

# **INSPECTION REPORT**

## **MOSLEY PRIMARY SCHOOL**

Anslow, Burton-upon-Trent

LEA area: Staffordshire

Unique reference number: 124053

Headteacher: Mrs A James

Reporting inspector: C D Loizou  
18645

Dates of inspection: 22<sup>nd</sup> – 24<sup>th</sup> January 2001

Inspection number: 193759

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Main Road Anslow Burton upon Trent Staffordshire
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr B Snaith
Date of previous inspection:	10 <sup>th</sup> February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18645	C D Loizou	Registered inspector	Mathematics Design and technology Information and communication technology Religious education	How high are standards? How well are the pupils taught? How well is the school led and managed?
9981	S Hussain	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
11528	M Wainwright	Team inspector	Special educational needs Science Geography History Physical education	
21893	V Brittain	Team inspector	Under fives Equal opportunities English Art Music	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

The school is an infant and junior school situated in the village of Anslow, near to the town of Burton-upon-Trent in Staffordshire. It is a small school in a rural setting serving a number of communities in and around the village. There are 104 pupils on roll between the ages of 4 and 11 years. This includes 12 children, most of whom are under five, who all started school at the beginning of September in the reception class. The number of pupils eligible for free school meals is approximately 6 per cent, which is below average for schools of this type and size. There are no pupils who speak English as an additional language. The school has very few pupils (approximately five per cent) on its special educational needs register, which is well below average. The attainment of children on entry to the school in the reception year covers a wide range and is generally in line with the standards expected for children under five.

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

This is a good school where the pupils achieve well and the teaching is having a positive impact on the standards they achieve. The headteacher and staff monitor pupils' work closely and they plan work which is well matched to the capabilities of all pupils. They manage the pupils well, resulting in their showing good attitudes to their work and to learning. Standards are in line with age related expectations in English and they are above average in mathematics and science. A small number of pupils take the National Curriculum tests each year, resulting in some fluctuations in attainment from year to year, but, in relation to their attainment on entry, the pupils achieve well and standards are improving steadily. The school is very well led and managed and is providing good value for money.

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

- The pupils achieve well, enabling them to make good progress in most subjects, particularly in reading, mathematics and science.
- Pupils identified with special educational needs make good progress in all subjects.
- The teaching is good and it is having a positive impact on pupils' progress, their attitudes to school and enthusiasm for learning. Attendance rates are very good.
- The curriculum, particularly reading, mathematics and science, is well planned and there is a good range of activities provided outside normal lessons.
- The school provides well for the pupils' moral, social, cultural and personal development.
- The welfare and care of the pupils are good and their progress is assessed well.
- The school is very well led and managed.

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

- The pupils' recorded work, their handwriting and the opportunities for them to use dictionaries and word banks to improve their spelling.
- Further improvement of the teaching so that more lessons reach the good and very good standards seen.
- The consistency of teachers' marking so that it helps the pupils to correct their work and sets individual targets for further improvement.

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

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

The school has made good progress since its last inspection. The headteacher, staff and governors have addressed the issues raised in the last report, particularly in improving the quality of teaching and learning. As a result, the pupils achieve well in most subjects, resulting in an increasing proportion of them achieving higher standards. The teachers plan their lessons carefully and effectively. The headteacher and staff have improved the way that lessons are matched to the abilities of the pupils. There are more effective monitoring procedures, which include the observation of lessons, that enable the staff to adapt and prepare more effective lessons.





## STANDARDS

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

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

**Key**

Well above average    A

Above average        B

Average                C

Below average        D

Well below average   E

The results of the 2000 end-of-Key Stage 2 national tests for 11-year-olds show that the pupils' attainment in English was below the national average and compared with similar schools, it was well below average. Although most pupils achieved the standards expected in English, too few scored the higher level (Level 5) compared with other schools. In mathematics, attainment was above the national average and in science it was well above average. Compared with similar schools, mathematics standards were below average, but in science they were well above average. The results of the national tests for 7-year-olds show that the pupils' attainment in reading and mathematics was in line with the national average. In writing, it was above the national average. When compared with similar schools, standards in reading and mathematics were well below average, but in writing they were below average. In science, teachers' assessments show that the pupils achieved very high standards which were well above the national average at the end of Key Stage 1 and compared with similar schools, standards were also well above average. Test results have fluctuated from year to year, reflecting the nature of the small cohort of pupils taking the tests and the fact that in some years, the proportion of pupils on the special educational needs register is greater than in previous years.

Inspection evidence indicates that attainment in English is in line with the standards expected at the end of both key stages. The school must raise standards in writing, especially handwriting and spelling, so that more pupils achieve the higher levels in national tests. Attainment in mathematics and science is above average by the time the pupils finish Key Stage 2. The pupils make good progress in reading, mathematics and science. They make satisfactory progress in writing, but ought to make better progress, especially in the way they record their written work, their spelling and handwriting. The school has maintained high standards in information and communication technology at ages 7 and 11 and the pupils make good progress as a result of the focused and good teaching. In all other subjects, including religious education, standards are in line with those expected at the end of both key stages. The standard of singing is high and the pupils make good progress in design and technology, music and religious education and satisfactory progress in other subjects.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils try hard and are interested in their work.
Behaviour, in and out of classrooms	Good. The pupils respect the views of others and co-operate with others. They are polite and courteous to each other and to adults.
Personal development and relationships	Good relationships exist throughout the school. The pupils respond well to praise, show initiative and enjoy taking responsibilities.

Attendance	Very good. It is consistently above average.
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The pupils enjoy school and this is reflected in the very good attendance levels. They are polite and courteous to each other and to visitors. The school provides well for its pupils in a supportive and encouraging working environment where everyone is valued and their views respected.

## TEACHING AND LEARNING

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

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

The teaching is good with some very good features throughout the school. No unsatisfactory teaching was observed and in seventy-six per cent of the lessons seen it was good, including nineteen per cent of lessons where the teaching was of a very high standard. The quality of teaching has improved since the last inspection because the management of the school has strengthened the teaching with focused professional development programmes for teachers and support staff. This has included the successful implementation of the National Literacy and Numeracy Strategies and improvements to teachers' planning. Consequently, the large majority of the teaching has good structure and clear objectives for the pupils to strive for. This is having a positive impact on pupils' learning and their achievement. The most effective teaching sets high standards for both behaviour and attainment, with the additional expectation that pupils will record their work neatly and accurately. This is reflected in rising standards, but the school must ensure that all of the teaching maintains these high expectations to raise standards in writing further. The school is now well placed to make further improvements, including the consistent approach to the way pupils learn to write and more consistency in teachers' marking so that it helps the pupils improve their work and performance.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is good, overall. There is a good range of activities and tasks which are well matched to the abilities of the pupils.
Provision for pupils with special educational needs	Very good provision is made for these pupils. Their progress is monitored closely and they are well supported in lessons and other times.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. There are good opportunities provided in lessons and assemblies to improve the pupils' moral, social and cultural development. Spiritual development is satisfactory so that pupils can reflect on the world around them and express their feelings.
How well the school cares for its pupils	There is good support and guidance offered to the pupils. Their academic progress is monitored closely to help teachers' planning.

The curriculum for the children in the reception class is good. Activities are well planned and appropriate to the needs of the children under five. In the rest of the school, the curriculum is balanced and provides good opportunities for all pupils to have access to a wide range of practical and relevant activities and tasks. These are well matched to the needs and capabilities of the pupils. The provision for pupils with special educational needs is very good. Their progress is closely monitored and the learning support staff are very well deployed to provide individual support for the pupils in lessons. There is a good range of extra-curricular activities that include sport, music and computer work.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good and effective leadership. She is well supported by the staff who have clearly defined and appropriate roles that enable them to manage the curriculum and monitor the progress made by the pupils.
How well the governors fulfil their responsibilities	The governors provide good support. They fulfil their responsibilities well and are aware of the direction the school must take to raise standards further.
The school's evaluation of its performance	Good. There are good monitoring procedures in place which help the headteacher, staff and governors to assess the progress of the school.
The strategic use of resources	Good, overall. Support staff are well deployed and resources are well organised. There is limited accommodation for physical education.

The staff and governors are greatly influenced by the headteacher's infectious enthusiasm to succeed and improve the school further. The management of the school is very good with good procedures in place that enable the staff and governors to monitor teaching and learning. As a result, the governors and staff have a clear programme for school improvement which identify appropriate professional development needs in the school's strategic management plan. The school is very capable and well placed to raise standards further. Since the last inspection, staffing appointments have strengthened the teaching and the school's curriculum. Good use is made of the limited accommodation and there are advanced plans in progress to re-furbish the school building and improve facilities.

## 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>▪ Their children like school.</li><li>▪ The children make good progress.</li><li>▪ Behaviour is good.</li><li>▪ The teaching is good.</li><li>▪ The school expects their children to work hard.</li><li>▪ The management of the school.</li></ul>	<ul style="list-style-type: none"><li>▪ The information about their children's progress.</li><li>▪ The provision for extra-curricular activities.</li></ul>

Inspection findings support all of the parents' positive views. There is a good range of extra-curricular activities outside normal lessons. Inspectors agree that the annual reports and information about the pupils' progress should have clear targets for improvement to help parents support their children.

## **PART B: COMMENTARY**

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

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

1. The results of the 2000 end-of-Key Stage 2 national tests for 11-year-olds show that the pupils' attainment in English was below the national average and compared with similar schools, it was well below average. In mathematics, attainment was above the national average and, in science, it was well above average. Compared with similar schools, mathematics standards were below average, but in science they were well above average. Test results in English have fluctuated from year to year, reflecting the nature of the small cohort of pupils taking the tests and the fact that in some years, the proportion of pupils on the special educational needs register is greater than in previous years.
2. The results of the national tests for 7-year-olds show that the pupils' attainment in reading and mathematics was in line with the national average. In writing, it was above the national average. When compared with similar schools, standards in reading and mathematics were well below average, but in writing they were below average. In science, teachers' assessments show that the pupils achieved very high standards which were well above the national average at the end of Key Stage 1 and, compared with similar schools, standards were also well above average. Standards in mathematics and teacher assessments in science show good improvement and the pupils are achieving well. Reading and writing standards have fluctuated and, on the face of it, they appear to have fallen. However, the comparatively small number of pupils taking the national tests will affect variations from year to year.
3. Compared with their attainment on entry to the school, the pupils have made good progress because the impact of the good teaching and the implementation of the national literacy and numeracy strategies have helped to raise standards, with most improvement shown in mathematics and science. In both key stages, too few pupils are scoring the higher levels of attainment (Levels 3 for Key Stage 1 pupils and Level 5 for Key Stage 2) and this is especially the case for writing which inspection evidence has found to be underdeveloped in some areas.
4. The attainment of children who enter the school in the reception class is in line with the standards expected for children under five. They make good progress as a result of the good teaching and the good level of additional support provided by classroom assistants which is improving the children's personal and social development. The children are well on the way to achieving the Early Learning Goals in all areas of learning. By the time they start Key Stage 1 in Year 1, their level of attainment is in line with the standards expected in the areas of learning, except in physical development where there are some shortcomings as the children do not have regular access to outdoor physical play because of the limited space and facilities. The school is doing all it can to address this with some imaginative use of space in the school and the children are taken to the village hall every week for physical education and dance lessons.
5. The pupils make good progress in English in both key stages resulting in their achieving the standards expected for their age. Standards in speaking, listening and reading are higher than in writing, because fewer pupils score the higher levels in the writing tests. One of the contributory factors is the inconsistent handwriting and spelling standards across the school. Writing standards have improved in recent years, because the school now teaches a broader range of writing, so that pupils are able to write for different purposes and audiences. However, there are limited opportunities for the pupils to use word banks or dictionaries in literacy lessons and, as a result, spelling rules are not being sufficiently reinforced to consolidate the pupils' knowledge of words, letter sounds and spelling patterns. There is also some inconsistency in the way that the pupils record their work in other subjects. In the most effective history and geography lessons there is more evidence of writing, but, on the whole, writing does not feature prominently in these subjects across the school.

6. In Key Stage 1, mathematics standards are in line with the standards expected of 7-year-olds. The pupils have a good understanding of number facts and utilise different strategies to help them calculate problems mentally and orally. In Key Stage 2, the pupils continue to make good progress, achieving standards that are above average for their age. The teaching is well organised and challenging, enabling pupils of all abilities to improve their knowledge and understanding of numbers, shapes and measures. In science, attainment at the end of Key Stage 1 is in line with the standards expected for pupils' aged 7. They make good progress throughout the school and by the time they reach the end of Key Stage 2, standards are above average. Again, the teaching is challenging and enables the pupils to plan and organise simple experiments and investigations. The pupils are well supported by Learning Support Assistants and this is particularly effective for the pupils with special educational needs. They understand how to prepare a fair test when undertaking their investigations, but there is inconsistency across the school in the way that the pupils record their work.
7. Standards in information and communication technology (ICT) are above average at ages 7 and 11 because the curriculum is well organised and there is very focused teaching, starting in Key Stage 1 where the pupils are taught basic computer skills very well. The school makes very good use of its special ICT room and uses its specialist ICT teacher very well to manage the teaching and the provision for ICT across the school. This has also benefited class teachers as they have improved their own competence and confidence in the subject with many good examples of work being done in lessons across a range of subjects in the pupils' own classrooms. As a result, the school provides a balanced programme of ICT, with a combination of focused intervention and support in the ICT room and extension work in classrooms when the pupils are being taught by their own class teacher. By the end of Key Stage 2, the pupils can use more complex word processing skills and desk top publishing programs to prepare news sheets, menus, adverts and other good examples where the pupils combine illustration, photographic images and text. Good use is also made of the schools' *Internet* and *Electronic-Mailing* facilities so that all pupils make good progress sending and receiving *E-mails*, or searching the *Internet* for information.
8. The pupils make good progress in design and technology, music and religious education. They make satisfactory progress in art and design, geography, history and physical education. The school provides a good range of topics and themes with a broad and balanced programme that enables the pupils to develop a good understanding of these subjects, achieving the standards expected for their age. The school has no hall for physical education and, since the last inspection, it has improved facilities and utilised the local village hall. However, this is still too restrictive and, as a result, the pupils only make satisfactory progress. Music provision is good, enabling some pupils to benefit from specialised instrumental tuition. The standard of singing is high with a large proportion of pupils joining the school choir and they are well taught by the headteacher and other staff.
9. The pupils with special educational needs make good progress, particularly in literacy and numeracy. The school has deployed additional Learning Support Assistants who are timetabled to work in lessons, sitting alongside and supporting individuals or groups of pupils. This is effective and inclusive as the pupils benefit from having full access to the school's curriculum without being excluded from the work being provided for other pupils. Individual education plans are well managed and help to provide a balanced programme of focused support that meets the pupils' learning needs.

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

10. The school has successfully maintained the high quality of pupils' attitudes, behaviour and personal development since the last inspection. The pupils are trustworthy and care for property. They respect their own property and that of others. There is no litter about the premises.
11. The pupils' attitudes to school are good. They enjoy school life and this is reflected in their behaviour and levels of attendance. They co-operate well with teachers and apply themselves well to tasks. They generally show high levels of interest in work. For example, in a Year 1 and 2

numeracy lesson, there were good levels of interest in sorting and ordering coins to make different values. Pupils are very keen to answer whole class questions. For instance, in a Year 5 and 6 science lesson, they were eager to answer a great variety of spontaneous questions on the effect of heat on water and insulators. All the pupils participated well throughout the lesson showing good levels of concentration. However, a small number of boys in some year groups lose interest and go off task, with teachers having to intervene and ensure that they try harder. This is not a significant problem and teachers give additional attention where necessary. Pupils show very good levels of interest and enthusiasm in the many extra-curricular activities and school trips. Pupils in the foundation stage are developing positive habits in their learning. For example, reception pupils were seen to enter the village hall for physical education, get changed quickly and quietly and then take full part in challenging exercises and role-plays.

12. Behaviour is generally good. This makes a considerable contribution to pupils' progress. The school is a friendly, happy and orderly community. Pupils behave sensibly in classrooms and in and around the school. Behaviour in class assemblies and at playtimes is good. Lunchtime is a very pleasant social occasion where pupils mix very well together and enjoy each other's company. Trips to the village hall for lessons and activities demonstrate good behaviour. The pupils say that bullying is not a significant problem. They say that when it occurs, the staff deal with it straight away and help those concerned make friends. All pupils are courteous and show respect for staff and visiting adults. They are very well mannered towards visitors and enjoy being asked about their school. Behaviour management by staff is generally good with a consistent whole school approach. The staff take the time to explain why certain conduct is unacceptable, giving clear messages about their high expectations. Through this, pupils have a good and clear understanding of the impact of their actions on others. There were no exclusions in the last academic year.
13. Relationships are good. The pupils value each other's contributions and achievements in lessons. A good example of this was seen in a Year 1 and 2 music lesson where the pupils listened to each other's performances patiently and with enjoyment before demonstrating their own performance. In the reception class in a physical education lesson, the children work well together, supporting and co-operating in their groups. In a role-play of 'the giant and his helper' in a scene from *Jack and the Beanstalk* excellent relationships were demonstrated enabling the children to work and play together in harmony. The pupils generally show good levels of respect for the feelings, values and beliefs of others.
14. Personal development is good. Pupils are progressively becoming more mature and self-sufficient. They generally make good use of reference books in literacy lessons and would benefit from better access to dictionaries and word banks in some lessons. In a Year 5 and 6 literacy, lesson we observed many pupils using and finding information in text books to support their answers to questions on how different authors present characters. Many pupils select their own learning resources independently in many lessons. The pupils show a very good level of initiative in their learning. A good example of this was seen in a Year 1 and 2 science lesson on materials and their properties much enhanced by pupils organising their investigations very well. In a Year 5 and 6 science lesson, the pupils were working at a higher level than expected for their age because they were able to work independently, sharing ideas and planning their investigations thoughtfully. As a result, they were able to effectively plan, conduct and record their own investigations on the effects of heat. Pupils of all ages accept responsibilities very well. Monitors perform their tasks in a helpful and effective fashion, for example in assemblies. The Year 6 monitors rightly take great pride in their roles.
15. Enthusiasm for school is very good and this is reflected in very good levels of attendance. The rate of attendance is much above the national average for this type of school. Authorised absence is well below the national average and there is hardly any unauthorised absence. Punctuality is good and a smooth start is made to the school day. Levels of attendance have always been good and have improved further since the last inspection.

## HOW WELL ARE PUPILS TAUGHT?

16. The teaching is good, overall, with a significant proportion that is very good. Good lessons were seen in all classes and appointments to the teaching staff since the last inspection have improved and strengthened the teaching. As a result, standards are improving, expectations are higher than they were in the last inspection; and the work being planned for the pupils is very well matched to their capabilities. In all of the lessons seen, the teaching was at least satisfactory and the large majority was found to be good or better. Seventy-six percent of the lessons seen were of good quality and nineteen per cent of all the lessons observed were judged to be of high quality. This standard of teaching is having a positive impact on pupils' learning and their achievement in all subjects. The school must now improve the teaching further so that it always matches the same high standards seen in a significant number of lessons. The teaching has improved well since the last inspection, resulting in rising standards.
17. The teaching of the children under five in the reception class is consistently good. The teacher has a good understanding of how young children learn and provides a good balance of structured and adult-led sessions as well as appropriate free choice practical activities and role play. The classroom assistant and teacher work well as a team, ensuring that work is well planned with clearly defined areas of responsibility for each adult when focusing on individuals or groups of children. The teaching is particularly effective in improving the children's speaking, listening, reading and writing skills. The children also make good progress in mathematics and other areas of learning because the teaching enables the children to organise their thinking by leading the children through the recommended stepping stones in the curriculum for the Foundation Stage. The children are provided with good opportunities to read and write with many children learning to spell simple words, recognising word shapes and letter sounds.
18. The teaching in Key Stage 1 is good. One in four lessons seen was of high quality and three-quarters were at least good. In Key Stage 2, the teaching continues to be good, overall, ranging from satisfactory to very good and a similar proportion to that found in Key Stage 1 was of high quality. Throughout both key stages, literacy, numeracy and science lessons are well taught with good strategies used to provide work which is closely matched to the abilities of all pupils, including those with special educational needs. The teachers prepare challenging and interesting tasks that motivate and sustain the pupils' concentration, enabling them to work hard and persevere with tasks. However, there are inconsistencies in the standards expected of pupils' recorded work. This ranges from high expectations for handwriting and presentation to some examples where the pupils have not completed their written work or lapses in presentation with some examples of untidy work.
19. In all the lessons seen, the teaching had good structure, so that time was provided for the pupils to ask questions and explain their methods, as for example, in mathematics when calculating number problems mentally and orally. In literacy lessons, during individual and group work in the main part of the lesson, the teachers are clear about the support they are going to provide, ensuring that the planning each week enables them and the classroom assistant to focus on particular groups of pupils so that all pupils make good progress. However, in some lessons, word banks, dictionaries or thesauri are not readily available to help or aid the pupils with spellings. This has the effect of disrupting the flow of lessons when pupils ask how to spell words when writing independently. Furthermore, the teaching does not always model good spelling or handwriting when teachers use whiteboards, chalk boards, work books or exercise sheets to prepare independent work for the pupils. As a result, the pupils' handwriting is sometimes inconsistently taught across the school or, even where it is taught properly, the pupils' workbooks show inconsistencies ranging from very good and well presented work to unsatisfactory and rushed writing that is poorly presented.
20. The teachers use good assessment procedures to monitor the pupils' progress in all subjects. Work is usually marked up to date and, in some classes, the marking is of a very high standard because it is clear what the pupils have to do to improve further. Marking is inconsistent across the school, because it does not always indicate where the pupils have made mistakes and it is not clear if time is given for the pupils to correct their work or re-organise their writing to improve it further. In some books, the work is incomplete and teachers' marking is cursory, with very little to indicate that the pupils have done well or could do better.



21. The school has done well since the last inspection, especially in developing and improving the teaching. A significant proportion of teaching (nearly one in five lessons seen) was of high quality because it was judged to be very good. The key features which set this standard of teaching apart from the rest are the pace, challenge and enthusiasm for the subjects being taught. In these lessons, resources are very well used to support and enhance the pupils' experiences. For example, in a very good literacy lesson, Year 5 and 6 pupils used some interesting text about the *Firework maker's daughter* to investigate how characters in stories are presented and described. The teacher involved all the pupils by getting them to ask challenging questions, enabling them to introduce new characters with the teacher performing the role of a *Chinese Firework maker*. In a very good mathematics lesson, Year 1 and 2 pupils were provided with challenging number problems, using coins. The work set was challenging for both year groups and further differentiated so that higher attaining pupils were set different tasks that enabled them to make good progress in achieving the levels they are capable of. The most common feature of very good teaching is the way that teachers are alert to the needs of all the pupils, constantly improving their work, marking and supporting as well as deploying Learning Support Assistants so they also question, probe and improve the pupils' performance and standard of work. As a result, these lessons set high expectations and this includes the standard of recorded work, so that pupils are clear about what is expected in their writing, drawing, numeracy or recorded work in science.
22. In the satisfactory lessons, the teaching did not set the same high expectations in all stages of the lessons, resulting in some pupils becoming restless or fidgety and, in some cases, interrupting other pupils. Explanations were not as crisp as in the high quality teaching seen. For example, introductions were too long or teachers laboured a point and, consequently, some pupils would need reminding if they interrupted or strayed off task. In all the good and very good lessons seen, the pupils were more eager to work and try hard, resulting in more effective learning and achievement.

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

23. The quality and range of learning opportunities offered by the school are good and the curriculum meets the statutory requirements of the National Curriculum and the recommended early learning goals for the Foundation Stage. At the time of the previous inspection, several weaknesses were identified. The provision for physical education has now been strengthened by the use of the village hall for lessons. There are more opportunities provided for investigation in science and mathematics. Planning for continuity between Key Stage 1 and Key Stage 2 is now fully developed. A strength of the curriculum is the equality of access for all pupils. Pupils with special educational needs are well supported by teachers and classroom assistants and the curriculum is well matched to their needs. Pupils in Years 5 and 6 are taught in two sets for English and for mathematics according to their prior attainment and this is having a positive impact on their learning.
24. The national literacy and numeracy strategies have been successfully implemented in the school and these are helping to raise standards. The planning and provision for literacy and numeracy are good. The literacy strategy has been adapted successfully so that there is a two-year cycle which is appropriate for mixed aged classes. Planning in both subjects identifies what pupils need to learn, the tasks for pupils of differing attainment levels and the opportunities to assess the pupils' work. There are detailed schemes in place for all subjects and a common format is used for half-termly and weekly planning. Cross curricular links are identified between subjects, but are not always used. For example, opportunities for extended writing in history and geography are missed.
25. There is sound provision for personal, health and social education. A draft policy and scheme of work have been written, but are not yet in place. Health education, including sex education and

drug awareness, is taught appropriately in science. Relationships are explored in assemblies and religious education and other aspects are taught as they arise in class discussion.

26. Homework is set regularly. Younger pupils take home reading books and spellings. Pupils in Key Stage 2 have formal literacy and numeracy work to be completed over the weekend and parents are contacted if this is not done.
27. The provision for pupils' spiritual, moral, social and cultural development is good. This shows good improvement since the previous inspection.
28. The provision for spiritual development is satisfactory. When pupils assemble for collective worship they do so in a quiet and reverent atmosphere. They know that this is a special time. The lighting of the candle is "for when you talk to God". There is a very supportive and positive atmosphere in assemblies. All pupils and teachers join in the singing, sometimes with actions, and prayers. There is time for reflection, about sharing, helping and kindness to others. The constant smile of the headteacher epitomises the good relationships and community spirit of the school.
29. The provision for moral development is good. All adults involved in the school set a fine example in their relationship with each other and with the pupils. They also make very plain how they expect pupils to behave towards each other. Pupils know clearly what is right and wrong. This is reinforced in assemblies. Morals are drawn from stories such as 'The Rainbow Fish' and pupils act out the story which involves being kind and sharing with each other.
30. The provision for social development is good. Pupils have many opportunities to develop their social skills in school. In many lessons, they share in their learning by working in pairs or groups. In science lessons, the way that pupils are grouped enables higher-attaining pupils to share with and help those who are less secure in the subject. At the end of lessons, when pupils are given opportunities to tell the class what they have achieved, others respect this and listen attentively. Pupils with special educational needs are fully included in all activities and are given opportunities to boost their self-esteem. When pupils were learning a country-dance during the Victorian Day it was noticeable how a few older girls, paired with younger boys, were extremely caring and helpful to them.
31. The provision for pupils' cultural development is good. This is a very good improvement since the previous inspection. Pupils learn well about their own culture through history and geography. They visit sites such as Warwick Castle and the Black Country Museum. Pupils gain very good insight when they experience whole days 'living the lives' of Victorians. Other cultures are studied through ancient societies such as the Greeks and comparisons are made between the pupils' own village and a village in Southern India. Pupils in Years 1 and 2 develop their literacy skills through studying stories from a variety of African countries. Studies are made of different faiths and pupils hear stories of Mohammed as well as Jesus. Visitors have included an Islamic teacher (Imam), and adults of Asian and Mexican origin.
32. Extra- curricular provision is good and makes a significant contribution to pupils' learning. There is a wide range of clubs which are all well subscribed. At present these are choirs for both key stages, recorders, art and competitive sport. The curriculum is enriched effectively by the use of resources outside the school. During the past year, there have been residential visits for older pupils for fieldwork in geography and for outdoor activities, a visit to London and the Millennium Dome, to Warwick Castle and to Sudbury. The school held a history day to mark the 90<sup>th</sup> anniversary of its foundation. During the inspection, pupils in Key Stage 2 learned about life in Victorian times when they were helped by a theatre group to re-enact aspects of Victorian life through drama and music.
33. There are satisfactory links with the local community. The local vicar is a regular visitor to the school and often leads worship. Local residents are invited to concerts and plays. Pupils use the village for local studies in history, geography and science and they play a part in village life by helping to plant bulbs and exhibiting plants in the local gardening show. There are well-

established links with two high schools in the area and with the local nurseries and playgroups, one of which meets weekly in the school. These links are useful in helping pupils when they change from one phase of education to another.

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

34. This is a similar picture to that of the last inspection. The high level of pastoral care is a strength of the school. Positive steps are taken to ensure pupils' health and safety and the level and quality of support in this regard are good, overall. The educational and personal support and advice given to pupils are sound. These provisions contribute significantly to the caring and family ethos of the school and are effective in supporting pupils.
35. There are excellent arrangements to induct new pupils to school. Prospective pupils to the foundation classes have the benefit of four visits to meet staff and sample school routines. Many pupils originate from the parents and toddlers group that operates and this also gives them confidence to start school life.
36. Procedures for monitoring and supporting pupils' academic progress are good in all three stages and the results of assessments are used well to raise attainment for groups and for individual pupils. In the Foundation Stage pupils are assessed on entry to the school and there are continuous assessments made throughout the year. At Key Stage 1 and Key Stage 2, there are also procedures to assess work in all subjects. These are particularly effective in mathematics and in English and, in these subjects, targets are set termly for individual pupils. These targets are discussed by pupils and teachers and are shared with parents. Since the beginning of this school year the progress of three pupils of differing attainment from each year group have been tracked, using a variety of assessment data. The analysis of the results of national and other tests is used to identify strengths and weaknesses in the teaching of English, mathematics and science. As a result, handwriting and spelling have been identified as the weaker areas in English and plans have been made for improvement. Teachers keep good records of what pupils can do and in which areas they need help. These are used for teachers' planning and also to level work. Samples of pupils' work to use as an aid to assessment are kept in some, but not all, subjects.
37. The school has satisfactory procedures, overall, to monitor and support pupils' personal development. Procedures in the reception class are good, with information being well used. Teachers maintain various records of pupils' attitudes, behaviour, personal and social skills. Significant points are recorded in the pupils' portfolios. The staff know the pupils well and give appropriate advice and support. The head-teacher is in the process of developing a proforma to enable the school to monitor a wider range of personal skills.
38. Arrangements for Child Protection are satisfactory. The school follows the Local Authority procedures. Staff show a high level of care and vigilance at all times. The designated officer is appropriately trained and effective in dealing with any issues. The school is in the process of nominating and arranging training for a deputy.
39. A member of the governing body with designated responsibilities undertakes safety checks around the premises frequently, as does the head-teacher. Arrangements are made to ensure that all equipment and appliances are regularly tested. Accident and emergency procedures are effective in dealing with any problems. Fire drills are carried out regularly and are appropriately recorded. The school attaches great importance to first aid and there are many trained staff to deal with accidents.
40. The school works closely with several external agencies in raising awareness of health and safety matters. The school nurse, community police officer and fire services are regular visitors to the school. They give advice about health and safety to pupils. Year 3 and 4 pupils recently raised their awareness of safety issues significantly through involvement in a pilot initiative with a Road Safety Officer. This also resulted in a safety video that is now widely used in the area. Personal, social and health education includes sufficient attention to drugs misuse.

41. As at the last inspection, procedures to monitor and promote pupils' attendance are good. Registers are scrutinised frequently by the head-teacher. There is an effective partnership with the education welfare service and the school involves an officer on the rare instances it is necessary. There are regular reminders to parents in newsletters about punctuality. Certificates are presented in assemblies for high levels of attendance and this is effective in maintaining a healthy spirit of competition amongst pupils.
42. The school's procedures for monitoring and promoting good behaviour are good. This was also the case at the last inspection. An 'incident book' is used on the very rare instances of bad behaviour and this is effective in identifying any worrying patterns and trends there may be. Good use is made of a variety of rewards and sanctions. Celebration Assemblies include special mentions and awards of stickers and certificates for kindness, caring, good behaviour and achievement.

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

43. Most parents have positive views of the school. Replies to the pre-inspection questionnaire and responses given at the parents' meeting show that parents have a high level of confidence in the school, the education it provides and the leadership and management. All parents replying to the questionnaire said that their children like school. The vast majority said that the school has high expectations for their children and that their children make good progress in their work. They say that behaviour is good and that the school helps their children to become mature and responsible. They are also pleased about the arrangements for homework. Parents find staff to be approachable regarding any problems.
44. Some parents are disappointed at the range of extra-curricular activities available for their children. Inspection judgements confirm that the school's provision is good compared to similar sized schools.
45. A few parents do not feel well informed about their children's progress. Inspectors found that the quality of information to parents, especially about pupils' progress is satisfactory, overall. However, the pupils' annual reports are of variable quality ranging from unsatisfactory to good. Most are satisfactory, providing sufficient and clear information about what pupils know, can do and understand. Weak reports give only general comments about the pupils' performance without saying precisely how well they do. Target setting is generally under-used by teachers as a means of improvement. Inspection findings, therefore, agree with some of the concerns of parents with regard to reporting requirements. The school has corrected the weaknesses in the prospectus and governors' annual reports since the last inspection and these publications are now of satisfactory quality. The school frequently sends home newsletters and these effectively keep parents abreast of developments in the life of the school. Curriculum information letters are attached at appropriate times, giving details of forthcoming work and these are appreciated by parents. Several useful pamphlets are issued: for example, giving advice on helping with reading and writing at home. The school regularly provides information evenings such as the teaching of numeracy, information and communications technology and drugs education.
46. Links with parents are effective and their involvement has a good impact on the work of the school. The contribution of parents to children's learning, at school and at home, is good. This is a similar picture to that of the last inspection.
47. The majority of school governors are parents. The school values this fact and consequently there is a very strong parental perspective and influence in how the school is managed and developed. The parents and teachers' association organises a number of social and fund-raising events such as the school gala. Much money is raised by the group each year for the school and this is used to buy additional learning resources such as books and audio-visual equipment. A number of parents give their time generously by listening to readers on a regular basis within the 'readersaurus' initiative and this is impacting positively in raising standards. Home and school records show that many parents give good support in listening to their children read and helping with homework tasks.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The headteacher provides very good, effective leadership. She leads by her very good example in the classroom and this is having the effect of improving teaching, focusing on raising standards and developing all the staff, so that teaching is increasingly becoming more effective. Appointments to the senior management of the school have strengthened the teaching and at the same time increased the capacity for the school to improve further. There is a determination, which is being greatly influenced by the personal dedication of the headteacher and staff, to help all the pupils succeed. This is an inclusive school where everyone is valued and everyone can succeed. Amongst the many improvements since the last inspection, a major contributory factor is the school's determination to raise standards and support those pupils with special educational needs. As a result, the teaching has improved considerably and standards are rising.
49. The governors are knowledgeable and experienced and very committed to the needs of the school and its pupils. They are visible and involved in the work of the school, often helping in classrooms. They monitor lessons along with the headteacher and subject leaders, providing them with a clear insight into the work of the school and the progress that the pupils are making.
50. Subject leaders draw up action plans and have good plans in place to monitor and support staff in their respective subjects and areas of responsibility. Resources are well managed and the co-ordinators scrutinise the teachers' planning to ensure that there is appropriate work being done. Co-ordinators who have recently been appointed are supported by the headteacher, who helps them prepare an effective curriculum and professional development programme for the staff. The deployment of learning support staff has been successful in helping them to provide highly skilled intervention programmes that involve teaching reading, writing and numeracy as well as inclusive support in other subjects for groups of pupils and individuals.
51. The school's accommodation is limited, especially for physical education, because there is no school hall or appropriate large gymnastics apparatus. The school has improved provision since the last inspection by using the local village hall, but this is still unsatisfactory because it limits the scope for pupils to engage in a full programme of gymnastics. Classrooms are clean and comfortable, offering a bright stimulating environment that greatly aids teaching and learning. There is a useful and well-resourced information and communication technology room and the library is accessible to all pupils in the main entrance. There are appropriate outside play areas, including a small space for children under five, but this is not sufficient to enable the children to use climbing apparatus every day. The school makes good use of the space available and there are advanced plans in place to re-build and re-furbish the existing school building. If these plans proceed then the school will be able to provide a full programme of physical education which inspection evidence indicates they are very capable of doing.
52. Staffing levels in the school are good. The school has an experienced, hard-working and dedicated teaching staff. The school successfully deploys learning support assistants, who are well trained and very effective in supporting the teachers and pupils. The number of administrative, caretaking and cleaning staff are appropriate to the needs of the school and provide very effectively for the smooth running and care of the school.
53. Financial planning is good and specific grants are used well. The governors are prudent in their budgeting and the short-term financial planning is good. The school development and strategic management plans are well set out, showing clear priorities for further improvement. The well-established finance committee targets specific areas for development and ensures that spending provides value for money. The commitment of the headteacher and governors is reflected in the significant proportion of the school's budget that is used for additional support for pupils with special educational needs. The recommendations of the local authority audit have been acted upon.

54. The school budget is managed well and financial control and administration are good. The full governing body agrees the budget allocations annually and governors monitor expenditure regularly. The local authority supports the school by providing financial statements and good use is made of information technology to support the smooth running of the school.

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

**In order to improve the quality of education further, the governing body, headteacher and staff should:**

▪ **Improve the quality of written and recorded work so that:**

- handwriting is more consistent and better standards are achieved across the school in pupils' writing as a result;
- spelling standards are higher as a result of more opportunities for the pupils to use dictionaries and word banks;
- the pupils present their finished work neatly and with care and accuracy.

(Paragraphs: 3; 5; 14; 18-19; 24; 64-67; 69-72; 97)

▪ **Improve the teaching further so that all lessons reach the high standards seen, by:**

- identifying and agreeing what is effective teaching;
- always setting high expectations for all pupils and especially for recorded and written work.

(Paragraphs: 16-22)

▪ **Ensure that there is better consistency in teachers' marking so that:**

- it informs the pupils what they must do to improve their work further;
- it sets clear targets for improvement;
- it is used as an assessment and planning tool more consistently and systematically across the school.

(Paragraphs: 20; 69; 83)

**Other less serious areas for development which should be considered by the school:**

- ensure that all annual reports to parents about their children's progress provide clear information that explains what the pupils can do, understand and know, as well as outlining targets for improvement that the school intends to focus on in the future.

(Paragraph: 45)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	22

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	19	57	24			

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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	104
Number of full-time pupils eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	5

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	4
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	3.4
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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



### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	11	6	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	16	16	17
Percentage of pupils at NC level 2 or above	School	94 (80)	94 (93)	100 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	16	17	17
Percentage of pupils at NC level 2 or above	School	94 (93)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	11	7	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	15	16	17
Percentage of pupils at NC level 4 or above	School	83 (84)	89 (79)	94 (89)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	15	16	17
Percentage of pupils at NC level 4 or above	School	83 (89)	89 (84)	94 (89)
	National	70 (68)	72 (69)	80 (75)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	104
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)	5.7
Number of pupils per qualified teacher	18.3
Average class size	26

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

Total number of education support staff	5
Total aggregate hours worked per week	47

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
	£
Total income	209,082
Total expenditure	205,499
Expenditure per pupil	1,742
Balance brought forward from previous year	9,730
Balance carried forward to next year	13,313

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

### **Questionnaire return rate**

Number of questionnaires sent out	104
Number of questionnaires returned	56

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	24	0	0	0
My child is making good progress in school.	58	40	2	0	0
Behaviour in the school is good.	38	56	0	0	5
My child gets the right amount of work to do at home.	40	53	5	0	2
The teaching is good.	56	35	0	0	9
I am kept well informed about how my child is getting on.	42	38	20	0	0
I would feel comfortable about approaching the school with questions or a problem.	65	25	4	5	0
The school expects my child to work hard and achieve his or her best.	71	25	2	0	2
The school works closely with parents.	45	40	9	5	0
The school is well led and managed.	53	40	0	5	2
The school is helping my child become mature and responsible.	51	44	5	0	0
The school provides an interesting range of activities outside lessons.	36	47	5	9	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**

55. Initial assessment records show that, on entry to the reception class, children have a wide range of attainment in their language skills, in mathematics and in their personal and social development. On entry to the school, most children's level of attainment is broadly in line with the standards expected for their age. All the children begin school in the September of the school year in which they are five and most have attended nurseries or play groups. Good links with these have been established in order to ease the transition for the children when they first start school. Relationships with parents are good and this helps the children to settle down quickly and begin learning. Parents are told weekly what their child will be taught, for example, a new letter sound or a new number and how they might help at home.
56. Provision is good in all the six areas of learning which comprise the new Foundation Stage for the early years, except for physical development where pupils do not have regular opportunities to climb, jump or balance, using large apparatus or wheeled toys. Detailed planning has been introduced to ensure that the curriculum is based on the six areas of learning appropriate for reception children. It includes specific learning objectives for all the activities planned and identifies the skills, knowledge and understanding which will be assessed. There is an appropriate balance between teacher directed learning and 'free choice' activities which are structured to allow pupils to develop their creative, imaginative and physical skills. Many activities are planned around a topic which, this half term, is *'Fairy Tales.'*
57. Teaching in the reception class is consistently good and this ensures that all the children achieve well. This has improved since the previous inspection when some teaching was found to be unsatisfactory. The basic skills of literacy and numeracy are well taught and this is giving pupils a firm grounding in these areas. The teacher has a very good understanding of how young children learn and activities are well chosen to achieve the learning objectives. Work is planned to provide challenge for all children at their level. The teacher and classroom assistants work together as a team; they know the children well and understand their needs. Regular assessments are made of the children's progress and these are used well to plan the next steps in learning. The children with special educational needs are identified early and are given specific support. By the end of the reception year, most children are in line to attain the early learning goals in all the areas of learning and some will exceed these.

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

58. The provision for personal, social and emotional development is good. Of necessity it is given a high priority by staff during the first term and they soon get to know the children well. There is a wide variation in the children's development in this area and several show a mature degree of independence and confidence for their age. Most can concentrate for appropriate periods in group or in class sessions and are enthusiastic about their learning, wanting to share their ideas and experiences, for example when talking about their journey to school. They are learning to share and take turns and to say 'please' and 'thank you.' Routines are well established and the children know what is expected of them. Their behaviour is good. They are beginning to take responsibility for themselves and others by helping to tidy up and clear away. When walking to the village hall they show a good awareness of the rules for road safety. All the children are in line to achieve the early learning goals in this area and a few have already done so. This is due to the skilful teaching which has established good relationships, enabling the children to develop their confidence and independence in a secure and stimulating environment.

#### **Communications, language and literacy**

59. The children are given many opportunities to speak and to listen, including informal times such as 'show and tell' when they bring objects related to the current topic or 'sound of the week.' All

children are able to express themselves and some have mature vocabularies for their age, using words such as camouflage correctly. The children enjoy listening to stories and join in the reading of the 'big' book together, and some are beginning to recognise words and phrases. They like to discuss the story and to predict what might happen. Some are beginning to learn the names and sounds of letters and how to write them. They practise writing their own names. Higher attaining children read simple books by themselves and are starting to tackle new words, using their good knowledge of letter sounds. Other children know some key words and 'read' stories by using the pictures as clues. The children's writing skills are developing alongside their reading. After a very good role-play session in which pupils took turns to be *Prince Charming* and deliver *invitations to the ball*, the class together were able to compose a suitable invitation which the teacher then wrote on the board. The children wrote their own invitations. Most are able to copy write words and can form letters correctly. Higher attaining children are beginning to write simple sentences by themselves and use phonic strategies to spell. They can find and use simple key words from their own wordbooks. The teaching is good and, as a result, by the time they enter Year 1, almost all the children will have achieved the early learning goals, with some exceeding them.

### **Mathematical development**

60. The children make good progress in their mathematical development and the teaching is good. By the end of the reception year most children will have reached the early learning goals and some will have exceeded them. The attainment of children is variable, but work is well matched to individual needs and assessments are carried out regularly to ensure this. Classroom assistants are used well so that children can work in small groups. Children of average attainment can confidently count sets of objects, usually up to ten and they understand the meaning of 'one more.' They recognise numerals up to ten and can write most of them. Lower attaining children are beginning to count accurately with support. Higher attaining children are beginning to carry out and record simple addition sums, using the appropriate vocabulary. Number songs and rhymes are used regularly to reinforce their learning. Sand and water play are structured to develop the concepts of capacity. As a result, the children are developing an understanding of shape and pattern through well-structured activities. All children know the names of simple two-dimensional shapes and can recognise them quickly. Their understanding of pattern was extended when they were challenged to complete patterns with two, then three and four shapes and colours. They enjoyed a game in which the teacher described 'hidden' three-dimensional shapes by their properties and they tried to recognise them.

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

61. Provision for the development of the children's knowledge and understanding of the world is good and ensures that they all have a wide range of experiences. Teaching is often very good because opportunities are not missed to discuss the wider world. When a child brought a parsley plant to school for the letter 'p' display the children were encouraged to feel and smell it and to talk about its uses. Many children have a good awareness of where they live. They can talk confidently about their routes to school and some of the landmarks and features which they pass. Their knowledge of their own area was a good starting point for retelling the story of '*Little Red Riding Hood*', using a picture map to show the route to *grandma's house*. In the follow up activity, most children were able to cut out and stick on 'missing' features on their own map, matching it to the original. They showed a good understanding of words such as river, hill, forest and wood. They used directional words correctly, such as over and under, and some described the route, using the terms left and right. In another session, the children brought pictures of their grandparents and great grandparents into class. They enjoyed talking about relationships and were exploring language such as 'a long time ago'. Other activities are planned to develop their wider knowledge and understanding of the world, for example of plants and animals. They build and construct, using a range of construction kits and have recently made castles using boxes. Computers are used regularly in the classroom to support literacy and numeracy and pupils have weekly sessions in the information and communication technology (ICT) room. Many pupils will exceed the early learning goals in this area.

## Physical development

62. Despite the lack of facilities caused by the limited space in the school, the physical development of pupils is as expected and most will achieve the early learning goals by the end of the year. A tiny, secure outdoor area allows some opportunity to ride tricycles and use play equipment, although its size limits climbing and jumping. The children have planned sessions of physical education weekly, in the village hall and they participate in activities enthusiastically to develop appropriate skills. During a music and movement session, the children used space creatively and responded well to music as they acted out parts of the story of *'Jack and the Beanstalk.'* They showed good arm and leg coordination in their running and jumping movements. Fine motor skills are generally well developed and most children show good control when using scissors and pencils. A range of tools has been used to create models and collages. Children spread glue very carefully when making their own elephant collage. Most are able to use the computer mouse confidently.

## Creative development

63. Provision for creative development is good and a wide range of activities is provided which allows the children to explore and create. The children interact imaginatively in a role-play area set up as a castle. Resources, such as ball gowns and tiaras and crowns, enable them to re-enact parts of favourite fairy stories. In the music and movement session, the children use role-play to develop the characters, using expressions of fear and anger to convey meaning. They are beginning to respond to the rhythm of music by the movement of their bodies. Children sing regularly, they listen to music and play musical instruments. In assembly, they sing confidently, along with older pupils, and know all the words and actions to songs. Boxes and other materials are provided to allow them to make models and collages. Children enjoy choosing their own materials by texture or colour and use them creatively to make unique elephant collages. They enjoy imaginative painting although they are limited in their experimentation by the use of ready mixed paints. The children are making good progress and are in line to achieve the early learning goals because of the good teaching they receive.

## ENGLISH

64. Standards in English are similar to those seen in the previous inspection when attainment was broadly in line with the national average for 11 year olds and there were fluctuations from year to year ranging from well above average one year and below average in others. Results in the 2000 national tests show that standards were average in reading and above average in writing for seven year olds, but, compared with similar schools, attainment was below average. The standards in English for 11 year olds were below the national average and below those for similar schools. However, these results need to be interpreted cautiously, because of the comparatively small number of pupils taking the tests at the school. Over the past four years, despite fluctuations, there has been an upward trend in attainment in line with national trends. Last year, some pupils achieved the higher level in writing at age 11 and in reading and writing at age seven. Inspection evidence suggests that more pupils are working at these higher levels, although attainment in writing is still lower than in reading at age 11.
65. The pupils' speaking and listening skills are in line with the standards expected by the age of seven and 11. Teachers provide many ways for pupils to develop spoken language. In the Year 1 and 2 class, pupils enjoyed encountering unfamiliar words such as 'cassava', when reading aloud a new poem, and the challenge of a new, long word, 'alliteration'. In both key stages, teachers encourage pupils to respond to questioning in complete sentences and the concluding part of the literacy lessons provides opportunities for pupils to present their work to the class and to express opinions. They listen well to the teacher and each other. By the age of 11, most pupils speak clearly and confidently to an audience. This was seen in a Year 5 and 6 class when pupils took turns in a role-play situation to be a 'Firework Maker', portraying a character they had developed and answering questions posed by the rest of the class.

66. By the age of seven, the pupils' reading skills are in line with standards expected for their age and they are making good progress. A small number of higher attaining pupils are reading above the expected levels with confidence and enjoyment. They can find information in simple reference books, using the contents and index pages. Pupils of average and lower attainment are reading books that present them with appropriate challenge. They recognise most words in the text and use the sounds of letters to attempt unfamiliar words. Pupils in Key Stage 1 are developing an enjoyment of reading and like to talk about the characters and plot. Pupils continue to make good progress in Key Stage 2 and almost all pupils in Year 6 have reading skills in line with the standards expected, with a significant number of pupils achieving above this. They read a variety of texts and choose books appropriate for their level of competence. A higher attaining pupil chose *Tolkien's, 'The Hobbit'* to provide her with a challenge. She read well, with expression and understanding and could explain why the author used figurative language such as 'Desire flamed up within his heart'. Average and lower attaining pupils are also able to read beyond the text to find meaning. One pupil was able to explain why a young girl 'considered the possibilities' when she knew a new foster child was coming to share her house. All pupils are able to find information from a range of sources, including the using of computers to search the *Internet* and CD ROMs to find information, text or illustrations. As a result, they are able to pick out and summarise main information points.
67. Standards for writing in Year 2 are broadly in line with national expectations for their age and a significant number of pupils are working at a higher level. Higher attaining pupils are developing a good narrative style, using 'story language' when appropriate. Their use of capital letters and full stops is usually correct and they are beginning to use commas and marks for speech and exclamation, for example ' "Oh great!" said Jack in excitement'. Average attaining pupils are beginning to write in a variety of styles and are becoming more adventurous with vocabulary such as 'he growled with anger'. Lower attaining pupils are developing fluency and accuracy in their sentence structure as they write simple stories. They show good understanding of the sounds of letters as they attempt unfamiliar words, for example, 'luckt' for 'looked'. By the age of 11, pupils are able to write for different audiences and in a wide range of styles, such as formal letters, newspaper reports and poetry. Their work shows the development of more complex sentence structures and the correct spelling of more complex words. Higher attaining pupils are more adventurous in their vocabulary and style, although this is developing in other pupils' work. One pupil described the attack of a fox on chickens as 'a flutter of chaos.' Pupils have the opportunities to plan, redraft and refine their own work, but the use of these skills is more apparent at the end of the key stage than at the beginning. Handwriting practice is carried out regularly, but many pupils do not transfer these skills to other writing tasks. Some pupils in Year 6 are still printing.
68. The positive relationships established by teachers enable pupils to develop good attitudes to their learning and almost all pupils behave well in lessons. Most pupils are eager to learn and keen to share their ideas. Pupils generally can work well independently or when co-operating. A group of Year 5 pupils listened carefully to each other's ideas when creating a new character for a story. Pupils show less independence in their strategies for spelling. Year 6 pupils were over reliant on their teacher to spell unfamiliar words, instead of using dictionaries.
69. The quality of teaching is satisfactory, overall, throughout the school. Three lessons were satisfactory and one was very good. Pupils in Years 5 and 6 are taught in two attainment groups and this is proving successful in raising attainment, particularly in reading. Teachers make sure the pupils know what they are expected to learn. In the most effective lesson seen they were encouraged to review what they had learned. Tasks are planned to take account of the pupils' prior attainment and to present challenge, which results in pupils making an effort to learn. Teachers use effective questioning techniques to develop pupils' understanding of the text. Classroom assistants are used well to support lower attaining pupils and those with special educational needs and this ensures that their progress matches that of other pupils. Teachers mark work regularly and there are useful comments in pupils' books on how to improve work, but this is not always consistent across the school. The teaching of the lower attaining group in the Year 5 and 6 class was particularly successful because it incorporated all these features, enabling pupils to learn rapidly and show a high level of confidence and independence. When

reading, pupils were being constantly challenged to think for themselves about the meaning, making sure that their responses were supported by references to the text. In the feedback from the writing task pupils were encouraged to think of ways of refining their work.

70. Although the school has adopted a cursive style of writing teachers do not model this in their own writing and have no expectation that pupils will use it consistently. Pupils' writing in both key stages does not show the consistent development of good handwriting skills. Strategies for developing pupils' spelling are not consistently taught; there are inconsistencies, for example, in the identification of spelling errors and in the pupils' response to them. Dictionaries are not used regularly in Key Stage 2 to train pupils to check spelling.
71. Although pupils in Key Stage 2 have time allocated for sustained writing, there are few examples in books where pupils write at length. This limits the experiences of older and higher attaining pupils. Not all teachers pay sufficient attention to the presentation of pupils' work, resulting in some untidy and poorly presented writing or recorded work in subjects other than literacy.
72. The school has responded well to the National Literacy Strategy and this is helping to raise attainment. The contribution of other subjects to attainment in literacy is less effective, particularly in writing. Few opportunities are provided for writing at length, for example in history and geography. Computers are not used extensively for drafting and re-drafting, their use being limited mainly to the word processing of completed work.
73. The management of English is good. The analysis of test results and pupils' work has identified weaknesses in the teaching of handwriting and spelling and action is now being taken. The assessment and recording of attainment and progress are good. Since September 2000, pupils have been set termly targets for improvement in English and these are discussed with the teacher and shared with parents. The quality and quantity of books and resources in the school are satisfactory and reflect the interests of all pupils and the cultural diversity of society. The range of books and resources to support the teaching of literacy is good and is proving effective in promoting learning.

## **MATHEMATICS**

74. The pupils' attainment by the end of Key Stage 1, as measured by the national tests for seven-year-olds last year, was in line with the national average, but, compared with similar schools, it was well below average. Inspection findings confirm that attainment is in line with the age related expectations for pupils at the end of Key Stage 1. At the end of Key Stage 2, test results over the last four years have been consistently above average. Inspection findings confirm that the majority of pupils are likely to reach the standards expected of them and standards are above average as a significant proportion of pupils are likely to exceed these standards at the end of the year. The picture is one of steady improvement since the last inspection and the pupils' learning, including those pupils with special educational needs, is good. There is no significant difference between the progress and attainment of boys and girls. The achievement of the pupils throughout the school is closely related to the good teaching seen in every year group.
75. By the end of Key Stage 1, the pupils are able to explain and use a variety of strategies when counting in twos, fives and tens. As a result of their good knowledge of numbers, the pupils in Years 1 and 2 can sort and order coins up to one pound in total and many have a good understanding of numbers that enables them to calculate addition facts quickly. They have a clear understanding of ordinal number and can accurately count and work out totals as a result. The majority of the pupils can explain the value of each digit in a three-figure number. They understand the relationship between the number of sides, angles and corners in regular plane shapes and check accurately lines up to 20cm in length. Because of the challenging teaching and the limited time set by the teacher, the pupils are learning to use a wide range of mental and oral strategies to calculate number facts quickly and can explain their methods clearly. The pupils with special educational needs make good progress, because they receive very focused support provided by learning support assistants who are particularly good at involving them in class discussions. As a result, the pupils are able to participate in the mental and oral part of numeracy lessons, achieving well and as a result, consolidating their learning.



76. By the end of Key Stage 2, attainment is above average, because the pupils continue to make good progress and the teaching is successfully matching challenging tasks to the wide range of abilities in each year group. In Years 3 and 4, the pupils are able to calculate number addition facts to 100 using both horizontal and vertical methods. The teaching is well organised so that the pupils are arranged into ability groups. This is helping all the pupils, including those with special educational needs, to make good progress. This is best illustrated in the way the pupils can explain the efficient methods they have been taught, for example, by breaking down two-digit numbers into tens and ones and then adding each part before putting together the numbers as a whole. In Years 5 and 6, the high standard of teaching extends the pupils' thinking further by challenging the pupils with multiplication tasks. For example, in a very good and well organised lesson, the pupils had a time limited exercise where they had to calculate the shortest methods when multiplying two sets of numbers. This was very motivational and interesting because it was linked to a simulated golf game where one set of numbers represented the "strokes played" and the other set "the power of the golf shot". Year 6 pupils have gained a very good understanding of the area of plane shapes and in a challenging task, higher attaining pupils could divide irregular plane shapes into composite rectangles and squares to help them work out the area of the whole shape. Again, the pupils with special educational needs and those who were finding the concepts difficult to grasp, were fully involved because of the very good and focused additional support provided in the lesson for individuals and groups of pupils. As a result, all the pupils make good progress in their knowledge and understanding of measurement, numbers and more complex mathematical problems.
77. The quality of teaching and learning is good, overall, with some very good features. In the best lessons, the teachers make good use of time by ensuring that the opening session is sharply focused with a range of mental activities and clear teaching points made for the activities that follow. Pupils receive positive feedback for both their oral and written contributions. Particularly good use is made of the learning support staff. In a Year 2 lesson observed, the pace was brisk; the pupils were provided with many opportunities that reinforced their understanding; and they were able to share their work with others at the end of the session. The teachers have a good understanding of the National Numeracy Strategy and, as a result, lessons are planned very well. However, in some lessons the teachers' explanations laboured a point for too long resulting in some loss of concentration from pupils. Pupils would also benefit from all teachers allowing sufficient time at the end of the lessons, for both their own and their pupils' feedback. Good attention is given to providing time for the pupils to explain their methods in the most effective lessons so that different problem solving techniques are taught and learnt.
78. Assessment and target setting are used positively to enhance the pupils' learning. Testing is used to pinpoint areas of weakness and to assist with the setting or grouping of pupils by ability. This is helping to raise standards. Good use is made of the learning support assistants who work with individuals or groups of pupils, enabling them to participate fully in all mathematics lessons. The school has made good progress since the last inspection, which found that pupils were given little opportunity to apply basic skills to practical mathematical investigations. More has been done since then to help the pupils use practical aids and apparatus so that they handle numbers, shapes and measures. The role of the co-ordinator has been enhanced to include monitoring and teacher expectations have been raised as a result, with both pupils and teachers knowing what they are aiming for. The implementation and co-ordination of the National Numeracy Strategy have helped the school to provide consistent methods across the school, which are raising standards and improving the teaching. Planning is very good and it is set out so that teachers can focus on whole class activities and tasks that are matched to the progress and capability of all the pupils.

## SCIENCE

79. Standards in science are above average. In the most recent National tests the results show that attainment at the end of Key Stage 2 was well above average. The teacher assessments of pupils at the end of Key Stage 1 showed that all pupils attained the expected target of Level 2 but very few achieved the higher standard (Level 3). Over the last five years attainment by the

age of 11 has been consistently above the national average. The school provides booster classes to ensure that the pupils are prepared well for the tests.

80. There has been good improvement since the previous inspection. One of the criticisms in the previous report was that there was insufficient attention paid to providing investigative opportunities. This is now one of the strengths of the subject. Planning for the whole curriculum is built around scientific enquiry. Whenever feasible, pupils are presented with opportunities to predict, hypothesise and then test ideas and theories. Pupils in Years 3 and 4 make predictions about the likely difference in the weight of dry and wet bricks. This challenges them to think about the use of bricks as building materials.
81. The teachers plan very effectively to present pupils with challenging and thought-provoking tasks. Subject knowledge is good, so that any dialogue with pupils flows easily and pupils understand. The teachers prepare themselves well and are thus able to answer questions that pupils may pose. Methods used include whole class work, investigating further in pairs and small groups, and individual tasks to record activities and the conclusions arrived at. Consequently, pupils share effectively in their learning. Groupings provide for pupils of different abilities to share and support each other. In Year 5, a pupil with special educational needs was well supported and fully integrated. He made similar good gains in learning to the rest of the class. Shared opportunities for learning is a common feature of lessons and makes a strong contribution to the pupils' personal and social development.
82. Most pupils are well behaved and generally attentive. A small number of them in all classes lack application at times and teachers have to work hard to retain their attention at times. The teachers are more successful in this when they maintain a brisk pace to the lesson and when they urge pupils to apply their full concentration. Pupils in Years 1 and 2 learned very well when sorting and classifying materials according to their properties. The teacher had prepared meticulously and built on pupils' previous knowledge. The pupils moved around to various activities in turn, observing a wide range of resources. As a result, they learned to organise their investigations quickly. This is reflected in some of the very good teaching seen.
83. The teachers provide interesting tasks which hold the attention of the majority of the pupils. They enjoy carrying out investigations and working with others. Years 5 and 6 pupils are beginning to plan and carry out their own investigations. Lesson introductions are good, with initial reviews of prior learning so that learning is progressive. Discussions and practical tasks are of similar quality. However, the recording of work does not always provide sufficient reinforcement to learning. The pupils are developing a structure to how they write about what they learn, from prediction to conclusion. These tasks are sometimes brief or unfinished. Teachers are not sufficiently demanding in this respect. Whilst work is marked regularly, with questions posed and comments made about the need to improve, there is little response made by the pupils and the marking does not always outline what the pupils must do to improve. They are not making full use of their literacy, numeracy and sometimes, thinking skills. This applies particularly to higher attaining pupils. Presentation of diagrams and data is rather basic and explanations, particularly of conclusions, are too brief and lack depth.
84. The teachers are well supported by Learning Support Assistants. They are well briefed and show good knowledge of what they want pupils to learn. By supporting specific pupils they keep them on task so that they follow the teachers' instructions and take an active part in the lesson reviews. When working with groups the support ensures pupils' application to the task, enabling them to pose appropriate scientific questions. A good example was seen when Year 3 pupils investigated why bricks are laid in a particular way, testing different arrangements for strength.
85. Science is being taught effectively so that pupils are learning well. The teaching is good overall. An experienced co-ordinator has overseen good improvements to the subject. She supports her colleagues well. The subject is usually taught to one year group at a time, making best use of staff and resources. When taught to a whole class, the teachers plan very effectively, with different activities based on the same learning objective. Effective assessment procedures are in place, which enable teachers to monitor the pupils' work closely, enabling them to make good progress in their learning.

## **ART AND DESIGN**

86. Only one art and design lesson was seen during the inspection. Evidence was taken from pupils' work and from discussion with pupils and staff. The work displayed around the school demonstrates that standards in both key stages are at the expected levels. In the previous inspection standards were higher for pupils at age 11.
87. By the age of seven pupils have gained experience of a variety of techniques, using paint and crayon. They have used a range of materials to make collages, selecting by texture and appearance when jointly making a giant during their 'Fairy Tales' topic. Year 1 and Year 2 pupils have also created their own collages by experimenting with cutting, folding, plaiting and twisting materials. After looking at fabrics through lenses pupils were beginning to understand the concept of weaving and some were successful in their first attempts at paper weaving. All were able to use scissors and glue correctly and safely.
88. By the age of 11, pupils have experienced a wider range of two and three-dimensional work. Pupils have created sculptures working in plasticine and clay and using a cube as a starting point. They have used the works of Moore and Hepworth as inspiration. In Years 5 and 6, pupils have studied and evaluated the works of Turner, including a visit to the National Gallery to see the originals. They have responded by using the style of the artist in their own painting. Their work shows experimentation with colours and techniques to create similar effects. Most pupils show an understanding of perspective.
89. The teaching is satisfactory. In the lesson seen, it was well planned and organised with good quality resources to support learning. An effective demonstration and explanation of the technique of weaving gave pupils an understanding of the concept, enabling them all to have a go with some success. A few pupils affected the quality of the teaching and learning by their restlessness when the teacher was explaining how to weave.
90. Most pupils tackled their weaving task with enthusiasm. Relationships between pupils were good as they helped each other and gave advice. The attitudes and behaviour of a small group of boys affected the lesson because they could not stay on task without direct supervision and intervention by the teacher.
91. Provision for the subject is good. Planning is detailed and there is a skills sheet which lists the skills to be taught to each year group. This is a good help in ensuring that skills are developed systematically. There is also a folder of examples and photographs of different types of finished work which is a useful guide for teachers when planning and assessing the pupils' work. The co-ordinator is active in monitoring the provision and the quality of pupils' work through planning and looking at finished work. Resources for art are varied and enable the pupils to experience a wide range of media. An art club is held weekly which gives pupils the opportunity to improve their skills.

## **DESIGN AND TECHNOLOGY**

92. No design and technology lessons were observed during the inspection. Evidence is drawn from the scrutiny of the pupils' previous work, some of which is displayed around the school or recorded in books, folders and photographs of pupils' work, and from discussions with staff and pupils. Standards at the end of both key stages are in line with those expected for pupils' aged 7 and 11. This is an improvement since the last inspection, because the teaching is much more effective. Planning has improved so that teachers prepare lessons that enable the pupils to evaluate simple designs, exploring ideas and improving the finished products. Design and technology is also closely linked to the school's very effective science curriculum as well as some work that forms part of geography, history and information and communication technology projects.

93. In Year 1, the pupils have investigated the way that vehicles move. As part of their science work they have tasted and compared different foods and explored the different ways that food is prepared, for example, grating cheese or squeezing fruit juice. In Year 2, part of their work on electric circuits involves making things move, with some good work linked to control technology when they investigate the way that a robotic device can be programmed to move in different directions. The pupils make good progress in Key Stage 1.
94. In Key Stage 2, the pupils continue to make good progress because the work is planned so that topics and skills are re-visited every two years. In Years 3 and 4, the pupils have investigated simple pneumatics to make models move and they understand that mechanical movement can be produced in many different forms. This is extended further when the pupils reach Year 5 where they explore further simple cam mechanisms to produce moving models, for example pop up toys which convert rotary movement to linear movement. In Year 6, the pupils evaluate the complete cooking process in food technology and this has also enabled them to explore foods from cultures other than their own.
95. No teaching was directly observed, but the work produced and the well-planned curriculum suggests that it is effective and has improved since the last inspection. The subject is well managed and the co-ordinator has ensured that a scheme of work is used to help teachers plan their lessons. This is also helping the pupils' learning, as there is a common thread in most topics which are also linked to the work done in other subjects.

## **GEOGRAPHY AND HISTORY**

96. Standards in both subjects are broadly in line with those expected of pupils at the ages of 7 and 11.
97. The basis of planning in both subjects is for pupils to learn through first-hand experiences and by providing opportunities for them to consider evidence. In geography, they look at photographs of life in a village in India, noting what is happening. Pupils then make comparisons with how they live their own lives. Sometimes pupils are not required to think and explain in depth the reasons for what they see. For example, why the 'man is riding an elephant along a dusty road'. Aerial photographs of the locality are matched to maps so that pupils make the link. Pupils in Key Stage 1 know about different types of houses in their own village and the construction materials. Good links are made with other subjects such as science and design and technology.
98. In history lessons, pupils look at artefacts, such as items used in Victorian times. Photographs of the same period provide opportunities for the pupils to make comparisons with their own lives. Key Stage 2 pupils experience simulated Victorian lessons. Teachers are enthusiastic, playing their parts realistically so that pupils gain first-hand knowledge of what schools were like in the 19<sup>th</sup> century. Pupils in Years 5 and 6 study photographic evidence and observe differences between the Victorian schoolroom and their own. The Learning Support Assistant provides good support for a pupil with special educational needs so that he contributes orally and is fully integrated. The teacher's questioning is good so that pupils have to think more deeply about their answers. This is not always so in their written tasks. When they are required to record their understanding, some of them are slow to commence and there is some lack of application. Some pupils do not write as much as they are capable of.
99. Visits and visitors enhance learning in both geography and history, particularly the latter. Pupils visit places such as London, Warwick Castle and the Black Country Museum. Older pupils experience orienteering on their residential visits. A highlight of the school year is the history role-play day. All pupils are involved in a very good Victorian Day experience. Every pupil is dressed in clothing of the period, learning some of their names and the discomforts of wearing them. Throughout the day there is a whole range of learning experiences embracing not only history but also English, drama, music, science and dance. The pupils note how their teachers and other adults participate and followed their example, working very hard at the tasks set. All of this is finally combined into a performance to share what they have learned. They apply

themselves fully to the tasks, eager to show how well they have learned. The pupils spend a very fruitful day, which they enjoy thoroughly and learn very well.

100. This was a good example of how the school views the teaching of both subjects. In this they are well led by an experienced co-ordinator. She encourages the teachers to make the subjects 'real' and some good cross-curricular links are made. Pupils in Key Stage 1 widen their knowledge of geography by experiencing stories from a number of African countries. They can match the book to the country of origin on a map. Other good displays, which help to support and reinforce pupils' learning, include items of Victoriana in the Key Stage 2 classes. Recorded work does not always reflect the pupils' ability, particularly that of the higher-attaining pupils. There is insufficient use and reinforcement of literacy skills in opportunities for extended writing tasks. Pupils are not always asked to explain in sufficient depth. Teachers' marking is inconsistent as it does not always help or inform the pupils how to improve their work further.

## INFORMATION AND COMMUNICATION TECHNOLOGY

101. Standards in information and communication technology (ICT) are above those expected for pupils' ages at the end of both key stages. The school has maintained its good provision of ICT which was also recognised in the last inspection. The pupils, including those with special educational needs, are provided with good opportunities to use computers and other new technology and this is enabling them to make good progress in every strand of the ICT curriculum. A part-time teacher provides good and effective teaching for all pupils and the use of the school's ICT room is having a positive impact on standards because the teaching is very focused and well resourced.
102. In Key Stage 1, Year 1 pupils make good progress using a word processing program to type in and correct or rearrange text. Other Year 1 pupils in the same lesson made good progress using a programmable robotic device. They are learning simple programming skills to manoeuvre the device through simple pathways. In Year 2, the pupils are taught basic turtle graphics, using the same robotic device and a special program called "Logo". The tasks are more demanding and, as a result, the pupils enjoy the challenge of having to type in simple commands to control and move a turtle around the computer screen. Throughout Key Stage 1 there is evidence of pupils' printed work, showing that they have made good progress using word processors, for example, to produce poems and rhymes.
103. In Key Stage 2, the pupils benefit from focused teaching in the ICT room and evidence from their previous work and experience shows that they have made good progress in all aspects of the subject. As a result, attainment is above that expected for their age with some good examples of word processing, graphics and a combination of desk top publishing skills that utilises the pupils' knowledge and understanding of combining and re-organising text and graphics images. Year 6 pupils have produced their own simple spreadsheets which calculate the area of rectangles. Other examples include some very good "Wanted Posters" which were produced as part of some creative and expressive writing. The pupils searched the *Internet* for photographic images with one striking example entitled "*The King's White Elephant – 25,000 Rupees Reward!*" The school is very successful in combining ICT work with the work that the pupils do across a range of subjects and topics. Parents also play their part with one particularly amusing example when a parent informed the inspectors that her children *E-mailed* their homework to the school.
104. The quality of teaching is good throughout the school. The school provides a balanced and effective programme of ICT and teachers have increasingly become accustomed to planning work which will enhance and extend the pupils' learning in many subjects. As a result, the pupils enjoy using the ICT facilities, especially when taught for part of the week by the school's part-time specialist teacher. This is also having a positive effect on the professional development and competence of the staff. The pupils are allowed time to experiment, sometimes learning from their mistakes. The pupils are able to self-correct, edit and re-organise text, use graphics and control technology, including the use of spreadsheets and data handling programs. This broad range of experience is a reflection of the good teaching and the high standards that are often achieved in ICT. The use of the ICT room helps to provide focused teaching with pupils sharing one computer with a partner. The school is now considering extending the use of this facility to include more research and independent investigative work by organising appropriate supervision for older pupils when they require access to the room during normal lessons. This would further improve the provision and enhance learning.
105. The co-ordinator is knowledgeable and well organised. Resources are well matched to the needs and capabilities of the pupils as well as to the demands of the ICT curriculum. Teachers are undergoing training and this has ensured that spending on new resources is efficient and improves standards. The school has maintained the high standards and good quality provision recognised in the last inspection.

## MUSIC

106. By the age of seven, the attainment of pupils in music meets the standards expected for their age and these standards have been maintained since the previous inspection. Due to the lack of evidence no overall judgement can be made about the attainment of pupils at the end of Key Stage 2, although the standard of singing is above what might be expected for pupils of this age.
107. In Key Stage 1, the pupils are learning a range of songs. They sing with good pitch and clear diction. Their singing is of a high standard for young children. This was apparent in a choir practice when pupils sang 'Never smile at a crocodile' with a clear sense of timing and the duration of notes. In the Year 1 and 2 class, pupils were experimenting with tuned and untuned percussion instruments, listening to the sounds they made to distinguish between long and short sounds. Most pupils achieved this successfully and could understand that some instruments can produce both. They know the names of most instruments and can hold and play them correctly. They are beginning to learn that sounds can be represented by symbols and that these can be used to play tunes. In Key Stage 2, pupils sing confidently and are able to adjust pitch and tempo to the type of song. They hold notes well and can sing in parts.
108. The quality of teaching in Key Stage 1 is good. The lesson seen was well planned with clear learning objectives which ensured that all pupils were fully involved in the music making. The positive relationship between teacher and pupils resulted in motivated and interested learners. Challenging questions were asked at the end of the lesson to establish what the pupils had learned. In the choir practice seen, clear teaching points were made to improve the quality of singing further.
109. The pupils' positive attitudes make a good contribution to their learning. They become very involved in the tasks and work with enthusiasm. Pupils throughout the school enjoy the opportunities to sing.
110. The provision for music is good. Pupils have the opportunity to listen to and to discuss a range of music and this makes a sound contribution to their cultural development. Planning is detailed and covers all aspects of the National Curriculum programmes of study. The coordinator is new to the post and has no monitoring role at present because of other priorities. However, assessment opportunities are identified in the planning and these are used to record pupils' progress. The choirs, with over forty regular members from Key Stage 2 and over twenty in Key Stage 1, make a valuable contribution to whole school singing. The quality of their performance is enhanced by the musical contributions of a friend of the school who acts as piano accompanist. Pupils can learn to play a range of musical instruments with staff from the local music service and the school has a recorder club. During the school year, concerts are held when pupils can perform for their parents and members of the local community.

## PHYSICAL EDUCATION

111. No lessons were seen during the inspection. Standards in swimming are above the standards expected for pupils aged 11 years. All pupils can swim at least to the minimum requirements of the National Curriculum by the time they leave the school. A number of them swim well in excess of the requirements. During the Key Stage 2 pupils' involvement in the Victorian Day they learned a country dance. The pupils applied themselves well to the task in pairs of mixed gender and learned well. Most pupils responded well to the rhythm of the music, but a number of them found skipping steps difficult. They were very sensible in their use of a restricted space. Standards in this element are similar to those found in most schools. Learning was aided considerably by the active participation of all teachers and other adults.
112. The previous inspection report noted that the restricted space and apparatus available limited progress in the subject. The school has taken appropriate action to address this. Some lessons now take place in the village hall and apparatus has been obtained. Best use is being made of

- the facilities available. However, it is still not a satisfactory situation. Walking to the village hall impacts on the time available and is subject to the extremes of the weather.
113. The subject co-ordinator has worked hard to raise the profile of the subject. Teachers give their own time to provide a number of extra-curricular activities such as football, netball and hockey. Planning is monitored to ensure that pupils are receiving their full entitlement and making progress. Residential visits provide good opportunities for a range of outdoor and adventurous activities.

## **RELIGIOUS EDUCATION**

114. It was possible to observe only one lesson being taught in Year 2. Evidence from this lesson, teachers' planning and work in the pupils' books or on display indicates that by the end of both key stages, attainment is in line with the requirements of the locally agreed syllabus and the pupils make good progress.
115. In Key Stage 1, the pupils learn about the major festivals in the Christian calendar such as Harvest, Christmas and Easter. There are good links and comparisons made with other world religions and belief systems. In Year 2, the pupils discuss the symbolism of 'light' and 'dark' when discussing the significance of the Hindu story of Rama and Sita. They make Rangoli patterns and understand that these are used as a sign of welcome and that in some cultures there are comparisons with welcoming the light, which are also prevalent in most religions, including the coming of Christ. The teaching is good because it enables the pupils to consolidate their understanding by looking at pictures, illustrations and, in the case of the Festival of Light in the Hindu religion, handling Divas.
116. In Key Stage 2, the pupils continue to increase and deepen their knowledge and understanding of the significant festivals of major world religions. They learn about the significance of baptism in the Christian Church, the creation stories and other festivals from the major faiths such as Judaism, Islam, Sikhism and Buddhism. Thoughtful work has been done on the symbolism of prayer and the pupils have been taught to say prayers at key moments in the day, for example, saying grace and giving thanks before lunch.
117. The teaching is well planned and lessons build on the work done previously. The locally agreed syllabus provides a good framework which supports the school's scheme of work and long term planning. This ensures that the pupils receive a balanced programme of studies which are relevant to their age and which are interesting, evoking good quality discussion and recorded work. Good links are made with the work that pupils do in other subjects, for example, English, history, art and geography. Resources are good and well managed. There is a good range of reference books, posters, illustrations and basic artefacts to support the pupils' understanding, ensuring they make good progress in religious education.