

# INSPECTION REPORT

## **RICHARD CROSSE CE (A) PRIMARY SCHOOL**

Kings Bromley

LEA area: Staffordshire

Unique reference number: 124338

Headteacher: Mrs H Peake

Reporting inspector: Mr L Lewin  
22330

Dates of inspection: 9<sup>th</sup> - 12<sup>th</sup> July 2001

Inspection number: 193676

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Lichfield Road Kings Bromley Burton-on-Trent Staffordshire
Postcode:	DE13 7JE
Telephone number:	01543 472245
Fax number:	01543 472245
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs A Howard
Date of previous inspection:	February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22330	Mr L Lewin	Registered inspector	Mathematics Design technology Music	and The school's results and pupils' achievements. How well pupils are taught How well the school is led and managed Equal opportunities
8971	Mrs J Hesslewood	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils How well the school works in partnership with the parents
17263	Mr A Bond	Team inspector	English Art and design History Physical education	Special educational needs The quality of the curricular and other opportunities offered to the pupils
27899	Mrs G Beasley	Team inspector	Areas of learning for children in the Foundation Stage Science Information and communication technology Geography	

The inspection contractor was:

*Criterion School Inspections  
Juniper House  
23 Abbots View  
Abbotswood  
Cinderford  
Gloucestershire  
GL14 3EG*

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

### **INFORMATION ABOUT THE SCHOOL**

Richard Crosse is a small Church of England voluntary-aided school situated five miles north-east of Lichfield. It has occupied the present site since 1815 and was originally founded by the trust deed of The Richard Crosse in 1699. The school is smaller than other primary schools. There are 122 boys and girls on roll between the ages of 4 and 11 taught in five classes by six teachers, including the headteacher. The number of pupils on roll fluctuates annually and the composition of classes varies according to the number in any one particular year group. About 50 per cent of pupils come from the village with the rest drawn from local surrounding villages. The intake comes from a broad socio-economic background. Only 1.6 per cent of pupils are eligible for free school meals, which is well below average. There are no pupils who speak English as an additional language. Children start school in the reception class with broadly average attainment. All pupils in the school are of white ethnic origin. At 18 per cent, the number of pupils registered as having special educational needs is just below average and two pupils have a Statement of Special Educational Need. Religious education and collective worship were not inspected because they are reported on separately by Diocesan inspectors.

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

This is a good school that projects a very caring ethos. It is led and managed well by the headteacher. Governors are fully involved in the school's management and provide strong support for the headteacher and staff. As a result, pupils receive a well-organised and wide-ranging curriculum. Pupils are taught well at Key Stage 2, make good progress in their learning and, in nearly all subjects, the majority of them attain average standards by the age of 11. This marks good achievement, particularly as half of the current group of pupils in Year 6 are identified as having special educational needs. The school gives satisfactory value for money.

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

- The school is well led and managed by the headteacher, and governors play a full and very active role in the school's development.
- At Key Stage 2, teaching is good.
- Pupils with special educational needs are supported well and make good progress.
- The school has a well-designed curriculum that provides a wide range of learning opportunities and includes very good provision for extra-curricular activities.
- There are very good relationships between pupils and between pupils and all staff.
- Provision for pupils' personal development is very good. The older pupils in Key Stage 2 demonstrate a mature approach to handling responsibilities.
- Provision for pupils' moral and social development is very good.

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

- Standards in information and communication technology.
- Provision for children in the Foundation Stage<sup>1</sup>.
- Access to the curriculum for all groups of pupils. Pupils sometimes miss important parts of lessons when they are withdrawn for extra support.
- The amount of time allocated for teaching pupils at Key Stage 2.

*The areas for improvement will form the basis of the governors' action plan, which will be sent to all parents and carers of pupils in the school.*

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

The areas for improvement that were identified during the last inspection of February 1997 have been fully addressed. In particular, the school has improved procedures for allocating financial resources to a good level of efficiency. Planning for future improvement is also much better and the school now has a comprehensive development plan with staff and governors fully involved in its construction. The headteacher and staff have worked hard together to upgrade the planning of the curriculum to a good level so that pupils learn through experiencing a wide range of activities. The school has set in place very good procedures for assessing and recording pupils' attainment at Key Stages 1 and 2. In addition, the school has moved forward successfully in implementing all recent national initiatives. The building and facilities have been improved with, in particular, the addition of a new classroom. Overall, the pace of improvement is satisfactory, with standards rising in line with the national trend and the quality of teaching having improved since the last inspection. Staff and governors show a good capacity for and commitment towards moving forward with developments in the future.

<sup>1</sup> The Foundation Stage applies to children from the age of three to the end of the reception year.



## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools <sup>2</sup>
	1998	1999	2000	2000
English	E	B	A	A
Mathematics	B	B	B	C
Science	C	C	C	C

  

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

*Caution should be used in interpreting data in a school of this size, where low numbers in each year group mean that results may vary a great deal each year.*

The table above shows that standards attained by 11-year-olds in 2000 were well above average in English, above average in mathematics, and average in science. Compared with similar schools, standards were also well above average in English, and average in mathematics and science. The results in 2001 show that most pupils have attained the expected levels in English, mathematics, and science. These results are confirmed by inspection evidence, which also shows a few pupils attaining above-average levels in English, mathematics, and science. Test results over the last few years show that standards in these subjects are improving in line with the national trend. In all other subjects, pupils attain the expected levels by the time they are 11, except in information and communication technology, where standards are below average, and design and technology, where pupils reach above-average standards. Overall, the mainly average attainment marks good achievement for this group of 11-year-olds, particularly as half of them are identified as having special educational needs. Appropriate targets are set for pupils' performances in the tests and the school is successful in achieving these. Overall, all groups of pupils, including those with special educational needs, gain a wide range of experiences in all areas of the curriculum and achieve well by the time they leave the school.

The National Curriculum test results in 2000 showed that, at the age of seven, pupils attained average standards in writing and below-average standards in reading and mathematics. The test results in 2001 show improvement, with the majority of pupils reaching the nationally expected levels, or above, in reading, writing and mathematics. The differences in the results are due, mainly, to the variation in the number of pupils with special educational needs in the year group taking the tests, which varies from year to year. The results in 2001 are broadly confirmed by inspection evidence, which shows pupils attaining above-average standards in reading, and average standards in writing and mathematics.

Children enter the Foundation Stage with broadly average attainment. Overall, they make sound progress and most children attain the expected level by end of the reception year. However, a significant minority are capable of achieving a higher level and do not make sufficient progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good overall. At Key Stage 2, pupils show particularly positive and enthusiastic attitudes, but at Key Stage 1 and the Foundation Stage pupils do not always concentrate fully.
Behaviour, in and out of classrooms	Good overall. The behaviour of pupils at Key Stage 2 is very good. Children at the Foundation Stage and pupils at Key Stage 1 show satisfactory behaviour, although a significant minority of them do not always move around the school quietly and orderly.
Personal development and relationships	Very good. By the time they reach the age of 11, pupils show a mature approach towards carrying out a wide range of responsibilities. Relationships between pupils and between teachers and pupils are very good throughout the school.

<sup>2</sup> 'Similar schools' are defined by the proportion of pupils eligible for free school meals; this measure has been found to be significantly related to the levels of attainment normally found in schools nationally.



Attendance	Very good. Pupils are punctual and enjoy coming to school. Lessons run on time.
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## TEACHING AND LEARNING

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

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

All of the lessons seen during the inspection were satisfactory or better, 64 per cent were good and four per cent very good. Nearly all of the lessons seen at Key Stage 2 were good.

The good teaching in Key Stage 2 results in pupils making good progress in their learning by the time they reach the age of 11. Throughout the school, teachers have very good relationships with their pupils, which encourages pupils to develop a confident and enthusiastic approach to their learning. Teachers plan and prepare their lessons well and set a wide range of interesting tasks for pupils. At Key Stage 2, teachers show particularly confident subject knowledge. They manage their pupils very well so that all tasks are carried out with enthusiasm and good motivation. This enables all groups of pupils, including those with special educational needs, to progress well with their learning. However, at the Foundation Stage and Key Stage 1, teachers do not always lay sufficient emphasis upon pupils acquiring good learning habits such as learning to sit still and listen. As a result, some children in the Foundation Stage, in particular, do not always make sufficient progress in their learning. Literacy and numeracy skills are generally taught well throughout the school. Lessons are planned and prepared well, but teachers do not make enough use of information and communication technology in supporting pupils' learning in different subjects. Learning support assistants work closely with teachers and provide very effective support for pupils. In particular, they provide strong support for pupils with special educational needs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The curriculum is designed well; the school provides a wide range of interesting activities and makes very good provision for extra-curricular activities. Some pupils, who are withdrawn from class for extra support or tuition, miss important parts of their lessons. The amount of time allocated for teaching at Key Stage 2 is below average when compared with most other schools.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are guided well by teachers and learning support staff.
Provision for pupils with English as an additional language	There are no pupils in the school at an early stage of learning English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision overall. Pupils' spiritual development is well promoted, and their social and moral awareness is promoted very well. Satisfactory opportunities are provided for pupils to learn about their own and other cultures.
How well the school cares for its pupils	The school has a very caring ethos. Teachers know their pupils well and cater for their needs effectively. Procedures for assessing pupils' progress are very good.

The school works very hard to ensure that the parents are kept well informed about the school's activities and their children's progress. Parents give good support to the school and promote activities within the school. They make a significant impact upon enhancing the quality of education provided. The school's Parent-Teacher Association also strongly supports the work of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The school is led and managed well by the headteacher. She ensures that the school has clear vision for its future educational direction. Co-ordinators work hard to promote the areas of the curriculum for which they are responsible.
How well the governors fulfil their responsibilities	Good. Governors are well informed about and involved in the management of the school. They provide strong support for the headteacher and staff.
The school's evaluation of its performance	Good. The headteacher carefully monitors teachers' planning and the work in all classes. Good systems are in place to analyse data from test results.
The strategic use of resources	Good. Full use is made of all resources available to the school. The school ensures that the best value is obtained in all its spending decisions.

The school has a suitable number of staff who are deployed appropriately. Accommodation is satisfactory overall, with the school making good use of all available space. However, there is not enough space in the Foundation Stage classroom or a sufficient and appropriate area for the children in this class to play and learn outdoors. Resources to support teaching and learning are satisfactory overall, but there is not enough suitable outdoor play equipment for children in the Foundation Stage.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Staff have high expectations of their children.</li> <li>• The school helps pupils become mature and responsible.</li> <li>• Staff are approachable.</li> <li>• There is a good range of extra-curricular activities.</li> <li>• The teaching is good.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework.</li> <li>• The information about their child's progress.</li> <li>• The leadership and management.</li> </ul>

Eighteen parents attended a pre-inspection meeting to express their views about the school and 53 pre-inspection questionnaires were returned. Inspectors agree with the positive views expressed by the parents. Inspection evidence shows that pupils generally receive an appropriate amount of homework and that a particularly useful range of homework assignments is given to older pupils in the school. Compared with other schools, parents receive a good level of information relating to their children's progress. The inspection team judges that the school is led and managed well.

## **PART B: COMMENTARY**

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

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

1. Although much caution should be used when trying to interpret performance data in a school of this size, the school's results over the last few years, along with its own careful analysis of testing carried out, show that standards have improved since the last inspection. Standards are also improving in line with the picture nationally. For example, the number of pupils reaching average to above-average levels in English, at the age of 11, has risen by 50 per cent since 1996.
2. The results in the National Curriculum tests taken by pupils at the end of Key Stages 1 and 2 vary quite dramatically from one year to the next, and this runs parallel with the variation of the number of pupils with special educational needs in the groups taking the tests. Although the number of pupils with special educational needs, at 18 per cent, is just below average, the number in any one year group varies from year to year. With low numbers of pupils in each year group, this factor can cause the results to differ a great deal each year. For example, in the 1999 tests taken by pupils at the end of Key Stage 1, results were above average in reading and writing, and average in mathematics. In the 2000 tests, results were below average in reading and mathematics and average in writing because the proportion of pupils with special educational needs was high. The results of the tests in 2001 show improvement, with the majority of pupils reaching the nationally expected levels, or above, in reading, writing, and mathematics. The differences in the results are, again, due mainly to the number of pupils with special educational needs which varies from year to year. Recent results are broadly confirmed by inspection findings that show pupils attaining above-average standards in reading, and average standards in writing and mathematics.
3. A similar variation relating to the varying proportion of pupils with special education needs occurs in test results for 11-year-olds. This means that it is very difficult to draw any meaningful conclusions from the comparison of the school's results either with schools nationally, or similar schools, on a year-by-year basis. Standards attained by 11-year-olds in the tests in 2000 were well above average in English, above average in mathematics, and average in science. Compared with similar schools, standards were also well above average in English, and average in mathematics and science. The results in 2001 show that most pupils have attained the expected levels in English, mathematics and science. These results are confirmed by inspection evidence, which also shows a few pupils attaining above-average levels in English, mathematics, and science. With half of the group taking the tests in 2001 being identified as having special educational needs, the fact that the majority of them attain average standards in English, mathematics and science, and most other subjects, represents good achievement.
4. The school's tracking of each pupil's progress, shows that they make good progress in Key Stage 2 and, therefore, achieve well by the time they leave the school. In particular, this is true for pupils with special educational needs, who, on occasion, can be seen from the additional testing that the school does, to be making very good progress. Comparison of the Key Stage 1 and Key Stage 2 tests results underlines the fact that pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. This is directly related to the satisfactory teaching at Key Stage 1 and good teaching at Key Stage 2. Teachers are generally alert to identifying pupils who are talented in a particular area of the curriculum and assisting them to make good progress as they move through the school with the provision of appropriate extension work.
5. Assessment of children's attainment on entry indicates that they start school with skills that are above expectations in early speaking and reading. Their skills in the other areas of learning are as expected for their age. Satisfactory teaching in the reception classes ensures that the majority of children achieve the Early Learning Goals<sup>3</sup> in all areas of learning by the end of the reception year. The particular emphasis placed on early writing skills ensures that children make good

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<sup>3</sup> The Early Learning Goals set out what children should achieve by the time they reach the end of the reception year in primary school.

progress and many exceed the Early Learning Goals in the area of communication, language and literacy by the end of the reception year. Assessment information relating to children's reading and mathematical development is not used well enough, however, to plan more specific and challenging activities for higher-attaining children and this group do not always achieve as well as they should in these areas of learning.

6. In English, at the end of Key Stages 1 and 2, pupils have developed their speaking and listening skills well. In Year 2, pupils show a wide vocabulary while in Year 6 pupils speak confidently, and listen and interpret ideas well, for example, by expressing points of view in discussions. At the age of seven, pupils generally read well, reading passages fluently and expressively. The eleven-year-olds read at an average level and the majority have mastered the skills needed to research for information. Pupils' writing is average at the end of Key Stages 1 and 2. The majority of seven-year-olds use full stops and capital letters accurately during 'free writing', but most tend not to join their writing. At the age of 11, most pupils write imaginatively and with good use of grammar and punctuation. Handwriting is generally fluent and neatly presented. Pupils apply and extend their literacy skills well within other subjects.
7. At the end of Key Stages 1 and 2, pupils achieve average standards in mathematics overall, although in Year 5/6 many pupils show above-average standards in their approach to applying and using mathematics in investigations. Pupils show appropriate skills with the recall of number facts and have a very solid understanding of mathematical vocabulary. Teachers have made full use of the National Numeracy Strategy to promote pupils' work and this is evident, for example, where pupils have learnt a range of strategies to assist them with calculations. Pupils make appropriate use of their numeracy skills in other areas of the curriculum.
8. Pupils attain average standards in science at the end of Key Stages 1 and 2. All pupils develop appropriate investigative skills and the wide range of practical tasks they carry out helps to develop their knowledge and understanding. For example, in Year 5/6, pupils extend their ability to classify creatures during their pond-dipping activities. Pupils gain a wide range of in-depth knowledge in the area of life processes and living things as well as an appropriate level of knowledge in all other areas of science.
9. In art and design, history, geography, music and physical education, inspection evidence shows that at the end of Key Stages 1 and 2, pupils' attainment is as expected for their age. In design and technology, pupils attain above the level expected at the end of Key Stage 2 and in information and communication technology pupils' attainment is below expectations at the end of Key Stages 1 and 2.
10. The school has worked hard to improve resources for information and communication technology, but at the end of Key Stages 1 and 2 pupils' attainment is still below the level expected. Pupils do not make sufficient use of information and communication technology within other subjects and, by the time they reach Year 6, they have only limited experiences of using e-mail and the Internet.
11. In design and technology, pupils attain standards above those expected at the end of Key Stage 2, and produce well-designed and well-finished models that demonstrate careful use of planning, precise construction and detailed evaluation. In music, the school has a number of talented pupils who play the violin, clarinet and drums, and who perform with great confidence and at a good level.
12. Through careful analysis of pupils' test results, the school sets challenging targets for pupils' future performance and is successful in working towards these.
13. Pupils with special educational needs make good progress, especially at Key Stage 2. The most recent National Curriculum tests and the school assessment data support this judgement, for they reveal that pupils with special educational needs, at Key Stage 2, generally raise their attainment by two levels in English and mathematics over the period of four years. Pupils benefit from the

good learning support given by classroom assistants and teachers. The specialist programmes within pupils' individual education plans are targeted well on the areas requiring improvement.

14. Pupils who are identified as being gifted and talented make sound progress. The tasks they receive in lessons are generally challenging and appropriately matched to their level of ability. As expected, these pupils achieve the higher levels in National Curriculum tests.

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

15. Overall, as noted at the time of the last inspection, pupils show positive attitudes to their work. Pupils are given opportunities to work in pairs or groups, throughout the school, and pupils in the Year 5/6 class work well together in all subjects. Pupils ask questions confidently, are keen to contribute to discussions and concentrate well. However at Key Stage 1, in some lessons, a few pupils do not always listen well or concentrate hard enough.
16. At the Foundation Stage, although children show satisfactory attitudes towards their work overall, their interest and concentration wane quickly in some lessons. A significant minority of children do not always respond to the teacher and other adults politely, rarely listening attentively, and shouting out during teaching sessions. Some children do not treat the resources that they use with enough respect and do not always tidy things away properly. Children have developed appropriate independent working skills. They show that they are able to do things for themselves, for example, confidently preparing for play and lunchtimes.
17. Throughout the school, pupils with special needs have good, positive attitudes to their work. They form good relationships with teachers, and other pupils, and behave well in lessons and in group activities. They sustain good levels of concentration when completing tasks; this enhances their levels of learning.
18. Pupils' behaviour in and out of the classroom is good overall. Pupils generally listen carefully to their teachers and follow instructions properly. The behaviour of pupils at Key Stage 2 is very good. They are usually well mannered and thoughtful, showing respect for each other and adults. During the inspection, no cases of bullying or oppressive behaviour were seen and discussions with pupils indicate that there are no problems encountered in this area. The behaviour of children at the Foundation Stage, and pupils at Key Stage 1, is satisfactory overall. However, a significant minority have not sufficiently mastered the routines for moving around the school in an orderly fashion and settling into work quickly after breaks and lunchtime.
19. Relationships within the school are very good. A friendly family atmosphere is very apparent. Staff know their pupils well. Pupils are friendly, polite and considerate towards one another and adults. The school successfully fulfils its aim in this respect. At Key Stage 2, pupils' understanding of the impact of their actions on others is very good. In the dining room, when acting as servers to the family groups, they manage the behaviour and social interaction of the younger pupils successfully, and share the food out equitably. During play in the Key Stage 2 area, they organise their own games very successfully. Older pupils display a very knowledgeable and mature outlook towards environmental issues, for instance, they showed respect for other people's feelings and values when discussing the impact of quarrying on the environment.
20. Pupils appreciate the recent introduction of a school council. In Year 5, pupils spoke of how they value the opportunity to have their voices heard through the school council. Discussions have centred on playground provision and the school council's suggestions for improvement are very sensible and practical. Pupils appreciate those improvements that have been made. They work hard to earn 'team points'. Older pupils display very mature attitudes when taking responsibility for serving meals and managing younger pupils in the Key Stage 1 playground. They also, willingly take responsibility for their own learning, as was seen in a Year 5 literacy lesson.
21. Through the school's very good provision for pupils' personal development, pupils mature into caring, hardworking, independent and responsible young people ready to face the challenges of secondary school.
22. Pupils' attendance is well above the national average. These good attendance levels, which are consistently higher than the national average, have been maintained since the previous inspection. Pupils are punctual and happy to come to school.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

23. The quality of teaching has improved since the last inspection, and no unsatisfactory lessons were seen. Teaching was good or better in 64 per cent of lessons. At Key Stage 2, teaching was good in nearly all the lessons seen.
24. The quality of teaching at the Foundation Stage is satisfactory overall. Adults working with this age group relate well to the children and provide them with a well-organised and relevant range of experiences. Children are well supported and encouraged so that they develop a confident approach towards their learning. However, not enough emphasis is placed upon developing children's personal and social skills so that these skills are not as advanced as they should be. For example, a significant minority of children have not fully mastered the skills of sitting still, concentrating and listening properly. A suitable balance is maintained between adult-led activities and those that the children choose for themselves, so that children develop appropriate levels of independence. On occasions, the work set does not sufficiently extend the skills of the higher-attaining children and, as a result, these children do not always progress as rapidly as they should.
25. Teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Based on the evidence of lessons seen, and a scrutiny of pupils' work, English and mathematics are taught well overall. Appropriate emphasis is placed upon teaching the basic skills in these subjects and this provides a strong foundation to promote pupils' learning in other subjects. Suitable training and careful use of the National Literacy and Numeracy Strategies have made a clear impact upon improving the way in which teachers work. This is evident in the clear structure to lessons, the generally clear setting of objectives for pupils' learning and the provision of purposeful activities that help pupils to learn at a good rate. Teachers show a confident approach towards teaching literacy and numeracy. One example of this confidence was seen in the Year 5/6 class, where the teacher provided two discussion sessions, with different groups of pupils, in order to ensure that all pupils in the class benefited fully. On occasions, the use of a whole-class session was seen to be less effective when lesson objectives had not been clearly explained to pupils and it, therefore, became more difficult to review what pupils felt they had learned during the lesson. The mental/oral sessions in numeracy lessons run at a brisk pace in most classes, although in a Year 2/3 lesson seen, this aspect was not so clearly defined. Teachers plan and promote opportunities well for pupils to develop their literacy skills in other subject areas and pupils' numeracy skills are suitably developed, where appropriate, in other subjects.
26. Throughout the school, teachers generally question pupils skilfully and this often promotes good levels of discussion and encourages pupils to develop their ideas further. For example, in a Year 1 mathematics lesson the teacher provided clear questions for all pupils and then progressively made the questions more difficult so that all groups of pupils were challenged appropriately. Very occasionally, teachers' questioning is less effective, when either the type of questions used do not extend pupils thoughts beyond a 'yes' or 'no' response, or the questions focus for too long on one particular group in the class so that others begin to lose interest.
27. Teachers mostly provide clear and concise explanations so that the pupils understand and know what to do. This is a particular feature that marks the good teaching at Key Stage 2, where teachers apply these good skills when demonstrating activities for their pupils, and often involving pupils in the demonstrations. This provokes an enthusiastic response from pupils who, subsequently, work well. They progress well with their learning because they have a clear idea, from the demonstration, of how to set about their tasks. Very occasionally, at Key Stage 1, explanations are not as clear, or are too long and, at these times, pupils lose interest and become restless.
28. A strength of the teaching throughout the school is the very good relationships that exist between pupils and their teachers. The teachers know their pupils well and use the strong rapport they have with them to promote confidence, self-esteem and enthusiasm. As a result, pupils enjoy the tasks set for them.



29. Teachers provide their pupils with a wide range of interesting tasks. These usually match pupils' individual attainment levels well and provide suitable challenge to help pupils to progress effectively with their learning. A particularly useful emphasis is placed upon promoting pupils' learning through practical tasks. This was seen in a science lesson for older pupils, where pond dipping extended their skills with classifying creatures. It is also apparent in mathematics where teachers promote pupils' skills of using and applying their understanding through involving them in a good range of 'real' practical mathematics tasks.
30. Teachers manage their pupils very well at Key Stage 2. Clear organisation and working procedures mean that lessons run smoothly and classrooms project busy and purposeful atmospheres, where pupils mainly concentrate well and work enthusiastically. At Key Stage 1, this kind of organisation is less clear and sometimes there is a restless and unsettled atmosphere in which pupils do not concentrate as fully as they should. Linked with this, is the fact that these younger pupils are often too lively on return from break-times and not always ready to settle quickly to work. This is not the case at Key Stage 2, where pupils are keen to start work again.
31. Learning support assistants work very effectively alongside teachers. They are briefed very well and provide strong support and guidance for individuals and groups of pupils. They are perceptive to the needs of individual pupils and often intervene quickly where support is needed most. They are good at helping pupils to talk about their ideas and, in this way, help to extend pupils' vocabulary and understanding about the concept being taught.
32. The school has invested much energy in setting up very good procedures to assess pupils' progress and teachers use this information appropriately to help them identify the needs of individuals and plan work accordingly.
33. Teachers generally provide appropriate amounts of homework for their pupils and the tasks provided suitably follow and build on work started in the classroom.
34. Overall, teachers cater well for the needs of all different groups of pupils. However, the frequent withdrawal of pupils from lessons, in order for them to receive extra support or tuition, means that these pupils sometimes miss crucial parts of lessons and this hinders their rate of progress.
35. Teachers match work appropriately for pupils with special educational needs, providing tasks that retain pupils' interests and promote good levels of learning. They plan appropriately for pupils who have been identified as gifted or talented. Within group activities, in English and mathematics, pupils are expected to complete more complex work at a higher level. They are well motivated and achieve above average standards, acquiring high levels of skills, knowledge and understanding. Learning support assistants give pupils with special educational needs good levels of support, which improve their learning effectively. In sessions where pupils are withdrawn for special support, the support assistants stimulate pupils by asking pertinent questions and use effective strategies to ensure that pupils concentrate on their work well.
36. Overall, teachers plan and prepare lessons well and generally use resources appropriately to promote pupils' learning. However, although information and communication technology is used effectively in some instances, its use within other subjects is under developed.
37. Pupils' learning at Key Stage 1 is satisfactory overall and teachers are successful in promoting the pupils' interest, confidence and enthusiasm. Learning is sometimes inhibited by the occasional weaknesses in managing pupils. Also, progress is occasionally slower because pupils are not given sufficiently clear targets for what they should achieve during lesson activities.
38. Learning at Key Stage 2 is good. Teachers promote pupils' enthusiasm, interest and confidence well. In addition, the enthusiasm of the teachers and the dynamic way in which they present tasks mean that the pupils learn in a motivated way.

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

39. The school provides pupils with a good range of worthwhile curricular opportunities at Key Stages 1 and 2. This is an improvement upon the last inspection, where the curriculum was judged to be satisfactory. The current curriculum is relevant for the age groups, and experiences of the pupils, and generally makes good use of the local environment, which is an added benefit in developing pupils' levels of understanding. Statutory curriculum requirements are met.
40. The curriculum for children at the Foundation Stage is broad and balanced and provides children with an appropriate range of activities suitably based upon play. The careful liaison between teachers in their planning ensures that appropriate care is taken to make certain that all children in the Foundation Stage are supported well and that they receive equal access to the planned curriculum.
41. At Key Stages 1 and 2, the school has improved its provision since the last inspection. It is now designed well with all subjects being taught as separate subject areas. The introduction of two-year cycles, in some subjects, now ensures that, in mixed-age group classes, pupils do not repeat or omit areas of the curriculum as they progress through the school. The introduction of the National Literacy and Numeracy Strategies, plus the use of some nationally recommended guidelines in some subjects has also strengthened the provision of the curriculum. The governors' monitoring role is now much stronger. A curriculum committee has been established, which successfully monitors and analyses curriculum provision and standards.
42. All subjects have proper policies and schemes of work in place and are led by a curriculum co-ordinator. Planning is undertaken thoroughly by teachers with intended areas for learning linked carefully to the National Curriculum Programmes of Study. The upgrade in planning ensures that the pupils learn, through carrying out a wide range of activities. The headteacher monitors planning and provides appropriate guidance for teachers. Literacy and numeracy skills are well integrated into curriculum provision. The use of literacy in lessons is a particularly well-developed feature, with a full awareness shown to the potential of extending literacy and numeracy skills in other subjects. All subjects are given appropriate weighting within the weekly timetable. The final lesson of each day at Key Stage 1 and the Foundation Stage is very brief. It is timetabled to last 30 minutes, but, in reality, by the time children are assembled in the classroom after playtime, it rarely extends beyond 25 minutes. This is often too short for a worthwhile activity, of any substance, to take place. The time allocated for teaching at Key Stage 2 is below average when compared with the national recommendations for primary schools.
43. The school has a good programme for personal, social and health education, which includes the teaching of sex education and drugs awareness. It is modelled effectively on a published scheme of work and the national guidelines for citizenship. There are timetabled periods each week for classes to cover this area of the curriculum. The co-ordinator has ensured that the content permeates other subject areas in an unobtrusive way and supports pupils' personal development as they mature through the school.
44. The provision for pupils with special educational needs is good. Pupils are identified, either by teachers or parents, as being in need of special support, and, after initial assessment, are placed on the school's register of special educational needs. Well-structured provision is in place to support these pupils. The national code of practice is implemented fully. Appropriate targets for improvement are agreed for each pupil on the register, and these are used by teachers and classroom assistants in lessons and when groups of pupils are withdrawn for sessions to address particular weaknesses, for example, in English, mathematics, or behaviour. Reviews are undertaken periodically to assess pupils' progress. The school also makes appropriate provision for those pupils identified as gifted and talented. In lessons, teachers ensure that these pupils have matched, more challenging tasks, to ensure that they make the most of their potential. The grouping arrangements in lessons make it possible for younger, more talented pupils to work with older more able groups.

45. All groups of pupils experience a wide range of activities as they progress through the school. However, there are too many occasions when pupils are withdrawn from lessons to receive extra support or tuition. As a result they sometimes miss important parts of their lessons.
46. Pupils have access to very good provision for extra-curricular activities. During the school year, staff run a wide variety of clubs, including sport, music, French, and a computer club. A gymnastics club for pupils at Key Stage 1 is also organised regularly. A valued after-school care club opens every evening. The regular programme of educational holidays abroad and residential visits to the outdoor education centre, together with educational trips, are used effectively to enhance the curriculum and pupils' personal and academic development.
47. Links with the local community are good and enhance pupils' personal development. The pupils are actively involved in the village show, church events, festivals and services. The local vicar frequently leads services both in school and at the local church. The school is involved in National Forest tree planting schemes and the Kings Bromley Wildflower Meadow Project. The Parent-Teacher Association is a thriving organisation. They regularly raise substantial funds for the school. The annual Summer Fun Day and 'Duck Race' successfully involve the school and surrounding village communities.
48. Good liaison with the local pre-school playgroup bridges the transition into the reception class well. Similarly, good liaison schemes with the main receiving secondary schools ease pupils' transition into Key Stage 3.
49. As was found at the time of the previous inspection, provision for pupils' spiritual, moral, social and cultural development is good. The residential visits, in particular, make a significant contribution to pupils' personal development through their interactions with each other and with different cultures abroad. The residential visit, which takes place every two years, enables pupils to face numerous challenges and many, who did not think they would cope with it, soon scramble over huge rocks, triumphant and full of pleasure when they reach the top. This visit adds much to pupils' self-esteem and self-confidence.
50. Provision for pupils' spiritual development is good. From the earliest age, pupils learn about the many creatures that live in this world. The environmental area provides numerous habitats for various animals and plants and the pupils learn the importance of preserving this special place for them to live. Paintings provide good opportunities for pupils to consider themes of a religious nature and this is used effectively to consider the meaning and purpose of life. In geography, pupils consider the impact they have on the environment and learn how to care for this for future generations. During most lessons, pupils listen carefully to each other's contributions and pupils speak confidently about many issues, knowing that adults and pupils alike will value their opinions.
51. Overall, provision for pupils' moral development is very good. Rules of conduct are displayed clearly and prominently around the school and pupils are rewarded for their achievements. Teachers provide very good role models and value pupils' contributions. Relationships are very good. Older pupils, who act as servers at lunchtimes, take their responsibilities seriously and they give younger pupils support and guidance. They are very good examples to others, reinforcing clear expectations of behaviour, quietly and with good humour, and, at the same time, giving the younger pupils every encouragement. In personal, social and health education lessons, pupils discuss difficult issues, and the work on display in one class shows clearly the views held by pupils about prejudice in its widest sense.
52. Overall, provision for pupils' social development is very good. The recent development of a school council gives pupils good levels of responsibility and shows them that their opinions matter. The range of games available for pupils to use at playtimes is good. Pupils enjoy taking responsibility for jobs around the school and use their initiative by noting when it is time to ring the bell or escort younger children to their classrooms after playtimes. Provision is satisfactory at the Foundation Stage where, although children are given a generally appropriate awareness of how

to behave towards each other, insufficient emphasis is placed upon the need for children to learn how to sit still and listen carefully.

53. Provision for pupils' cultural development is satisfactory. Visits abroad and to local places of interest make a good contribution to pupils' cultural development. There are also good opportunities to learn about the local villages in geography. Pupils have a good understanding of life in the local area through visits to local places of interest. A visit to the Bass Museum and subsequent discussions about the impact of the brewing industry on the local community enhanced pupils' historical knowledge and understanding. Themes are identified in the geography curriculum for pupils to study a contrasting country, but this is not yet fully implemented. Music workshops provide some opportunity for pupils to learn about instruments from different countries and cultures. Although there are some opportunities for pupils to discuss difficult cultural issues in lessons, these are not yet sufficiently and systematically planned in all classes. Pupils' knowledge and understanding of the range of cultures in the wider British society is therefore limited.

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

54. The last inspection report reported a broadly satisfactory picture in this area. This inspection finds that the school provides a high standard of care. Staff and older pupils provide a supportive and caring environment that promotes the welfare and self-esteem of all pupils. Overall, there are good procedures for ensuring pupils' welfare and child protection. A much-improved induction programme, and direct contact at the end of the school day between teachers and parents of children at the Foundation Stage, and pupils at Key Stage 1, ensure parents, and school, work in harmony. Older pupils provide very responsible help and care for younger pupils during the lunch hour. The provision of games equipment and markings on the playground help make outdoor breaks an enjoyable time. The after school club provides valued care and play facilities.
55. The school follows local child protection procedures effectively. Staff are aware of what to do if issues of child protection arise. However, there has been no formal training in this area since 1997. Links with the educational social worker and local education authority behavioural support unit are utilised successfully.
56. Staff and governors are vigilant in monitoring the health and safety of pupils in school. Good procedures for ensuring the health and safety of pupils on trips and visits are incorporated in the risk management policy formulated in 2000. Risk assessments on equipment are undertaken regularly and fire drills are carried out termly. Advice on safety issues is regularly reinforced in physical education lessons. The school holds the 'Health Promoting School' award and pupils run a 'healthy snacks' tuck shop three times a week. Careful consideration and appropriate care is taken of pupils with specific medical needs. All known bumps to the head are recorded and reported to parents.
57. Good behaviour is monitored and promoted well. All adults working within the school consistently support the value system and actively encourage good manners and self-discipline. However, the expectation of good behaviour is not always reinforced consistently, particularly for younger pupils. The 'code of behaviour' written from the pupils' perspective is successfully promoting self-discipline for the older pupils in the school. Praise, team points and stamped cards leading to certificates for good work and behaviour are awarded consistently. Any known instances of bullying are dealt with quickly and effectively. Unacceptable and oppressive behaviour is monitored and dealt with effectively according to agreed procedures. Behaviour modification programmes set up in conjunction with outside help are proving successful in this area.
58. The educational and personal support and guidance for pupils is good, with strengths in personal development. A system of certificates, monitored by class and headteacher, supports pupils' academic and personal development and raises self-esteem.

59. The importance of regular attendance and punctuality is promoted very well. Teachers and the school secretary monitor pupils' attendance very well. Parents are very prompt in informing the school about absence. Equally promptly, if an unauthorised absence is noted during registration, the school contacts parents to identify the reason. All requests for holiday leave of absence are carefully monitored and recorded by the headteacher. Full attendance is encouraged by the prizes being awarded at the end of the school year.
60. At Key Stages 1 and 2, procedures for assessing and monitoring pupils' academic performance are very good. This is an improvement upon the situation at the time of the last inspection, when procedures for assessing and recording pupils' attainment were judged to have been underdeveloped. The procedures are now particularly well-developed in English and mathematics. The information is used appropriately by teachers to guide the next steps in their planning. In the Foundation Stage, assessment of children on entry to school is completed appropriately. However, the assessment information relating to children's reading and mathematical development is not used well enough to plan more specific and challenging activities for higher-attaining children. Consequently, this group does not always achieve as well as they should in these areas of learning.
61. The school uses a wide range of assessment material to monitor pupils' progress throughout the school. The National Curriculum tests and tasks are undertaken at the end of each key stage for English and mathematics. These results are carefully analysed by the headteacher and staff to elicit any weaknesses in pupils' performance so that they might be rectified within the curriculum provision. In science, teachers' assessments at the end of Key Stage 1, and the National Curriculum test results at the end of Key Stage 2, are used to evaluate pupils' attainment and a similar process is used to examine the future needs of pupils. In addition, each year group is monitored through the use of the optional non-statutory national tests. In Year 1, in the absence of a recognised national test, the school develops its own test materials based on National Curriculum requirements. These tracking systems enable the school to gain a clear picture of pupils' academic progress. Teachers also retain samples of pupils' work and undertake end of topic evaluative tests to support school test information.
62. In other subjects, a simplified system of assessment, based on national model guidance material, has recently been introduced. This allows teachers to make a fairly accurate match of pupils' levels of performance in each subject to a nationally agreed level.
63. Test materials also highlight those pupils with special educational needs and those who are gifted and talented. Programmes are then put in place to ensure that their particular needs are addressed. Specialist agencies, employed by the local education authority, provide a good service in this field by pinpointing the strengths and weaknesses of pupils' performance by well-targeted assessment programmes.
64. The information gained from assessment is used appropriately. The school is gradually developing its procedures for target setting. Annual targets for the percentage of pupils expected to reach average or above-average levels, at the end of each key stage, are already well established. Specific, short-term targets in English are proving successful, as pupils now know what they need to do to improve. There is some evidence in other subjects that this approach is developing but it is not yet firmly established. On parents' evenings, teachers share personal targets with the parents of pupils in their classes, so that there is a joint approach in supporting this initiative. In general, teachers have a clear picture of what pupils need to do to improve, but this is not always transmitted to pupils in the marking of their work. Although there are good examples of well-targeted marking, the approach is not consistent throughout the school. Pupils with specific learning difficulties are set appropriate targets. Their individual education plans clearly set out what needs to be achieved before the next review.
65. The school has made very good progress in the development of assessment systems since the last inspection. It responded well to the issues raised in the last inspection report relating to its weak provision in the procedures for assessing and recording pupils' attainment.

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

66. Through the views expressed at the parents' meeting and by their responses to the pre-inspection questionnaire, parents are supportive of, and pleased with, what the school is providing. They feel the school has high expectations of their children and helps them become mature and responsible. They feel comfortable approaching the school with questions or problems. Parents praised the good range of extra-curricular activities and felt the teaching was good. However, a few parents expressed concerns about homework, the leadership and management, and felt the school could provide more information about pupils' progress. The inspection team agrees with the positive views expressed by the parents, but, as can be seen in this and other sections of the report, the team does not agree with the concerns expressed by a very small number of parents.
67. As was found at the time of the last inspection, the school maintains good links with parents. A weekly bulletin informs parents effectively of current and future plans and events. The prospectus illustrates the school's history and Christian ethos well and is updated on a regular basis. The Governors' Annual Report to Parents, and monthly newsletter, ensure parents are kept abreast of changes and developments. The pupils' home-school diary is generally used well and a comprehensive home-school partnership booklet includes suitable homework guidelines and complements the supportive home-school agreement. These, together with the Early Years booklet, form a good basis to build a strong home-school partnership.
68. Parents of pupils with special educational needs are kept well informed of their children's progress. Regular reviews take place and parents are consulted on the most suitable approaches to overcoming particular problems.
69. Written reports provide parents with a clear view of their children's progress. The recent inclusion of National Curriculum levels in English, mathematics, and science, provides parents with a useful means to monitor progress. However, there is no opportunity for parents' or pupils' views to be incorporated into the written record.
70. Parental involvement in the work of the school has a significant impact on the quality of education provided. Practical and financial help with building and landscaping improvements enhances the learning environment significantly. Fund-raising and social events, organised enthusiastically by the thriving Parent-Teacher Association, involving parents, pupils, and the local community, enhance pupils' academic, personal and social education. The provision of computers, mathematics equipment, library furniture, playground equipment, and other resources, greatly increases the school's capacity to improve pupils' skills and learning.
71. In addition, a significant number of parents help in the classroom during the literacy hour, hearing pupils read, working with the youngest pupils in the Foundation Stage, and helping with filing. They also help on trips. Parents help at home with reading, spelling, and tables, and by providing support for topics. Where parents help at home, or in school, pupils' achievements are enhanced.

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

72. As was found at the time of the last inspection, the school is led and managed well by the headteacher. She has worked effectively with staff and governors to produce a comprehensive and realistic school development plan that sets clear and appropriate goals for future improvement. Staff and governors have worked hard to enable the actions in this plan to be carried out. The headteacher provides a good working atmosphere in the school in which all staff work together as an effective team. The overall aims of the school are clear and the staff work hard to achieve these. The headteacher ensures that the roles of all staff and, in particular, the

subject co-ordinators, are drawn up so that their job descriptions state clearly what is required of them over the coming academic year. Co-ordinators work very hard to fulfil these roles.

73. The governors provide strong support for the headteacher and staff. They are very well informed, have a wide range of expertise, and are actively involved in the school's management. Many of them visit the school on a regular basis and have a good overview of the strengths and weaknesses of its operation. The governors' curriculum committee is a particularly active and effective group. This committee contributes strongly towards the formulation of the school's development plan and in helping to set targets for pupils' future performance. Along with the headteacher and staff, governors have overseen many improvements, including the significant upgrades to the accommodation with an addition of a new classroom. These are examples of the active way in which governors are involved in shaping the school's future progress.
74. The headteacher has organised clear systems for monitoring and evaluating the curriculum, teaching and learning. The visits she makes to observe lessons are followed up, appropriately, by written and verbal reports, which help the teachers to improve the way they work. Some co-ordinators have also carried out lesson observations, and the school recognises the need to develop this aspect of their role more fully in the future.
75. The headteacher is the special educational needs co-ordinator for the school. The school has maintained its strong position in the management of special educational needs since the last inspection. There are good systems in place for assessing and reviewing pupils' attainment and progress and provision is monitored and evaluated well. Good guidance is provided for staff and learning support assistants. Specialist educational psychology support is used on a regular basis to provide expert advice and review progress. These support mechanisms enable pupils to make good progress in their learning.
76. The headteacher also co-ordinates the provision for gifted and talented pupils effectively. A register has been completed and targets outlined to ensure that these pupils make progress corresponding to their levels of ability.
77. Educational priorities are supported well by financial planning. Clearly defined targets are set out in the school development plan and these are matched with appropriate levels of finance in order to achieve the specific priorities of the school. Accurate financial information is readily available for the chair of finance, the finance committee, and the headteacher, and this is used effectively to monitor expenditure.
78. The recommendations of the most recent audit report of 1999, which was completed by local education authority auditors, were few in number and have now all been addressed properly. The school fund accounts are internally audited on an annual basis.
79. Day-to-day financial and administrative systems are efficient and support the work of the school well. Daily routines are well established and unobtrusive. The office manager is friendly and helpful and carries out her duties to good effect.
80. New technologies are being used effectively to increase efficiency. Ordering procedures, school records, policies, schemes, and financial information, are all on computerised systems. Internet and e-mail facilities are now available to the school. There are good internal telephone systems to speed up communication throughout the school.
81. The school receives a large number of small grants through standards funding and local education authority initiatives. These funds are used properly for their particular purpose and usually supplemented by the main body of school income in order to achieve worthwhile outcomes. This is particularly the case for expenditure on special educational needs, where the school spending is well above the allocated grant. The Parent-Teacher Association and the trustees of the school also make a significant contribution to school funding.

82. The school governors and the headteacher have a good understanding of the principles of best value and apply these well. There are good levels of consultation with all interested school parties. The school compares its own performance with similar schools and seeks out the best value from expenditure when ordering goods from suppliers. Review of expenditure is an ingrained element of school development planning and this helps the school to ensure the use of finance is properly evaluated.
83. The overall effectiveness of the school is good. Although standards at the end of both key stages, tend to vary from year to year because of the small numbers of pupils in each year group, the quality of teaching, which is particularly good at Key Stage 2, enables pupils to achieve well overall by the time they leave the school. The vast majority of pupils have favourable social and economic backgrounds and begin school with at least average levels of attainment. The school's expenditure per pupil is broadly average, taking into account the normal subsidies provided for small schools. Considering all these factors, the school is judged to give satisfactory value for money.
84. Sufficient qualified teaching and non-teaching staff deliver the curriculum effectively. Two well-qualified and suitably trained learning support assistants support pupils with special educational needs at Key Stage 2, whilst an experienced nursery nurse supports the youngest children at the Foundation Stage. Additional literacy support is also provided effectively by three trained learning support assistants.
85. The school has moved forward appropriately in establishing its appraisal and performance management systems. A suitable policy has been established and all necessary procedures have been followed.
86. Overall, accommodation is satisfactory. A number of modifications and additions have been made to the accommodation since the previous inspection. The addition of a fifth classroom, a computer area, and library, has greatly improved the school's educational provision. Further modifications to increase the size of the Class 3 room, in which pupils are rather cramped, will take place this summer. However, the classroom space allocated to the Foundation Stage is cramped and there is a lack of suitable outdoor space in which these children can play and learn. The library resources are still being developed. The environment area with pond is a valuable resource for science and is beautifully maintained.
87. Overall resources for learning are satisfactory. Physical education equipment has been replaced since the previous inspection and resources for this area are now good. At the Foundation Stage, there is a lack of outdoor equipment, such as large wheeled toys and appropriate climbing apparatus.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

88. In order to improve the quality of education provided and to raise standards, the governors, in partnership with the headteacher and staff, should:

- <sup>4</sup>Raise standards in information and communication technology by:
  - ensuring that full use is made by pupils of information and communication technology to support their work in other subjects;
  - ensuring that pupils have sufficient timetabled opportunities to improve and consolidate their information and communication technology skills;
  - ensuring that all equipment is loaded with appropriate software to support classroom work.

*(Paragraphs 9, 10, 36, 128, 150 and 159 - 163)*

- <sup>5</sup>Improve provision for children at the Foundation Stage by:

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<sup>4</sup> This area has already been identified for development within the school's own improvement plan.

<sup>5</sup> Some aspects of provision in this area have already been identified for development within the school's improvement plan.



- organising the outdoor environment to ensure that the children have enough space to develop their physical skills;
  - using baseline assessment information, more precisely, to aid in planning suitable activities for all groups of children and, in particular, to ensure that challenging work is set in communication, language and literacy, and mathematics, for the higher-attaining children;
  - improving children's personal, social and emotional development by providing structure, planned opportunities for development, through focusing on specific learning objectives matched to individual children's needs. *(Paragraphs 16, 18, 24, 52, 60, 86, 87, 90 – 98, 102, and 103)*
- ❑ Review the amount of time allocated to teaching pupils at Key Stage 2 with a view to matching this more closely to the time recommended nationally. *(Paragraph 42)*
- ❑ Ensure that all pupils have full access to the curriculum and that they do not miss important parts of their lessons. *(Paragraphs 34, 45, 108, 142, 157 and 173)*

***Other issues which should be considered by the school for inclusion in the action plan:***

- Put appropriate procedures in place to ensure, in particular, that the children at the Foundation Stage, and pupils at Key Stage 1, return to class in an orderly fashion, ready to begin their work after break-times. *(Paragraphs 18, 30, 42 and 57)*
- Review systems for marking pupils' work in order to provide comments that give more guidance on how pupils can improve their work. *(Paragraph 64 and 116)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	40

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3.6	60.7	35.7	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		122
Number of full-time pupils known to be eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		24

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	4.1
National comparative data	5.1

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.4

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	5	6	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys**	-	-	-
	Girls**	-	-	-
	Total	8	10	10
Percentage of pupils at NC level 2 or above	School	73 (86)	91 (93)	91 (79)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys**	-	-	-
	Girls**	-	-	-
	Total	10	10	10
Percentage of pupils at NC level 2 or above	School	91 (86)	91 (86)	91 (86)
	National	84 (82)	88 (86)	88 (87)

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

\*\*The number of boys and girls taking the tests has been omitted from the table, as there were eleven or fewer boys and girls taking the tests.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	8	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys**	-	-	-
	Girls**	-	-	-
	Total	17	15	18
Percentage of pupils at NC level 4 or above	School	89 (77)	79 (92)	95 (77)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys**	-	-	-
	Girls**	-	-	-
	Total	16	17	18
Percentage of pupils at NC level 4 or above	School	84 (62)	89 (100)	95 (92)
	National	70 (68)	72 (69)	79 (75)

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

\*\*The number of boys and girls taking the tests has been omitted from the table, as there were eleven or fewer boys and girls taking the tests.

### **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	98
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)	5.9
Number of pupils per qualified teacher	20.7
Average class size	24.4

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

Total number of education support staff	4
Total aggregate hours worked per week	56

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/01
	£
Total income	223,570
Total expenditure	246,000
Expenditure per pupil	2,067
Balance brought forward from previous year	1,220
Balance carried forward to next year	9,655

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	122
Number of questionnaires returned	53
Percentage of questionnaires returned	43

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	4	0	0
My child is making good progress in school.	45	53	2	0	0
Behaviour in the school is good.	32	62	6	0	0
My child gets the right amount of work to do at home.	34	47	19	0	0
The teaching is good.	57	40	4	0	0
I am kept well informed about how my child is getting on.	43	42	13	2	0
I would feel comfortable about approaching the school with questions or a problem.	68	23	6	4	0
The school expects my child to work hard and achieve his or her best.	58	42	0	0	0
The school works closely with parents.	47	42	9	2	0
The school is well led and managed.	43	36	15	6	0
The school is helping my child become mature and responsible.	55	40	2	0	4
The school provides an interesting range of activities outside lessons.	57	32	8	2	2

## **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**

89. Children start school following their fourth birthday. They enter reception on a part-time basis initially, and attend full-time after approximately two weeks.
90. Assessments carried out on entry indicate that children start school with skills that are above average in early speaking and reading. Skills in the other areas of learning are average. Satisfactory teaching in the reception classes ensures that the majority of children achieve the Early Learning Goals in all areas of learning by the end of the reception year. The particular emphasis placed on early writing skills ensures that children make good progress and many exceed the Early Learning Goals in communication, language and literacy by the end of the reception year. Assessment information for reading and mathematical development is not used well enough, however, to plan more specific and challenging activities for the higher-attaining children and this group do not always achieve as well as they should in these areas of learning.
91. The quality of teaching for children in the Foundation Stage is satisfactory. Adults work very well together to plan and deliver activities and experiences that are relevant and suitably based in play activities. However, insufficient emphasis is given to developing children's personal and social skills, when they first start school, and suitable behaviour and, as a result, children's attitudes to work are not established early. A significant minority of children do not always respond well to the teachers and other adults, by not listening attentively, and shouting out during teaching sessions. Some children treat resources with a lack of respect, by throwing things on the floor and not tidying things away properly. Children develop skills to do things for themselves, and are confident when getting ready for play and lunchtimes. There is a suitable balance between adult-led activities and those that the children choose themselves, which also allows them to develop suitable levels of independence. They have good levels of self-esteem and self-confidence, which are shown through their contributions to class discussions, and an ability to take care of their personal belongings. A careful check is made by adults to make sure that all the children are receiving equal access to all activities and learning. The planning of reading and mathematical activities lacks the necessary structure and focus, however, to build systematically on the children's learning and ensure that it is challenging enough, particularly for the more able children.
92. The curriculum for children in the Foundation Stage is broad and balanced and planned appropriately on the areas of learning. Activities are relevant, well planned and based appropriately on play. Although the reception timetable is organised into areas of learning that suit the needs of the curriculum for the Foundation Stage, specific lessons are not focused enough on the learning needs of groups of children. The higher-attaining children, in particular, are not challenged enough to allow them to achieve as well as they should. The timetable is organised into blocks of time. Although this is suitable for some activities, for example, in knowledge and understanding of the world, and creative development, it is not always appropriate for communication, language and literacy, personal, social and emotional development, and mathematical activities. The nursery nurse ensures that the youngest children in the reception classes are supported well and that they receive equal access to the planned curriculum through planning carefully matched to their needs.
93. The co-ordination of the early years is satisfactory. There is an appropriate plan to develop the accommodation to support learning in the Foundation Stage, but there are no plans to outline the development needs of learning in general, with clear and suitable priorities for improving provision. There are no detailed priorities to set targets for improvements in teaching, learning and the curriculum. There is a suitable range of resources, except those for children's outdoor play activities. The classroom and outdoor area is too cramped to provide for the Foundation Stage curriculum effectively. There is too much clutter in the classroom and too many resources are stored in one place, making access for children difficult.

94. Induction procedures are very good. There are good links with the local playgroup and the reception class teacher visits the children there. The playgroup leader accompanies the children on their school visits at first to make sure they are happy and confident to be left by themselves. Home visits are made to discuss the individual needs of the children and this gives the teachers a clear picture of the children before they start school.

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

95. The quality of teaching is satisfactory and the teachers and the nursery nurse place great importance on the children developing good attitudes to school. They provide good support and guidance to help pupils develop confidence and self-esteem. However, not enough emphasis is given to developing good speaking and listening habits as a significant minority of the children are not sufficiently advanced in their skills of sitting still and listening carefully, when required to do so. The children have good levels of skills in dressing before and after physical activities, but in a lesson observed, they were not encouraged to do this quickly enough. This meant that the children who had changed quickly had to wait for others to finish, with no obvious planned activity to keep them occupied. Noise levels therefore increased and behaviour deteriorated. Children extend their self-confidence effectively at lunchtimes and during playtime. They play well together on the playground and the older pupils support them well during lunchtimes. This helps to raise the children's self-esteem and confidence further. By the end of the reception year most children are attaining the Early Learning Goals in this area of learning.

#### *Communication, language and literacy*

96. Children make satisfactory progress in their communication, language and literacy skills and the great majority attain the Early Learning Goals in this area of learning by the end of the reception year. Teaching is satisfactory overall. Planning includes a range of activities to develop children's early knowledge of sounds and many know how to hold books and make good attempts at reading. When the books are familiar, they read from memory, making up the words to match the content of the book if they are unsure what the words actually say. They are not yet confident to use their knowledge of sounds to try to build new words and some children know very few words by sight. Assessment information indicates that more children should exceed the Early Learning Goals in reading and the progress made by higher-attaining children in this aspect is unsatisfactory. The level of planned work is aimed at achieving the Early Learning Goals and, for many, this is not a high enough level.
97. Children are confident when speaking to adults and enjoy talking about their work. The majority are very articulate when talking about everyday events and draw upon their wide range of vocabulary when explaining what they are doing. Many have favourite stories and, when given the opportunity, retell these confidently to an audience and each other. Their listening skills are not good enough, however, and many are still unable to listen carefully to adults and to each other without interrupting and calling out. They do not therefore always remember what has been said in order to gain new knowledge and understanding in a number of activities.
98. Suitable opportunities are planned for the children to write about the many experiences on offer in school and children make good progress in this area of learning, with the higher attaining children exceeding the Early Learning Goals in this aspect. Not all children have a suitable pencil grip, however, and do not always form letters correctly, especially when writing words with which they are familiar, including their names, independently.

#### *Mathematical development*

99. Children make satisfactory progress in their mathematical development and the majority attain the Early Learning Goals in this area of learning by the end of the reception year. The quality of teaching is satisfactory. Planned activities are suitably based on structured play activities and a wide range of activities covers all aspects of the Foundation Stage curriculum. Most children recognise and count accurately to ten and form the matching numeral. These are not always correctly orientated or formed correctly. Many have a sound understanding of addition and

subtraction of numbers and are beginning to use this knowledge and understanding to solve simple problems involving money. Many children have a good knowledge and understanding of numbers greater than ten. Insufficient use is made of assessment information so that the match of tasks to the higher-attaining children is, currently, unsatisfactory. There is insufficient challenge and, as a consequence, this group of children makes insufficient progress in number activities.

100. Children have a good understanding of measures and shape due to the wide range of suitably planned activities. These are often set within a familiar context to make the learning more relevant and interesting. Their work on understanding the comparative language for length, for example, was linked to their work about growing by comparing the height of the beanstalk in the traditional story of 'Jack and the Beanstalk'.

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

101. The satisfactory teaching ensures that children make sound progress in their knowledge and understanding of the world, and most children attain the Early Learning Goals by the end of the reception year. The curriculum is planned in topics so that the aspects in this area of learning are appropriately linked. The practical activities are suitably based on first-hand learning and this gains the children's interest and natural curiosity. For instance, teachers use the children's own bean plants grown from seed to focus the children's attention long enough for them to learn about the different parts of the plant. During discussions about the growth of a bean plant, the teacher used questions effectively to encourage the children to join in with the discussions and to use the correct scientific terminology when talking about the root, stem, leaves and seeds. The market stall role-play area is a great source of enjoyment and the children act out real life situations buying and selling fruit and vegetables to each other. Following a story about snails, and a visit to the environmental area, a group of the youngest children, working with the nursery nurse, created a wonderful picture of a snail trail. The discussions during the activity enabled her to assess the level of the children's knowledge and understanding of their geographical skills, and of the objects discovered on their walk.

#### *Physical development.*

102. The quality of teaching seen during the inspection in physical development was satisfactory. Children run with good control and use space well giving due consideration to their own and other children's safety. Nearly all the children skip and they all jump and hop with fair control. However, an organised activity for the children to use bats and balls to build their striking and catching skills was constantly interrupted by the teacher having to remind the children about how to behave. This interrupted the flow of learning considerably. Children make satisfactory progress in their physical development and, by the end of the reception year, the great majority of children achieve the Early Learning Goals in this area of learning. Few children exceed these, however, as there are too few planned opportunities for children to go outdoors and use a range of equipment to develop their confidence and attitudes further. In addition, the planning does not identify challenging levels for children who already have good skills.
103. Children have good opportunities to develop the strength and mobility in their movements through a number of well-planned activities. The plasticene models they have shaped, based upon the minibeasts they found in the environmental area, show well-formed shapes. The children's skills are also developed suitably when cutting and pasting pictures to record their work in other areas of learning. However, while they cut confidently along a straight line, they do not take as much care when cutting out curved or more complex pictures and shapes and the finished work is untidy and shows a lack of care. Children are taught at an early age the safety requirements for this type of activity and, as a consequence, most children follow the appropriate rules of handling scissors safely.

#### *Creative development.*



104. The quality of teaching is satisfactory overall. During a painting activity about different kinds of line, one child's comment that, 'This is fun!' summed up the whole activity. The group of children involved, mixed colours from red, blue and yellow to make different colours for their patterns. The range of materials organised for the children included different thickness of pencils, felt tipped pens, crayons and paintbrushes. They were enabled to use their imagination to create a pattern of lines, which reflected the earlier discussions about their thickness, shape, length and position. They used relevant words to describe the spiral and curled shapes created when talking about their work.
105. Suitable musical activities are organised for the children. They enjoy working with the instruments to make different sounds. They sing confidently and have a good repertoire of familiar rhymes and songs. Parents make a good contribution to the children's imaginative play in the role-play area. Good development was seen during the inspection when one parent played alongside the children buying fruit and vegetables from the market store. Suitable 'pretend' situations were created for the children to act out and they got a great deal of enjoyment from this.

## ENGLISH

106. Inspection evidence shows that, by the age of seven, pupils reach standards, which are above average in reading, and average standards in writing. By the age of 11, pupils reach average standards in English. Generally, standards in speaking and listening are above average throughout the school. There are a comparatively small number of pupils in each year group and this can result in quite a marked fluctuation in standards annually, depending on the ability of individual pupils. The National Curriculum test results at the end of Key Stage 1, in 2000, showed that the standards in reading were below average and in writing they were average. At Key Stage 2, the results for the same year show standards in English to be well above average and when compared with similar schools, results are well above average. Standards at Key Stage 2 are not as strong this year, because there is a high percentage of pupils who have special educational needs and require support in the development of their literacy skills.
107. Although there are variations in school National Curriculum test results, in general the school is keeping pace with the national level of improvement. Comparing the results at the end of Key Stage 2 in English in 1996, with those in 2000, the percentage of pupils reaching average and above-average levels has increased by 50 per cent. Other improvements have also been made since the last inspection in February 1997. The curriculum provision has been enhanced through the introduction of the National Literacy Strategy. Pupils' literacy skills have been developed across many other areas of the curriculum so that they permeate work in history, geography and science. Assessment procedures and teachers' planning are now much stronger and contribute to the improved quality in English standards. The co-ordinator for the subject is very knowledgeable and monitors the subject very well, analysing data and modifying the curriculum to improve identified weaknesses. This has helped to raise the quality of pupils' work throughout the school.
108. Pupils make sound progress at Key Stage 1 and good progress at Key Stage 2. The good quality of teaching at Key Stage 2 enhances pupils' learning and results in higher levels of attainment over time. Pupils with special educational needs, the majority of whom are at Key Stage 2, make good progress. They are supported well by classroom assistants and teachers, who provide these pupils with work that is matched appropriately to their attainment. They are often given additional support individually, and in small groups, by being withdrawn from the classroom. This provision is usually of good quality and helps pupils to make good progress, especially in reading. However, sometimes withdrawal is inappropriate because it removes pupils from lessons covering other subjects and pupils miss out on their entitlement to the full curriculum. Pupils who have been identified as gifted or talented receive appropriate provision in English and make sound progress. Usually they are in mixed-age group classes and are given work at a higher level that is usually provided for the older, more able pupils.
109. A high proportion, of pupils in Year 2, achieve average and above-average standards in reading. The most able pupils read fluently and with a good level of expression in their voices, giving

attention to punctuation and correcting themselves when realising that they have made a mistake. Pupils who operate at this level use a dictionary proficiently to find the meaning of a word. Pupils of average attainment are good, fluent readers who read silently with a fair recall of the text. They have good word-building skills, which helps them when reading more complex words. These pupils explain the plot of the story and talk confidently about the main characters. Lower-attaining pupils read in a mechanical style and tend not to pause at full stops when reading aloud. They use the illustrations in the book to help to predict unfamiliar words. They know how to use the contents page to find information but are unsure of the purpose of the index at the back of the book.

110. In writing, the higher-attaining pupils place sentences in the correct sequence and use imaginative phrases to embellish their work. Their handwriting, although slightly angular, is fluent and joined legibly through frequent practice. Pupils of average attainment tend not to join their handwriting in their written work but their letters are of a consistent size. Their spelling is largely accurate when writing simple words. Full stops and capital letters are generally used accurately in free writing. Lower-attaining pupils have difficulty spelling some basic words and offer equivalents, such as 'cud' for 'could'. Their handwriting is not joined but the letters are of consistently in size. Pupils' written work tends to lack imagination but ideas are separated with full stops.
111. At the age of 11, most pupils are assured speakers and listeners. They explain themselves confidently in a range of situations. The most able pupils formulate complex sentences when explaining the ugly sister's point of view of her stepsister, Cinderella. They are quick to spot possible points of friction in relationships in the story. All of the pupils currently in Year 6 are good listeners and are generally patient and respectful when their classmates are speaking.
112. The most able readers are very committed and are avid readers at home, sustaining silent reading over a good length of time. They choose challenging reading material. The sophisticated skills of understanding the deeper meanings in the texts have been mastered by many of these pupils. The skills needed to retrieve information are well developed through the use of contents pages, indexes and glossaries. Pupils of average attainment are also good readers for their age. J K Rowling's 'Harry Potter' books are a popular choice of reading material with this group of pupils. When reading aloud, pupils use an expressive voice and convey the full meaning of the text. Pupils show well-developed skills in reading passages very quickly to check for information, or when seeking out a particular reference to justify a view. Lower-attaining pupils read with enthusiasm and enjoyment. They are reasonably fluent and sustain silent reading appropriately, when required to do so. They are familiar with book conventions and identify the author, publisher and illustrator. Some of the more advanced skills in reading, such as predicting what will happen next, and an understanding of the author's point of view, are still to be developed.
113. The higher-attaining pupils in Year 6 use exciting language in their writing, such as 'whispers like a hissing snake' or 'wreaks havoc'. Their writing is structured well into paragraphs, and punctuation is generally used accurately. Pupils' handwriting is of a good quality, fluently joined, and neatly set out. Pupils of average attainment also use imaginative and humorous language, referring to 'not a flying saucepan but a space ship'. Punctuation is used well in pupils' written work and speech marks are used properly to identify dialogue but basic errors in spelling occur in writing such as 'knocket' and 'something'. Lower attaining writers join their script but often revert to print towards the end of lengthy pieces of work. Full stops and capital letters are used accurately, but there is some insecurity in the use of apostrophes and speech marks. Their writing is quite lively; for example 'the frog that we experimented on had escaped'.
114. The teaching and learning of English throughout the school is generally good. It is particularly good towards the end of Key Stage 2 where teachers' expectations are higher and their teaching methods are more effective. Teachers have good technical knowledge, often derived from the National Literacy Strategy guidelines, and teach the basic skills well, not just formally in English lessons but across other curriculum areas. Teachers plan well, setting out in their plans a clear idea of what they expect their pupils to learn. Their descriptions are clear and convey accurate information to pupils, helping to enlarge their knowledge and understanding. Sometimes,

however, teachers' questioning techniques only gain short response answers from pupils. At such times, insufficient opportunities are given for pupils' speaking skills to be developed. The whole-class session at the end of each lesson is used properly to review pupils' work, but is too general in nature. It rarely focuses on the lesson objectives to examine how well they have been achieved.

115. Teachers manage their classes well and form good relationships with pupils through the use of praise and encouragement. This engenders a positive, conducive atmosphere for work in class. As a result, most pupils behave maturely, apply themselves well and are enthusiastic when completing English tasks. Learning support staff and parents make a valuable contribution to lessons, not just with pupils with special educational needs but with other groups as well. They record information about progress and stimulate pupils' interest by adopting a lively approach.
116. Teachers conscientiously mark pupils' work in a positive way but often fail to tell pupils explicitly how to improve. The exception is in the Year 2/3 class, where marking is not only thorough and the teacher makes suitable comments, but pupils are also told what needs to be improved next.
117. Parents generally support their children well at home, especially in reading. This contributes effectively to pupils' learning and enables high standards in reading to be maintained.
118. Assessment procedures are well established and pupils' progress is monitored very effectively through the school. Target setting, particularly in writing, which is a key area of development for the school, is progressing well. Pupils' individual target statements are written in their books and shared with parents. Evidence from the inspection suggests this is starting to have a positive impact on raising standards. Overall, the subject is managed and co-ordinated well.

## **MATHEMATICS**

119. There has been satisfactory improvement in mathematics since the last inspection. Although standards vary from year-to-year, due to the small size of the groups taking the tests at the end of Key Stages 1 and 2, they continue to rise in line with the national trend. As was found at the time of the last inspection, pupils currently in Years 2 and 6 attain the expected level. This judgement broadly confirms the National Curriculum test results for 2001.
120. The results at the end of Key Stage 1, in 2000, were below average when compared nationally and well below average when compared with similar schools. The results dipped in 2000, due to the high proportion of pupils with special educational needs in the group taking the tests. The results in the recently completed 2001 National Curriculum tests, for which the national figures are not yet available, show an improvement, with nearly all pupils achieving the expected level and more than a quarter attaining above the expected level.
121. The results at the end of Key Stage 2, in 2000, were higher than average when compared nationally, and average when compared with similar schools. The results for the recently completed 2001 National Curriculum tests are not as good as this, with fewer pupils reaching the expected and higher levels, but, again, this is because half of the group consisted of pupils with special educational needs. The school is successful in reaching the targets it sets itself for pupils' performances in tests. The school's clear analysis of data, and their tracking of pupils' achievement through Key Stage 2, shows that pupils make good progress.
122. At Key Stage 1, pupils have a good range of experiences in using and applying their mathematical knowledge. In Year 2, for example, they discuss ideas using the correct mathematical vocabulary. Pupils gain a sound understanding of using number. In one lesson observed, pupils in Year 1 used digit fans to recall number facts quickly. The teacher helped the pupils make progress, through challenging questioning, gradually increasing the level of difficulty. Pupils showed confidence with number bonds to 10, and higher attainers developed a grasp of the more difficult recall to 20. In Year 2, pupils understand odd and even number sequences, they know how to round numbers to the nearest 10, and choose appropriate methods of adding and subtracting numbers. At Key Stage 1, pupils acquire appropriate knowledge and

understanding of shape, space and measure for their age. In a Year 1 lesson, pupils showed a suitable knowledge of telling the time and responded well to the teacher's good idea of using the game, 'What's the time Mr Wolf?' This encouraged the pupils to learn well and they enjoyed the work. A few pupils made less progress, when the teacher did not make it clear how much work should be completed in the time available. In Year 2, pupils correctly identify right angles in shapes, understand basic symmetry and show a good knowledge in recognising the features of two- and three-dimensional shapes. These pupils also show a good understanding of handling data. In one lesson observed, pupils gained a good understanding of how to collect information, by drawing a 'tally chart', and converting the information into a column graph. The pupils' understanding developed well, because of the good questioning by the teacher, and the effective strategy she used by deliberately missing out parts of the data. Pupils worked enthusiastically with her to fill in the blanks. However, pupils made slow progress in making their own charts and graphs, because the instructions were not made clear, and the slow pace of presentation meant that some of the pupils lost attention and did not listen carefully.

123. At Key Stage 2, pupils show good skills when using and applying their mathematical knowledge. This was seen in one Year 5/6 lesson, where, because of the teacher's skill in demonstrating the activities, many pupils worked at an above-average level, using and applying their mathematical knowledge and, therefore, worked quickly and enthusiastically, through the problem-solving tasks provided. Overall, pupils in Key Stage 2 develop appropriate skills in using number. In one Year 4/5 lesson, pupils gained a good understanding of decimal notation, through intensive discussion and a range of appropriate activities. Pupils showed confidence in using place value to 1000, to help with multiplication and division calculations and to convert between different ranges of metric units. They progressed well with these activities because of the clarity of the teacher's presentation and the good guidance and support from the teacher and classroom assistant. A few pupils made slower progress and, occasionally, lost their concentration because they were not told clearly what they should complete in the time provided. Lack of ready reference materials, such as a chart of metric equivalents, also meant that some pupils struggled to understand the correct method of converting the units. In a Year 5/6 lesson, pupils showed a sound ability when using number. They demonstrate an appropriate range of vocabulary by confidently using words such as 'multiples', 'square numbers' and 'cube numbers'. The teacher consolidated this knowledge well in challenging the mental/oral work, where pupils successfully worked out a number the teacher was thinking of through its description. For example, she presented clues, such as ... 'it is a square number between 30 and 40'. In follow-up activities, pupils explored number patterns successfully and made general statements to show the rules for these patterns. In the whole-class session, the teacher usefully challenged pupils to progress further with their skills by converting these statements into formulae to express the rules for the patterns. A few higher-attaining pupils understood this concept while others acquired a good initial 'grounding' in the idea. By the age of 11, pupils gain a satisfactory understanding of concepts involving shape, space, measure and data handling. For example, they competently calculate the area of different shapes and construct and interpret simple line graphs.
124. A scrutiny of pupils' work shows that they have covered appropriate work at suitable levels. The work seen also confirms that pupils have made satisfactory progress at Key Stage 1 and good progress at Key Stage 2. Overall, pupils achieve well by the time they leave the school. Teachers provide pupils with a wide range of interesting activities, with particularly good emphasis upon carrying out practical activities, so that pupils learn about different areas of mathematics in depth. There is a good progression of skills, for example, through turning mental calculation into written recording, and pupils are given a wide range of strategies for tackling calculations. During discussions with pupils in Year 6, they report that they receive regular homework assignments that usually follows up work carried out in the classroom.
125. All pupils with special education needs generally make sound progress because they receive strong and effective support from their teachers and classroom support staff. Teachers also make a good effort to support and challenge pupils who show particular ability with mathematics. For example, one pupil in Year 6 was observed carrying out work at a level usually found at Key Stage 3.

126. Teaching is sound overall at Key Stage 1 with some good teaching in Year 1, where the pace of work moves quickly and all groups of pupils, including higher-attaining pupils are suitably challenged. In Year 2, although teaching is sound, the pace of work moves too slowly at times and results in pupils losing interest during lengthy explanations, where they find it difficult to sustain their concentration when listening to instructions. Teaching is good at Key Stage 2, with lively interesting presentations that stimulate and motivate the pupils. Materials for lessons are prepared well so that activities flow smoothly from one section of the lesson to the next.
127. Teachers at both key stages make full and effective use of the National Numeracy Strategy. In a Year 5/6 lesson, a particularly skilful approach to running two sessions that very precisely catered for different sections of pupils in the class. Teachers generally question pupils well and, in this way, show confident subject knowledge. However, in one lesson in Year 2/3, the mental/oral part of the lesson was not clearly defined and used. On a few occasions, teachers' questions focus too much on one particular group so that other pupils in the class begin to lose interest.
128. The subject is co-ordinated well with effective use made of all training opportunities. However, although the headteacher carefully monitors teaching and learning and planning across the school, the co-ordinator is not sufficiently involved in these tasks. The school has a suitable range of resources, but insufficient use is made of information and communication technology within mathematics to promote pupils' learning.

## SCIENCE

129. Lesson observations and a scrutiny of pupils work shows that, as was found at the time of the last inspection, standards attained by pupils at the end of Key Stages 1 and 2 are average overall.
130. The teachers' assessments carried out at the end of Key Stage 1, in 2000, indicated that the number of pupils attaining the expected level was average when compared to all schools. The number of pupils attaining the higher level was well below average. When compared to similar schools, standards were well below average. The teachers' assessments in 2001 show the number of pupils attaining the higher level has increased this year and reflects pupils' satisfactory achievement in science. Inspection findings broadly agree with the teachers' assessments in 2001.
131. The results of the National Curriculum tests at the end of Key Stage 2, in 2000, indicated that standards were above average when compared to all schools nationally, and average when compared to similar schools. This was due to the higher than average number of pupils attaining the higher level in science last year. Fewer pupils attained the higher level in this year's tests due to the fact that half of the group taking the tests were identified as having special educational needs. Nonetheless, the majority of pupils attained the nationally expected level. The school's tracking information shows that these pupils have achieved well and made good progress at Key Stage 2. Pupils' work seen during the inspection broadly confirms the test results for 2001. The school's results have improved in line with the national trend over recent years.
132. At Key Stages 1 and 2, pupils acquire appropriate skills of scientific enquiry. At Key Stage 1, these skills are suitably promoted throughout most of the scientific activities undertaken. For example, pupils learn to compare objects that they observe and make careful recordings of their investigations. At Key Stage 2, pupils gain knowledge and understanding through a wide range of practical investigations. They make predictions, and their work shows that much consideration is taken before recording their results and ideas.
133. At Key Stages 1 and 2, pupils gain a sound knowledge and understanding about life processes and living things. At Key Stage 1, the well-focused use of the environmental area gives pupils very good opportunities to learn about minibeasts and plants from first-hand study. Pupils have a good knowledge and understanding of the range of animals, and understand that there are a number of different kinds of habitat suited to the needs of different animals. In Year 1, pupils grow beans from seed and, during discussions, wonder at how much the plant has grown. A range of seeds and fruits are used well to investigate whether the seed is found in the fruit or the

flower and this helps the pupils to understand the difference and purpose of the features of a plant. In Year 2, pupils are motivated to learn about the purpose of different features of animals, through lively discussions. In one lesson, the teacher used the story 'Monkey Puzzle' effectively to extend pupils' learning and to set the knowledge and understanding of animals' features within a different context. As a result, pupils recognised that butterflies sometimes have 'scary' patterns on their wings and that snakes need to be able to coil around things, because they don't have hand with which to hold on. These pupils showed a suitable understanding of the need for camouflage to help them hide from predators. At Key Stage 2, the recent residential visit that included a pond-dipping activity was extended in the classroom through classification activities. Because pupils have first-hand knowledge of the range of creatures being classified, their learning is more meaningful. In a Year 4/5 lesson seen, pupils used their knowledge of the different features to correctly classify the creatures by using a branch key system. The computer was used well by some to support their learning. In Year 6, pupils extend their learning by studying food chains and considering the adaptation and interdependence of plants, animals and their relationship with the sun.

134. A scrutiny of pupils' work shows that, at both key stages, pupils gain suitable knowledge and understanding about materials and their properties and physical processes. For example, by the age of seven, pupils learn to identify the properties of different materials and how they can be changed by heating or cooling and they know that forces acting on objects can cause changes in speed and direction of movement. By the age of 11, pupils know that some reactions that produce change in materials are reversible and some are not. Pupils also carry out in-depth investigations into the way that sound waves are produced by striking the skin of a drum and bottles filled with water.
135. Discussions with pupils in Years 2 and 6 indicate that pupils enjoy science. Pupils talked about their work, using correct scientific terminology and obviously enjoy practical investigations. They outlined these in some detail and talked about what they had learned as a consequence.
136. The quality of teaching at Key Stage 1 is satisfactory. Teacher's planning is thorough and detailed and contains clear details about what teachers expect their pupils to learn. As a result, pupils usually know what to do and concentrate well in these sessions. Occasionally, pupils' concentration falters when teachers do not prescribe clearly enough what pupils should achieve in the time available. The quality of teaching at Key Stage 2 is good. Lessons are well organised and based securely on pupils' previous learning. The work is matched to the needs of individuals and groups so that higher attaining pupils receive suitable extension work and lower attaining pupils receive appropriate support. This support is often provided by learning support assistants, who give good support for group activities. Teachers apply, and rightly insist on, pupils using the correct scientific terms when talking about their work and this reinforces pupils' learning further. Lessons are brisk and suitable time targets are given for the completion of work.
137. The co-ordination of the subject is satisfactory. There are sufficient resources and these are organised well so that they can be located easily and are accessible to pupils. The environment area with a pond is a valuable resource and is beautifully maintained. Assessment procedures are very good. The scheme of work identifies clearly what pupils should be learning and this is used effectively by teachers to assess pupils' work precisely. The quality of the curriculum is good, with a wide range of interesting activities provided for the pupils. The recent residential visit provided good opportunities for pupils to investigate and study pond creatures and this has motivated them to continue their studies at school. Science makes a good contribution to pupils' spiritual development, as instances were seen where pupils show genuine excitement and wonder at their discoveries about the world around them.

## **ART AND DESIGN**

138. In art and design, at the end of Key Stages 1 and 2, pupils attain standards that are in line with expectations overall. Pupils, including those with special educational needs, make sound progress through the school. The school has made satisfactory progress since the last inspection

and the standard of pupils' work has remained fairly similar to that found then. A co-ordinator has been appointed and part of the school scheme of work has been reviewed.

139. In Year 2, pupils observe artefacts closely and produce sketches of fruit and flowers. Their finished work is shaded to indicate tone. Pupils use cameras to take photographs of the school building and then reproduce pastel images to indicate line and texture. In collage work, pupils collect a range of different materials and fashion these to represent Biblical schemes such as the Nativity and Joseph's Dream Coat. There are suitable opportunities to mix paint and to print with a variety of materials.
140. In Year 6, pupils have an increased knowledge of artists. They are familiar with the styles of Van Gogh, Lowry and Leonardo da Vinci. When sketching, pupils modify their work and use different approaches and techniques to achieve their intentions. In three-dimensional work pupils use different techniques to make pots from clay. They competently discuss their work and experiment with different designs in relief and by using a scrafitto approach.
141. It was not possible to make an overall judgement on the quality of teaching and learning as only one lesson of art and design was observed during the inspection period. In this lesson, teaching and learning were good. The teacher taught specific techniques well and encouraged and inspired pupils with her own enthusiasm. The classroom assistant gave valuable support and used her expertise well. The organisation of the lesson was good and the teacher managed the pupils well. Discussion was well orchestrated by the teacher and pupils shared ideas and experiences that resulted in imaginative work being produced. Pupils' attitudes were very positive and behaviour very good. There was a high level of commitment and pupils worked at a good pace.
142. The art curriculum is well balanced and provides pupils with a rich range of experiences. A comprehensive scheme of work is in place for Key Stage 1, but the school acknowledges that further consideration is necessary for an updated scheme at Key Stage 2. Generally, pupils receive their full entitlement to art but, occasionally, pupils are withdrawn from lessons to undertake reading activities. Although this is valuable in improving pupils' reading skills, it diminishes the already small amount of time given to the subject and pupils lose the thread of the lesson theme when they return. Information and communication technology is used effectively in art and pupils produce some imaginative designs. The co-ordinator is enthusiastic and has made a promising start in the new role in a comparatively short time. Although assessment procedures are developing, there has been little opportunity for the monitoring of teaching and learning to enable the co-ordinator to form a clear view of standards in the school.

## **DESIGN AND TECHNOLOGY**

143. At the end of Key Stage 2, pupils attain standards above those expected. At the end of Key Stage 1, standards are in line with expectations. This matches the findings of the last inspection. No lessons were observed during this inspection, so it is not possible to comment on the quality of teaching and learning. The evidence upon which standards are judged is based upon a scrutiny of pupils' work, teachers' planning and discussions with pupils.
144. In Year 6, pupils talk enthusiastically about the design and technology work they have carried out. They describe their work of designing and making musical instruments and show a clear understanding of the main design requirements and of testing and evaluating the products to ensure that they suit the purpose. They explain how they have drawn detailed, labelled diagrams to facilitate the task. Scrutiny of the finished items shows that they have been made with precision, using a wide range of tools and materials. The items are attractive, well finished, and have been constructed and evaluated with a clear design purpose in mind which is that the resulting instruments must be sufficiently robust for younger pupils to use. Pupils are given suitable guidance to help them work in a careful and precise way.
145. A scrutiny of photographs of completed work shows that pupils in Year 2 have produced detailed, labelled diagrams to help them build a 'model monster'. The designs for these 'monsters' are

drawn carefully and labelled clearly to show which materials will be used for different parts of the model. In Year 2, pupils also evaluate different kinds of designs for packaging. They make a drawing of the box chosen, on centimetre-squared paper and, in this way, make good use of their numeracy skills to support work in this subject. Discussions with pupils demonstrated that they have an appropriate understanding of the design process. Other projects carried out at Key Stage 2, include making pictures that use sliding tabs and levers to enable items to move in a variety of ways within the pictures. Older pupils make slippers, using a range of materials and, once again, the attention to detail and precision are impressive for pupils of this age. These pupils also carry out a very interesting survey of different types of bread, evaluating these before creating their own recipe and making their own bread. Pupils are progressing well because teachers provide them with such a good range of interesting tasks, especially at Key Stage 2.

146. The co-ordinator is very enthusiastic and has worked hard to create suitable planning for all classes in the school. This energetic approach means that she has a full overview of the projected work for all classes, and this helps to ensure that pupils build on their skills in a progressive way. The co-ordinator has some good ideas, such as drawing together a portfolio of work by photographing the outcomes of different projects.

## **GEOGRAPHY**

147. There has been satisfactory improvement since the last inspection and pupils attain the level expected for their age at the end of Key Stages 1 and 2. This is similar to the findings of the last inspection. The quality of the geography curriculum is good. Good links are planned with other subjects and well-planned opportunities are provided for pupils to learn through first hand experiences and enquiry. This approach makes learning meaningful and interests and motivates pupils in lessons.
148. The quality of teaching is satisfactory at Key Stage 1. Lessons are interesting and carefully planned to develop pupils' geographical skills. In Year 1, pupils are keen to talk about their work on 'The Island of Struay' and point out the various features on the island on the large collage map they had made together as a class. They develop a keen understanding of the similarities and differences between the way people live on an island and on the mainland, through the stories about the life of Katie Morag and her grandparents.
149. The quality of teaching at Key Stage 2 is good. Older pupils have a good understanding of the many factors, which effect the environment and how they can help in its preservation. A recent visit to a quarry sparked the pupils' interest and motivated them to develop detailed and informative leaflets, which a company might use to let people know that they care about the environment. Well focused questioning by teachers enables pupils to consider carefully before expressing opinions about the effect of quarrying on the local environment. Pupils also ask suitable questions and these are handled sensitively so that considered thought about the issues is developed well. Lessons are planned well to include focused enquiry, which develops pupils' geographical skills. As a result, pupils are very familiar with a range of maps and are able to interpret information from these using keys and scales and correct geographical terminology as appropriate. Suitable links are made with history so that when pupils study the buildings in local villages, they construct plans and maps to support the records made of their enquiry.
150. There is a detailed scheme of work, which is monitored closely by the co-ordinator to make sure that all pupils study the same units. Although pupils use computers to research geographical facts, there is not enough planned use of information and communication technology to support leaning in geography. Links with literacy are very good. Stories are used during lessons as a basis for developing reading skills and pupils are given very good opportunities to write for a range of purposes. For instance, the leaflets written by pupils in Years 5 and 6, and postcards written by pupils in Year 1 to describe their holidays on Katie Morag's island, are examples of this.

## **HISTORY**



151. Standards in history are in line with expectations at the end of Key Stages 1 and 2. Pupils have good levels of knowledge of local history and use their skills appropriately to analyse historical information but have an underdeveloped level of understanding of the passage of time. All pupils, including those with special educational needs, make sound progress through the school.
152. The school appears to have maintained similar standards since the last inspection, although no actual judgement was made during the last inspection due to a lack of evidence. The curriculum provision has improved and is now far more relevant to pupils' experiences.
153. By the age of seven, pupils acquire good background knowledge of the Victorian period, through looking at old photographs of children and information drawn from the school logbook. As a result of examining entries in the school log book, relating to absence due to illness, one higher-attaining pupil competently explains why influenza was called the 'little death'. They are aware that types of clothing worn by school children have changed and that teachers were far stricter in those days. In a study of the ancient Egyptians pupils compare the positive and negative elements of the life of Egyptian peasants and copy writing in the hieroglyphic style.
154. By the age of 11, pupils know how to sift through simple evidence based on their study of ancient Greece and evaluate its authenticity. They find information from secondary sources about the Greek armies and look for the derivation of English words based on the Greek language. Pupils use their writing skills well in an empathetic style, explaining their feelings as a child in a Greek school. They have a good knowledge of the Georgian period and the work of Dr Samuel Johnson. Although pupils compare the various buildings of Lichfield, built in different historical periods, their sense of change over time is not well developed. They find it difficult to place important historical events over the last 500 years, in order, such as the reign of Queen Victoria, the period of the Second World War, and the life and times of Dr Johnson.
155. In the two lessons observed, one in each key stage, teaching and learning was good. Artefacts, visits, and original source materials, made the subject lively and retained pupils' interest. Teachers gave good explanations and use a good range of questioning techniques to increase pupils' knowledge and understanding. There was a good, conducive atmosphere for learning because teachers managed their classes well and, consequently, pupils concentrated on their tasks. Pupils are generally enthusiastic and are keen to contribute to discussion, asking questions and drawing on their own experiences. Behaviour in lessons is good because pupils are interested by the activities presented and work routines are well established.
156. There is a good balance and a relevant curriculum for pupils, even though only a small amount of time is allocated for the subject in the timetable at Key Stage 1. The mixed-age group classes have been catered for well by developing parallel topics on a two-year cycle that ensure curriculum content is not duplicated or omitted.
157. The choice of topics related to the local environment, particularly to the school building itself, creates a lively interest in the subject. Pupils' sense of time and knowledge of events in the recent past was enhanced effectively by work undertaken in musical production featuring and celebrating the history of the school. The use of literacy in the subject is well developed and enhances the quality of written work produced by pupils. However, because of the withdrawal of some pupils from lessons to undertake other activities, pupils sometimes miss parts of lessons and are deprived of their full history entitlement. There is little evidence of pupils using information and communication technology in history lessons, other than watching video television programmes.
158. The subject is co-ordinated well by the headteacher who has a strong background in the subject. Some observation of teaching and learning has taken place and an action plan has been produced, which sets future targets for development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

159. The school has worked hard to improve resources for information and communication technology and there are now more computers in school. However, only four are networked and this makes teaching and learning more difficult to organise. Groups of up to eight pupils can use the computers in the suite and this means that other pupils in the class have to be supervised by additional adults. As this is not always possible, pupils do not always have their turn working in the suite, thus missing valuable learning opportunities.
160. Scrutiny of work and discussion with pupils in Years 2 and 6 indicate that standards are below average at the end of both key stages. Standards are not as good as reported at the last inspection, where they were judged to be in line with expectations. Nonetheless, the school has improved resources and facilities for this subject in recent times. Until recently, pupils have not had the breadth of experience necessary to attain average standards and no work was seen at higher levels. The school is presently, and appropriately, focusing on developing pupils' basic skills in order to give them the range of knowledge and understanding required to meet average and higher standards.
161. In Year 6, pupils successfully used a paint program to create pictures to support their learning in art about impressionist painting. Discussions with these pupils show that they are proud of their finished pictures and talk knowledgeably about the tools they used to produce the effects. During a computer club session, pupils had great fun successfully sending e-mails to each other. They sent and received a number of messages and were fascinated by the speed with which they were sent. Most pupils are familiar with the keys on the keyboard, although their typing skills are slow for the majority. The installation of the Internet is relatively new and pupils have not yet had the opportunity to send e-mail or research the Internet during lessons.
162. Not enough teaching was seen during the inspection to judge the quality of teaching overall. The teaching and learning in the one lesson seen were very good. The detailed and well-prepared planning reflected the teacher's very good subject knowledge and expertise and this enabled very clear direction and demonstration of the techniques necessary to create different effects on the computer. As a result of this, and careful questioning, pupils in Year 1 successfully used a simple paint program to draw pictures of an imaginary animal. They learned how to add and delete stamps and effects to their picture, and received careful support and guidance from the teacher. Pupils enjoy talking about the tools they use to draw pictures of a pirate ship and how they print their work independently. As yet, they have not learned how to save their work to disk. Standards for this group of pupils are as expected for their age.
163. The co-ordinator has worked very hard to make sure that computers are available for use in all classrooms, as well as the appropriate software ready for use on computers in the computer suite. However, there are still some gaps, as was seen during a Year 2/3 lesson, where software, to support some work in mathematics, was unavailable for use on the classroom computer to enhance pupils' learning opportunities. A suitable scheme of work gives good support to teachers and ensures that the curriculum is broad and balanced and that National Curriculum requirements are fully met. The time for pupils to work on computers during a regular weekly lesson, and at other times in the classroom, is not yet planned tightly enough to ensure that all pupils get regular opportunities to develop their information and communication technology skills in other subjects.

## **MUSIC**

164. As was found at the time of the last inspection, pupils reach the expected standards in this subject at the end of Key Stages 1 and 2, with a few of the pupils, who receive instrumental tuition, attaining significantly above this level.
165. In Year 2/3, pupils competently explore ways in which sounds can be arranged and gain a basic understanding of note values and tempo. The teacher facilitates their learning satisfactorily in this area by presenting them with an enlarged copy of a tune they know, written in notes. She successfully promotes pupils' enthusiasm for learning by selecting individuals to be the conductors, who then point at the notes and lead the class through the song at a variety of

tempos. Through this work, pupils learn how music notation/symbols can help singing to be interpreted in different ways. The work is useful but does not provide sufficient challenge for the better musicians in the class.

166. In a lesson observed, many Year 5/6 pupils showed a good ability to play well-known melodies on tuned instruments. They worked together effectively in small groups to compose an arrangement around the melody they had identified and, at the end of the lesson, produced performances of an appropriate standard. The small ensembles made full use of a range of tuned and untuned instruments, with some of the more expert instrumentalists on clarinet, piano and violin, forming a useful centre point around which other pupils worked. In this way, the teacher promoted and made effective use of the different levels of musical ability available and all groups of pupils, including those with special educational needs, made good progress. Pupils performed with confidence and, in some groups, used an imaginative approach to producing atmosphere, within the musical arrangement, by adjusting the volume and speed at which they played. Pupils appraised each other's work and most listened carefully to each other in order to play in time. Pupils sing tunefully, as was seen during an assembly. A school concert observed showed that the school has some talented individual instrumentalists who perform well with instruments, such as the clarinet, violin, guitar and drums.
167. Teaching was satisfactory in the lesson observed at Key Stage 1, with the lesson seen being planned well and the teacher providing clear explanations. Teaching in the lesson observed at Key Stage 2 was good. This well-organised lesson ensured that a wide range of practice and experience was packed into the lesson, from practice through to performance. Judging by the performances of individual musicians who receive music tuition, peripatetic music teachers provide effective help and guidance to promote the playing abilities of the individuals concerned.
168. The music co-ordinator has worked effectively to provide the class teachers with an appropriate scheme of work and planning for their lessons. She works closely with colleagues to make sure that the best use is made of the musical expertise available in the school. The co-ordinator has identified, rightly, that assessing pupils' progress in music will be a useful next step to further improve provision. The school has an adequate range of instruments that are used well. School concerts and musical productions all enhance pupils' musical experiences effectively.

## **PHYSICAL EDUCATION**

169. Standards in physical education are in line with expectations at the end of Key Stages 1 and 2. Pupils, including those with special educational needs, make sound progress overall in the development of their skills, knowledge, and understanding, as they pass through the school. Since the time of the last inspection, improvements have been made in the quality of the curriculum and in the provision of extra-curricular activities. However, the standard of pupils' attainment at the end of Key Stage 2 appears to have declined, when compared with the findings of the last inspection. The judgement was based on limited evidence and, in reality, standards are more likely to be fairly similar.
170. At the end of Key Stage 1, pupils develop sound skills in throwing and catching when using small balls in paired activities. Their skills are refined and improved by increasing the difficulty of the task, by throwing over-arm, or catching in a kneeling position. The teacher selects proficient performers to demonstrate their skills so that the pupils understand how they might improve. However, pupils have insufficient understanding of how to appraise their own or their partner's performances. Pupils have a sound awareness of the reasons for warm-ups and cool-down sessions at the beginning and end of lessons. They know that muscles need to be brought into action gradually and that a calm period is required before returning to the classroom. Pupils know that safety is an important element of physical education and they use the space well, avoiding contact with fixed pieces of apparatus.
171. At the end of Key Stage 2, pupils carry out gymnastic movements with a fair degree of control and accuracy to produce finished sequences. In paired and group work, they develop synchronised movements to music, matching their partner's actions in a symmetrical style. Pupils

have a clear understanding of the effects of exercise on the body and explain the reaction of the heart to increased physical activity. All pupils in Year 6 reach appropriate standards in swimming and many exceed the expected level by swimming well beyond 25 metres. The more able swimmers are competent in breaststroke and backstroke swimming styles. In general, pupils have a good understanding of water safety and talk maturely about rescue techniques and survival in the water.

172. The quality of teaching and learning in the small number of lessons observed was good overall, with the most effective teaching taking place at Key Stage 2. Teachers manage and organise their classes well and use praise and encouragement to inspire pupils to improve their skills. Learning support assistants are used effectively at Key Stage 2 to monitor group activities and to help pupils evaluate their own progress. There is some good teaching of specific techniques at Key Stage 2 to increase pupils' understanding, whereas this is a comparative weakness at Key Stage 1. Teachers' expectations are also higher at Key Stage 2 and they set more challenging tasks for pupils to achieve. Pupils throughout the school enjoy physical education lessons and behave well. They work particularly well in groups and pairs, helping each other to increase their level of skills. Pupils and staff are always appropriately dressed to participate in physical education lessons.
173. There is a good, well-balanced curriculum that covers all the prescribed areas of the National Curriculum. However, because of the withdrawal from lessons of some pupils to undertake other activities, not all pupils receive their full entitlement to physical education. The older pupils in Key Stage 2 benefit from a residential visit to Standon Bowers outdoor education centre, where they participate in outdoor adventurous activities such as climbing, rambling and orienteering. The school's provision for extra-curricular activities is very good. The school offers pupils a good range of sporting activities after school hours. A good number of pupils represent the school in competitive matches and tournaments against local schools.
174. The co-ordinator of the subject has developed the subject effectively, by improving the scheme of work and increasing the school's level of participation in extra-curricular activities. This has helped to support teachers' planning and means that wider opportunities are provided for pupils. She is enthusiastic and keen to develop physical education further. However, there are limited opportunities for her to monitor teaching and learning throughout the school in order to gain a clear picture of standards. Although the subject action plan gives an indication of how the subject might be developed, it is not based on a clear analysis of present standards.
175. Learning resources are good. There is a good range of equipment and the quality is also good. The accommodation is a limiting factor. The hall is too small to cater for classes of 25 pupils and the acoustics are poor. Playgrounds are too small for large-scale games activities, with low walls and a road running alongside, which prevent the playing of competitive small-sided games. The school makes good use of neighbouring village sports facilities for games and athletic activities.