was good. In the best lesson, the teacher used questioning effectively to establish what pupils in Years 3 and 4 had already learnt, and activities were thoroughly planned to challenge pupils of differing prior attainment. In addition, pupils were expected to pose questions about the topic that they would like to investigate, and this increased their involvement in their learning.
133. In a lesson for pupils in Years 5 and 6, an interesting and relevant local survey carried out by the



pupils was being analysed. The tasks were clearly explained. When pupils started to discuss their findings in smaller groups, they stated interesting opinions about the impact of traffic on the village.

134. Throughout Key Stage 2, teachers do not always ensure that work is finished or presented tidily. As a result, work is often untidy and unfinished, with careless spelling mistakes. Pupils with special educational needs are given effective support from learning support assistants and this enables them to make satisfactory progress.
135. The curriculum for geography meets statutory requirements, but some topics are not covered in sufficient depth. A recommended scheme of work and a very thorough policy document now form a suitable basis for teachers' planning. Residential visits for pupils at Key Stage 2 make a valuable contribution to pupils' learning about environmental issues and map-work. Teachers carry out satisfactory assessments of pupils' learning.
136. Information and communication technology is used effectively to support the subject. For example, pupils in Years 3 and 4 use the computer to find out about an oasis. Pupils use their numeracy skills appropriately, for instance in showing weather patterns in Cairo on a graph. However, when using their literacy skills pupils make careless errors in their spelling.
137. The subject was not well managed at the time of the last inspection. The new co-ordinator has started to develop the subject and reorganise learning resources, but has not yet received training or had time to monitor the work of colleagues. The school development plan identifies the need for teaching and learning to be monitored in the next term.

## **HISTORY**

138. Pupils' standards of attainment are good by the end of both Year 2 and Year 6. Good quality teaching and a well-planned and stimulating curriculum have had a good impact on standards, which are higher than they were at the time of the last inspection.
139. Pupils develop a good factual knowledge throughout the school, and are confident in using historical sources to find information for themselves. Pupils in Years 1 and 2 can explain how their life is different from that of children who lived in the past, and have a good understanding of changes over time. They can explain who Queen Victoria was and have used books to find out key facts about her life, often posing their own questions as a starting point for their research. For example, pupils found the answer to the question 'Why did Queen Victoria always wear black?' In Years 3 and 4, pupils are developing a wide knowledge of life in Egyptian times, and confidently make use of the CD-ROMs and the Internet to carry out their own research. Pupils in Years 5 and 6 begin to use more advanced sources to find out about life in Victorian times. For example, they use census data from the local village to find out about death rates.
140. The quality of teaching is good. Teachers plan carefully and provide activities to meet the needs of pupils with differing prior attainment. Pupils with special educational needs are well supported in lessons, and the work they are given is appropriate to their needs. Indeed, the enthusiasm of teachers and their clear love for the subject ensures that all pupils are involved and motivated by the work they are given. Teachers make very good use of resources, including a selection of computer programmes. Photographs used in a lesson on Egyptian houses helped pupils to learn quickly what these houses are like and how they differ from their own. The local community is a rich source of historical evidence that is used effectively by teachers. For example, pupils in Years 5 and 6 went on a walk around the village to look at different Victorian buildings. This helped pupils to learn more about where they lived and developed their understanding of key features of Victorian buildings.
141. The curriculum is broad and balanced, and significantly enhanced by a good range of visits to places of historic interest. Medium-term planning is satisfactory. It is least effective in Years 5 and 6 where there is no indication of the expectations of what pupils of differing prior attainment should achieve. A scrutiny of pupils' work in these year groups confirms that more able pupils

are not always challenged by the work they are given and do not always learn as quickly as they should.

142. Assessment arrangements are good. Work is regularly marked, and teachers make notes after lessons on what pupils have achieved. This provides information to help teachers decide what needs to be taught next. The school has devised very effective methods of recording pupils' progress over time. Teachers' records show very clearly where pupils have a good understanding of what has been taught, as well as showing those who need more work on the subject. These assessment procedures are very new and have not been in place long enough to have a significant impact on pupils' attainment.
143. Management of the subject is good. The work of the co-ordinator is having a good impact on pupils' learning, for example by ensuring that resources are made available as new topics are taught. The co-ordinator has a good subject knowledge and is very enthusiastic about all aspects of the history curriculum. A detailed action plan shows clearly the areas that are to be developed in the next year.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

144. Pupils' standards of attainment are satisfactory by the end of Year 2 and Year 6. Standards are similar to those found at the time of the last inspection. Provision in information and communication technology has improved significantly since the last inspection. The school has improved resources and has introduced a suitable scheme of work to support pupils' learning. A recently developed computer room is used well, and is having a good impact on standards.
145. Throughout the school, pupils develop sound word-processing skills. By the end of Year 2, pupils can type simple texts using a computer and play a range of language and mathematical games using the keyboard and mouse. By the end of Year 6, pupils have improved their word-processing skills. They change font-type and the colour and size of their text. They produce graphs and are beginning to develop an understanding of how computers can be used to present information in different ways.
146. Pupils have a good knowledge of the many applications of information technology and understand that it involves more than just working on the computer. Even the youngest pupils confidently use tape recorders, and understand how information and communication technology can be used in everyday life. Pupils are beginning to use the internet to find information. For example, pupils in Years 3 and 4 used the 'World Wide Web' to find out additional information about life in Egyptian times. Similarly, Years 5 and 6 pupils use CD-ROMs to find information about the Victorians.
147. The quality of teaching is satisfactory. Resources are used effectively. For example, good use was made of a projector in Years 1 and 2 to enable all pupils to see the computer screen when the skills of using the 'back-space' key were taught. Groups of pupils frequently work on computers in their classroom or the computer room. They are well supported on these occasions. A significant strength of the school's work is the very effective way that teachers ensure that the use of information and communication technology is built into all curriculum areas. Pupils were observed developing their skills in a range of subjects, such as literacy, numeracy, history and geography.
148. All teachers have taken part in appropriate training and are more confident about using computers than at the time of the last inspection.
149. Assessment procedures are good, but are very recent and have not been in place long enough to have a significant impact on attainment. Teachers keep records of individual achievement on their planning sheets. They successfully monitor progress over time by recording those who have achieved well and those who will require further support before they have fully acquired a skill.

150. Resources have been improved since the last inspection and are now good. The purchase of new hardware and software has considerably improved the profile of the subject throughout the school, and pupils are benefiting from these new resources. The school has received outstanding support from the local community in developing information and communication technology. For example, a parent freely gave of his skills and time to help establish the new computer room.

## **MODERN FOREIGN LANGUAGES (FRENCH)**

151. Although not part of the statutory curriculum, all pupils study French as part of a local authority initiative. Pupils make good gains in oral skills. They answer to their names in French when the register is taken, and can recognise and respond to greetings. Pupils can count in French and know the names of the months of the year. They respond confidently to questions such as 'Quel age as-tu?'
152. The quality of teaching is good. Teachers' planning focuses on the development of oral skills. Activities are practical and fun. All pupils, including those who have special educational needs, are successfully encouraged to participate in activities. Teachers are very enthusiastic and knowledgeable, and have good expectations of what pupils should say in French. Good use is made of videos to help pupils learn correct pronunciation. For example, pupils in Years 3 and 4 improved their pronunciation of the months of the year after a well-chosen extract from a video had been played in class.

## **MUSIC**

153. Pupils' attainment is satisfactory by the end of both Year 2 and Year 6, with good attainment in singing. Standards are broadly the same as at the time of the last inspection.
154. Parents are impressed by the quality of musical performances and have seen a recent improvement in standards. Older pupils sang several solos and duets to a high standard in their performance of a 'A Midsummer Night's Dream'. Pupils in Years 5 and 6 are developing an awareness of how some notes harmonise and others are discordant. Pupils listen to pre-recorded music attentively and discuss the instruments used and the mood of the music appropriately. Higher attaining pupils make some good observations, such as 'the echo in the church makes the song sound accompanied'. Pupils are developing an appropriate knowledge of musical terms, although pupils in Years 3 and 4 are confused about the difference between a rhythm and a steady beat, and tend to speed up when playing unaccompanied. Throughout the school, pupils respond quickly and enthusiastically to agreed symbols for conducting the music, such as stop and go signs.
155. All pupils, including those with special educational needs, make satisfactory progress overall and good progress in learning to sing.
156. The quality of teaching is satisfactory, with one example of a good lesson. This is broadly the same as at the time of the last inspection. Lessons are well planned, and pupils are given a suitable range of activities including listening, composing and performing. Teachers expect pupils to use correct musical terms. However, teachers have a weak knowledge about the names of percussion instruments and pupils are not always encouraged to play them correctly. For example, pupils do not allow the sound to ring out when playing tuned percussion.
157. The subject was not well managed at the time of the last inspection. The new co-ordinator has a clear action plan showing how the subject is to be developed, but has not yet been able to monitor teaching and learning. The school now follows an appropriate scheme of work and a suitable policy. Various types of music representing different cultures are performed and played, making a worthwhile contribution to pupils' cultural development. Several pupils have individual instrument lessons in guitar, cello, flute and brass, and these lessons make a valuable contribution to learning.

## PHYSICAL EDUCATION

158. Only one games lesson in Years 3 and 4 was timetabled during the inspection. Judgements on the attainment of pupils in these year groups have been made from the work seen in the one timetabled lesson and through discussions with pupils and members of staff. There is insufficient evidence to make a judgement on attainment in Years 1 and 2 or Years 5 and 6 because no lessons were timetabled.
159. The standards of games skills of pupils in Years 3 and 4 are below average. Pupils do not throw or catch accurately, and many of them are unable to sustain energetic activity for more than a short period of time. Running skills are poorly developed, with pupils lacking co-ordination. Pupils are aware of the need to warm up properly before a period of exercise and know what effects physical exercise has on their bodies.
160. Pupils achieve satisfactory standards in swimming, with all pupils learning to swim at some time during the school year. By the end of Year 6, most pupils are able to swim at least 25 metres, which meets national expectations.
161. The quality of teaching and learning in the one lesson observed was satisfactory. Pupils participated well in activities, and the enthusiasm of the teacher acted as a good motivator. The lesson was well planned and included suitable challenge for pupils of differing prior attainment. Instructions were given clearly, and pupils were successfully encouraged to think about how they could improve the way they catch and throw a ball. However, the lesson was poorly resourced. The balls being used were not suitable for the activities being developed, as they did not bounce well. This meant that pupils did not improve skills as quickly as they should have done. All pupils, including those with special educational needs, were integrated into the lesson, and good use was made of encouragement and praise to develop the confidence of the less able pupils. Pupils worked well together, both independently and in small groups.
162. Assessment procedures are good. Throughout the school, teachers keep records on their lesson plans of how well pupils have achieved. This provides sufficient information to help decide what needs to be taught next. Pupils' progress over time is effectively recorded, with teachers' records showing those who have achieved well and who will require further support to acquire a skill.
163. The curriculum meets statutory requirements, which is an improvement since the last inspection. However, the amount of time allowed for the teaching of physical education is insufficient for the full development of skills, with most classes only having one one-hour session per week, in the terms that they are not swimming. Residential visits provide pupils with additional opportunities to develop skills in outdoor activities. All pupils have an opportunity to learn to swim at a local leisure centre.
164. Management of the subject has not been effective in addressing weaknesses. The co-ordinator has responsibility for several curriculum areas and physical education has not been regarded as a priority until very recently. Nevertheless, the co-ordinator has a good understanding of how provision in the subject can be improved. For example, a recent audit of staff expertise highlighted the need to provide additional training for all members of staff.
165. Accommodation is unsatisfactory. The hall and playground are very small, which makes it difficult for all pupils to participate in activities at the same time. The school has devised effective strategies for coping with the problem, for example by splitting classes for gymnastics lessons. Nevertheless, the quality of accommodation has a negative impact on learning.
166. Resources are unsatisfactory. There is not enough equipment for all skills to be taught properly. For example, there is a lack of large and small balls.
167. Pupils have good opportunities to compete against each other and against local schools in different sports. A weekly sports club is well attended and significantly enhances the school's

provision for physical education.