

# INSPECTION REPORT

## **BECKINGHAM PRIMARY SCHOOL**

Beckingham Doncaster

LEA area: Nottinghamshire

Unique reference number: 122615

Headteacher: Ms S Wilson

Reporting inspector: Mrs Linda Kelsey  
8851

Dates of inspection: 27th - 29th March 2000

Inspection number: 194410

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	The Limes Beckingham Doncaster South Yorkshire
Postcode:	DN10 4QN
Telephone number:	01427 848230
Fax number:	01427 848700
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Sanger
Date of previous inspection:	9th December 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs L Kelsey	Registered inspector	Under fives Mathematics Science Art Design and technology Religious education	What sort of school is it? How well are pupils taught? How good are the curricular and other opportunities offered to pupils?
Mr J Kerr	Lay inspector	Equal opportunities	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?
Mr D Collard	Team inspector	Special educational needs English as an additional language English Information technology Geography History Music Physical education	How well is the school led and managed?

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Inspection Quality Division  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Beckingham Primary is a smaller than average school situated in a Nottinghamshire village on the outskirts of Gainsborough. There are 75 pupils in full time education and of these three pupils are under the age of five. There are an equal numbers of boys and girls in the school. Thirteen pupils attend the part-time nursery class and they join the nursery class for a minimum of three terms.

The school is housed in two buildings, one Victorian and the other modern. The grounds are attractive and connected to the older building by a safe and secure path. There are four classes, one for the nursery children, one for reception and Year 1 pupils, one for Years 2, 3, and 4 pupils and one for the children in Years 4, 5 and 6.

Most pupils come from better than average social backgrounds. The number of pupils eligible for free school meals is below the national average. Attainment is average for the nursery children and when pupils start full time education in the reception classes. Tests administered when pupils reach their fifth birthday confirm this, although skills in literacy are weaker and lower than the local average. The number of children on the register for special educational needs is below average and the number with statements of special needs is very low. There are currently no children at the school who have English as an additional language or who represent different ethnic backgrounds from UK white heritage.

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

Beckingham Primary School is a successful and effective school. Although standards in English and mathematics are currently in line with national averages, the headteacher, governors and staff are working hard to improve these standards and are being successful over time. Leadership and management of the school are very good. The overall standard of teaching is good and pupils are keen to learn. The school is beginning to develop the principles of best value through the scrutinising of budgets and grants and provides good value for money.

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

- achieves good standards in reading, speaking and listening and good progress in physical education (PE).
- promotes pupils' good behaviour, attitudes and personal development. Their moral and social development and their role as good citizens in the community are strong.
- teaches the pupils well with nearly 75% of teaching good and nearly 20% very good. Marking and assessment are very good features of teaching.
- provides a broad and balanced rich curriculum that ensures pupils acquire and learn new skills and knowledge.
- has very good management and leadership from the headteacher, senior staff, co-ordinators and governors.

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

- standards in writing, especially in their use for reporting on knowledge and understanding in science, geography and history. The use of literacy in the nursery class.
- teaching of the most able, gifted and talented children to allow them to reach higher levels of achievement.

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 improved since the last inspection in December 1996 and has addressed most of the key issues raised last time. Standards by the end of both key stages have been maintained, although those in science have dropped at Key Stage 2. Reading and spelling have improved and more pupils reach higher levels. Standards in information technology (IT) have improved since the school has focused resources and planning into improving the teaching and learning opportunities. Its use to support literacy is still under-developed. Progress in art and design and technology is now better at Key Stage 1. Pupils' personal development and their relationships with each other are very good and this is a further improvement since the last report. Children's moral and social skills have improved and are now very good. Teaching is good and much better than at the time of the last inspection. There are now a significant number of good lessons and many more very good or excellent lessons. Whilst this is improving standards, this quality has not been in place long enough to take full effect on the pupils in Key Stage 2. The support for pupils with special educational need is better and the curriculum for all pupils is richer and stronger, challenging more pupils in class. However higher achievers are still not fully challenged and the higher level of achievement are still not being reached by enough pupils to further improve standards. The management of the school is very good and the co-ordination of subjects has improved, although a number of policies are now out of date, whilst the school waits for the new curriculum later this year..

## **STANDARDS**

Children start full time education at the school with average levels of ability. However, the small number of pupils in each year group fluctuates significantly and causes wide variations in test data scores each year. The number of pupils in Year 6 was below 10 in 1999 and the table of grades is omitted from the report in this section. Standards seen during the inspection week in all three core subjects of English, mathematics and science were in line with national averages. Targets set for the Year 6 pupils this year are likely to be achieved because of the better teaching and learning now taking place in the Key Stage 2 class.

In English tests in 1999, pupils achieved average standards at the end of Key Stage 2 when compared to national average. The number of pupils who achieve the higher levels is below average although the trend is following national figures. Most pupils read well, but this is not matched by good writing skills or the use of these skills in other subjects. Pupils speak and listen well to teachers, answering questions with confidence. In mathematics, standards in tests in 1999 at Key Stage 2 were above average when compared nationally. The number of pupils who achieve the higher levels is below average and the trend in performance is falling against national figures. Pupils are better at investigations and problem solving in mathematics and science at Key Stage 2. In science standards are average nationally, although the number of pupils achieving the higher levels was below average

At Key Stage 1, standards in English were above average nationally and average when compared to similar schools. In mathematics they were above average nationally and below when compared to similar schools. The number of pupils who achieve the higher levels of attainment are below national figures. In science, teachers assessed pupils below the national average and the number achieving the higher levels was also below national figures.

Standards, at both key stages, in IT and religious education (RE) are in line with those expected nationally. Some of the IT work is better than that seen in other schools. At both key stages, progress is satisfactory in art, geography, history, music and design and technology. It is good in PE where the use of specialist coaches for sport is helping the pupils to achieve good standards. Pupils with special educational needs make sound progress in their learning.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen and willing to come to school and have very good and positive attitudes to learning.
Behaviour, in and out of classrooms	Behaviour in and around the school is good.
Personal development and relationships	Pupils are very considerate and friendly and understand how their actions could effect others.
Attendance	Satisfactory. Pupils come to school on time and unauthorised absences are low.

Pupils enjoy school and respond to teaching in class well. They are able to concentrate and pupils enjoy meeting the challenges set them. Behaviour is good and pupils understand the effect that they may have on others. They get on well together and with adults. Parents have responded to the schools' request to not take holidays in the school term and unauthorised absences are now low. Pupils arrive punctually for school.

## 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 quality of teaching was good in nearly three quarters of lessons (73%) and very good in nearly a fifth (18%). It was never less than satisfactory. Teaching was good in all classes, all subjects and across all key stages. The teaching of literacy and numeracy is good in planned lessons, however literacy is not used well across other subjects such as science, IT, geography and history. English and mathematics are well taught. Particular strengths were seen in teachers' knowledge of subjects and in the effectiveness of their planning to meet the needs of all pupils including those with special educational needs. The good quality and use of marking and assessment help teachers inform pupils about how well they are doing. As a consequence of the good teaching, pupils are well motivated, have knowledge of how well they are doing at school and are making good progress in gaining new skills, knowledge and understanding across a range of subjects. Pupils have very good levels of concentration and are generally very interested in lessons at school. However the most able pupils are not always fully challenged by their work.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Broad and balanced and fully meeting statutory requirements. The use of literacy across the curriculum is not fully developed.
Provision for pupils with special educational needs	Work is carefully planned and targets set for improvement. However small steps in learning are not clear enough. Pupils are not given time targets in which they might be achieved.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision in spiritual and very good in moral and social education. The opportunities for pupils to experience a range of art, music or literature from different cultures are under-developed and this is currently only satisfactory.
How well the school cares for its pupils	Pupils are well known in this small school. The care and welfare of pupils is good.

The school provides a good curriculum and has particular strengths in teaching reading, speaking and listening skills as well as specialised coaching in sport. The care and welfare of all pupils is good. The partnership the school has with parents is good. Parents report that teachers have high expectations of their children and are successful in producing mature and responsible pupils. The school is well regarded in the village and surrounding area. Links with parents are strong and they support the school in a number of ways.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher leads by example and is supported very well by the senior management team and the governors
How well the governors fulfil their responsibilities	Good. A professional and experienced body that has developed its role well. Governors have not undertaken risk assessments of pupils who have special needs and are without adult support for part of the time at school.
The school's evaluation of its performance	Very good. The school has drawn together a large amount of data and evaluation is beginning to have a good effect on raising standards
The strategic use of resources	Good. Especially good in the use of outside agencies such as professional coaches, special grants and the use of the accommodation

The leadership and management of the school has effectively improved over time and is one of the reasons that provision within the school and standards are rising. There are good relationships between all the staff of the school and the parents and pupils. Administrative and financial support is very good and helps ensure that the headteacher is able to fulfil her teaching commitment. The school is beginning to develop the principles of best value through the scrutinising of budgets and grants. The adequacy of accommodation, resources and staffing are good. There are sufficient numbers of experienced teachers supported by a dedicated non-teaching staff.

## 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>• they can approach the school with questions and problems.</li> <li>• their children like school.</li> <li>• their children make good progress.</li> <li>• behaviour is good.</li> <li>• teaching is good.</li> <li>• the school expects children to do their best.</li> <li>• the school helps their children to mature.</li> <li>• they are informed about how well their children are doing.</li> </ul>	<ul style="list-style-type: none"> <li>• the leadership and management.</li> <li>• the school working more closely with parents</li> <li>• more homework.</li> </ul>

Parents are supportive of the school and were positive about most aspects. Inspectors support all these views. However some parents were unhappy about the leadership and management of the school and that more homework should be set. Inspectors disagree with these views. The school is very well led and managed and pupils are set homework which is checked by teachers. However this could be more consistent and regular. The school works closely with parents and encourages them to get involved in their children's learning.

## **PART B: COMMENTARY**

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

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

1. The overall standards of attainment and progress that children make in the nursery class are in line with expectation. They are developing confidence in speaking and listening and are well on course to meet the requirements of all the recommended areas of learning for children under five years old. Children make good progress and their attitudes to learning, as well as their personal and social development are good. They are well prepared to start work in the early stages of the National Curriculum by the time they are ready for full time education.
2. Children enter the school with average ability. However, the small numbers of pupils in each year group (below 10 in 1999) at both Key Stage 1 and 2 causes fluctuations in scores each year in national test data and comparisons. Standards, during the inspection week overall, across both key stages in English, mathematics and science are in line with expectation. Suitable targets have been set for the pupils in the current Year 6. They are well on course to achieve these this year with the improved teaching and learning now going on in the school.
3. Standards of attainment in English tests at Key Stage 1 in 1999 were very well above average in reading when compared nationally and average when compared to similar schools. In writing they were well below average nationally and when compared to similar schools. Scores from the previous year were also above average. However there is a significant difference in scores from test data and teachers' assessments, sometimes of over forty per cent. This demonstrates some lack of knowledge of pupils' achievements in the past, especially of those pupils who could attain higher levels. Pupils at the end of Key Stage 2 attained standards close to average and the trend has followed that nationally. Although the percentages are close to the national average in pupils achieving level 4 and 5, the number achieving level 5 is lower than that achieved nationally. Teachers' assessments are close to these figures. All pupils are attentive listeners, speak politely and reply to questions with confidence. Most pupils can read well but this work is not matched by good quality writing in different styles in other subjects such as history, geography and science. Pupils in Year 6 also talk confidently and read with technical ability. Presentation of work through the school is satisfactory and older pupils take time to underline work and date and title their work. Handwriting skills are improving.
4. Standards in mathematics tests at the end of Key Stage 1 were above average when compared nationally and below average when compared to similar schools. The number of pupils who achieve higher levels is below average and the trend in performance is falling against national figures. Teachers' assessments indicate another lack of knowledge of pupils' abilities as these were below what pupils actually achieved. At Key Stage 2 standards are average when compared nationally and teachers' assessments were in line with this figure. The number of pupils achieving the higher levels is below average and this effects performance overall. The trend is however in line with national figures.
5. The use of literacy and writing skills in both English, mathematics, and other subjects of the curriculum are not extensive and challenging enough. Not enough opportunities are offered to pupils to develop different styles of writing and recording of their thoughts and ideas.
6. Teachers assessed the pupils well below national averages in science at Key Stage 1 in 1999. The number of pupils achieving the higher levels were also well below average. At Key Stage 2

Standards were average when compared nationally. Standards, at both key stages, in IT and RE are in line with those expected nationally. Some of the IT work is better than that seen in other schools. At both key stages, progress is satisfactory in art, geography, history, music and design and technology. It is good in PE where the use of specialist coaches for sport is helping the pupils to achieve good standards.

7. Pupils with special educational needs make sound progress in their learning. This is better when pupils are supported individually or in small groups in specially prepared lessons. Teachers use the individual education plans to direct the work of these pupils during literacy and numeracy lessons but the work is more general.

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

8. The attitudes and values of pupils have improved since the last report. They have benefited from the more exhilarating teaching and their response in class and in other school activities is very good. Pupils are very keen to come to school. They set about their work with purpose. This results in a positive involvement in their learning and the various activities the school provides. Pupils respect their teachers and respond quickly to instructions so little time is wasted in settling a class. Levels of concentration are good and pupils of all ages are well able to meet a challenge.
9. The quality of the pupils' responses to the teaching and learning in the nursery is very good. They are well adjusted to their first experiences of school in a short time, having very positive attitudes. They are very happy and are increasing in confidence. An example of this is how they move from one activity to another, and relate to adults and each other in a mature way.
10. Behaviour in class and around the school is very good. Pupils co-operate if they have to work in groups and even in the early years are very ready to share resources. Pupils respond to the high expectations of good manners and treat adults and visitor in an open and natural way. There is almost a complete absence of oppressive behaviour. If there is a lapse, staff deal with it efficiently and pupils are expected to make up their differences and if necessary, apologise. There has only been one fixed term exclusion. This was carefully considered and was an exceptional incident.
11. Pupils enjoy being involved in school life. Pupils are very responsible, particularly girls, as they reach the older Key Stage 2 class. Senior pupils help to run the houses and take responsibilities in assemblies. There are very good relationships between pupils and with staff. There is an exceptionally pleasant atmosphere at lunch which pupils regard as a social occasion. There is little unnecessary noise as pupils listen to teachers or their friends. They exercise a significant degree of self-control and the need for discipline by staff is rare. They set their own targets for good behaviour and self-restraint. Parents are very happy with the pupils' attitudes and behaviour.
12. From their first year, pupils are encouraged to listen to each other's ideas and to express their own feelings. They have vivid imaginations and enjoy discussing their work and planning their intentions. They have very little first hand experience of different races and cultures from the wider world, but they are very prepared to discuss the values and beliefs of others. In the personal and social education programme, pupils are encouraged to understand the impact of what they do and the effect their actions may have on others. Pupils are therefore considerate and friendly.

13. Attendance is satisfactory, unauthorised absence is low and pupils come to work on time. Parents have responded to the headteacher's request to reduce the incidence of family holidays taken during term time.

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

14. The quality of teaching was good in nearly three quarters of lessons (73%) and very good in nearly a fifth (18%). It was never less than satisfactory. Teaching was good in all classes, all subjects and across all key stages. The teaching of literacy and numeracy is good in planned lessons, however literacy is not used so well across other subjects such as science, geography and history
15. Teachers have very good subject knowledge and work well together as a team in a small school using the particular strengths of individual teachers. An example of this was mathematics teaching in the Key Stage 2 class where the headteacher specialises in this subject. This was a good use of her expertise and that of the other teacher who teaches English and shares the class. Pupils are well motivated into learning new skills by this expertise in teaching and the clear and thorough planning which the teachers do together. All teachers teach basic skills well and usually expect high standards of pupils. However at times pace is slow and pupils do not always produce as much work as they should. An example of this is in the time teachers spend talking with pupils in large groups at the beginning of literacy and numeracy sessions. These sessions, at times, are too long and pupils become restless and fidgety. Not enough harder work is offered to the most able pupils in all classes in group work during literacy and numeracy.
16. The skilled questioning techniques used by all teachers challenges the pupils' thinking and learning and is consolidated in speaking and listening sessions. However challenges are unsatisfactory when pupils are asked to record and write their own work. Teachers rely too heavily on worksheets which prevent pupils from writing and expressing themselves freely. Opportunities to record science investigations, historical or geographical information are limited, as worksheets are often rigid in their approach to how work can be recorded. Pupils' rate of work drops when teachers organise pupils into group work in literacy and numeracy because the challenges are not good enough. Time and resources were not always very well used. An example of this is the deployment of the classroom assistant and other adult support staff at the beginning of each literacy and numeracy session. They mostly listen to the teacher and pupils talking. Although actively involved in assisting in the discipline of pupils, opportunities to assess and mark pupils' work are missed.
17. Teachers have very good strategies for classroom management, plan pupils work well and pupils respond with good behaviour and attitudes to school. As a result their levels of concentration and independence in lessons are very good. They get on with work quietly and share ideas with each other. Teachers mark and assess work very well and use this knowledge to plan the next tasks for their pupils. Pupils respond by working independently and use IT well in group work during literacy sessions. However it is not always well used to help develop literacy skills through opportunities to draft and re-draft texts. An opportunity to further challenge the pupils is missed here. Some parents, (11%), felt that pupils could receive more homework. However pupils are set regular and consistent homework through the school and this is followed up in lesson times.
18. The quality of teaching is good by the qualified nursery nurse. Strengths of the provision are the good use of resources and the teamwork of the classroom assistant, the nursery nurse and

the students who regularly visit the school. Good questions are asked and help develop children's thinking and learning. Weaknesses occur in the number of opportunities offered to pupils to express their own feelings and write using pencils, crayons and other markers. Assessment is an integral part of the teaching and learning and staff take opportunities to observe and mark how well children are progressing. This informs the planning for the next activity.

19. Pupils with special educational needs are taught well especially in withdrawal groups and when they have extra adult support. Work is planned carefully although the individual education plans need to be refined to indicate each small step in learning that needs to be undertaken. This would make it easier to judge the effectiveness of its success. The teachers and the adult helpers support both pupils with behavioural difficulties very well. This is very time consuming especially for the classteachers when they do not have the benefit of an extra assistant within the classroom. It could also present a health and safety risk should an incident occur unexpectedly. The governors have not yet undertaken any risk assessment of this possibility.

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

20. The quality and range of the learning opportunities for pupils is good and is better than at the time of the last inspection. It is offered through a broad and balanced curriculum which meets all statutory requirements. The curriculum provides for the teaching of RE following the local agreed syllabus. The school has effective strategies for teaching literacy and numeracy and this is particularly good at Key Stage 2 where the teaching is shared by two specialist teachers. However, the use of literacy across the curriculum is not fully developed. Opportunities for pupils to write and record work are missed in subjects such as science, geography and history where the teachers still rely too heavily on worksheets which require one word or sentence answers. This is still a weakness in the curriculum and pupils do not attain high enough standards in writing throughout the school.
21. The provision for personal, social and health education is satisfactory. There is an appropriate policy for sex education and drug awareness. Since the last inspection the school has taken steps to implement the recommended improvements and teachers' planning has improved and resulted in higher levels of good teaching now seen. However policies for many subjects are out of date but the school is aware of the need to update these. There is currently no policy for music. The total teaching time is in line with the recommended minimum. The policy and practice for pupils who are under five years of age is satisfactory. The early years curriculum is broad, balanced and appropriate for the ages and stages of pupils' development. The classroom offers a range of themes and activities for the pupils to explore.
22. The whole school planning system is consistently good across the school. Most short-term plans used during the inspection identified clear learning objectives and provided detail of the organisation of teaching and learning and the way in which classroom assistants were to be used in group work. However little guidance is given as to how the classroom assistant and other adult support helpers could be more usefully deployed during the whole class sessions in literacy and numeracy. Good use is made of information technology and pupils

have opportunities to use different software such as word processing and data handling packages. However work is rarely drafted onto the computer and edited on screen and again opportunities are missed to extend pupils writing and re-drafting abilities. Planned

opportunities for pupils to specifically use IT as part of other curriculum subjects is not always identified in teachers short term planning.

23. The curriculum is enriched by visits out to places of interest and visitors to support work across the curriculum, particularly history and science. The visiting PE coaches to the school add quality to the teaching of this subject. The range of extra-curricular activities and clubs are adequate overall. The residential trip provides a valuable opportunity for pupils to develop further their social skills. The school is fully involved with the wider community and is part of a cluster group of small schools that support each other and organise activities together. This involvement in outside agencies has helped raise additional funds to improve facilities such as the environment.
24. The school makes good provision for pupils' spiritual development. Assemblies take place daily and are mainly Christian in character. These are well planned and include bible stories or stories with a clear moral or social message, hymn singing, and prayers. These themes are used creatively in RE to extend pupils knowledge and understanding of different faiths. Acts of collective worship fully meet statutory requirements. Through the study of the major world religions pupils are introduced to values and beliefs other than their own. Opportunities to promote spiritual awareness arise in other subjects such as music, art, dance and literature.
25. The school makes very good provision for pupils' moral development and teaches moral values and a code of conduct. All pupils are clearly taught the difference between right and wrong and the school has high expectations of their behaviour. They are encouraged to make responsible choices and to take responsibility for themselves, each other and the school.
26. Provision for pupils' social development is very good. Teachers provide good role models and successfully encourage pupils to relate positively to each other. All pupils work and play together happily. There are frequent opportunities for pupils to work collaboratively with a partner or in a group and to share equipment and resources. Opportunities are provided for pupils to take responsibility for jobs, their classroom and around the school, for example, as library monitors.
27. The school's provision for pupils' cultural development is satisfactory. The RE curriculum deepens pupils' cultural awareness. Visits to places of interest are used appropriately to enhance pupils' understanding of national history. However, there are not enough opportunities to experience a range of art, music and literature from other cultures and societies.
28. The policy for special educational needs is now outdated and in need of rewriting so that all teachers are aware of recent developments and the responsibilities of the recently appointed special needs co-ordinator. Work for these pupils is planned carefully and refers to the individual education plans that have been created. The targets set in these are well-founded but do not always indicate clearly what small steps in learning should take place within given periods of time. This is especially the case given the nature of the provision for pupils with more severe difficulties.
29. The school's commitment to equal opportunities is, for the most part, supported by planned opportunities to meet the needs of pupils. Pupils have equal access to the curriculum in most respects. Pupils are taught in mixed age classes and opportunities to break these down into year groups are taken in the core subjects, art and design and technology. There is a wide range of

ability within both the mixed ability and mixed age classes. Teachers take steps to ensure that the differing needs of pupils are met. However, the short-term planning does not always make sufficient provision for pupils who are in need of more challenging work.

30. The school has links through the cluster group of schools with the local comprehensive to which many pupils transfer at the end of Year 6 and these are well established. Pupils have opportunities to meet their teachers and to visit the comprehensive school.

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

31. The school provides a safe working environment where its pupils can thrive and develop. Teachers know the children well and pupils of all ages are confident to go to their teacher if they have a concern.
32. The procedures for child protection follow locally agreed practice. Staff follow these procedures and the headteacher who is the child protection officer, has made the school's practices known to all new staff. The school nurse attends regularly and there are proper routines for the administration of medicines if necessary and under parental instructions.
33. The school has made parents aware of the harm to children's learning caused by taking extra holidays in term time. As a result, attendance is improving. Parents are co-operative in providing reasons for absence. The school is very successful in promoting good behaviour. With improved teaching methods, such as pace, humour and firm classroom management, pupils have a respect for their teachers. As a consequence, there is very little antagonism and bullying is rare. Pupils are encouraged to settle their differences and to consider the other point of view. There is an informative booklet for parents which states clearly the action the school takes against bullying.
34. There is a personal and social policy and subjects such as healthy living and safety are covered in science. However, the programme needs to be reviewed and updated to ensure that all subjects address these issues as appropriate. Health and safety and security matters are well covered by the governing body. Regular inspections are carried out in a professional manner. The schools' nurse makes regular visits and there are members of staff trained in first aid. Procedures for administering medicines are carefully observed. There is, however, no medical room for sick or injured children to rest quietly.
35. Pupils with special educational needs are fostered carefully so that they are integrated within all lessons. Special note is taken of pupils with behavioural or physical difficulties and appropriate support is given to these pupils. However individual education programmes do not fully focus on the short steps that pupils need to enable them to make good progress. Since the previous inspection, the school continues to provide good standards of care for its pupils including the monitoring and support of their academic and personal development.

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

36. Most parents are satisfied with the way the school is managed and the standards achieved. They like the teachers and find it easy to approach the headteacher or class teachers if they have a concern. Parents report that teachers have high expectations of their children and are successful in producing mature and responsible pupils.
37. The school is well regarded in the village and surrounding area. Links with parents are strong and they support the school in a number of ways. Parents volunteer to help in class and on visits. This has a beneficial effect on pupils learning and is valued by the school. Most parents hear their children read at home and help with topics and other forms of homework. Parents' opinions are canvassed on such subjects as homework and the home school agreement. There is always good response to meetings organised by the school to review pupils' work or to further parents' understanding of the curriculum
38. There is a strong Home School Association which underlines the benefit for children in seeing their parents and teachers working together. The Association is asked to advise the headteacher and governors on relevant matters. They also take a lead in organising school events to raise funds for the benefit of pupils. Pupils also benefit from funds held by the Parochial Charities, which provides every child with a book at Christmas. There is an environmental group that includes staff, governors, parents and children as well as local families, who are asked for advice and work in the community.
39. The quality of information provided for parents is good. Newsletters are factual and friendly and information for new parents and existing parents is informative. Annual reports on pupils' progress are to the point and tell parents what children have learned and can do. They include perceptive comments on pupils' personal development and what pupils should do to improve their progress. However, the reports do not indicate to what level pupils are working. The parents of pupils with special educational needs are fully involved in their children's schooling. They are kept well informed through regular written and verbal contact. Where concerns arise these are swiftly communicated to the parents ensuring that a partnership is formed.
40. Since the previous inspection report the school gives more information about the curriculum and homework is more regularly given, the school has canvassed parents' opinions which have been considered in forming the homework policy.

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

41. The school is led very effectively by the headteacher, a newly appointed senior teacher and by excellent support from the subject co-ordinators. Inspectors did not agree with the minority of parents who were critical of the way in which the school is led. This very good leadership has helped improve standards and ensure that the school moves forward in light of new initiatives. There is a very clear and shared direction to all work of the school that reflects the published aims and is supported by the headteacher leading by example. Staff have clear job descriptions that promote both the school's work and the professional development of the teachers. Monitoring procedures have been developed over a number of years. The headteacher has kept comprehensive records that reflect the need to ensure each teacher has helpful evaluations, praise where it is deserved and targets for improvement. These have helped raise the quality of teaching and the progress in learning by the pupils. Appraisal procedures, whilst being in a period of transition, have been maintained through this informal monitoring. New teachers are inducted well and value the support of their colleagues. This again, has been reflected in the improvement that has taken place especially in the younger classes.

42. The school development plan is realistic and set against costs. All staff and governors are involved in its compilation and implementation. This has ensured that it is becoming a suitable working document. Subject co-ordinators are aware of the strengths and weaknesses within their own areas and have been able to develop better procedures within the context of whole school improvement. A particularly good example of this is within the development of information technology. In understanding that standards could be improved the co-ordinator has instituted new systems of management and the acquisition of new hardware that will enable pupils to have much better opportunities in the future. Subject co-ordinators have the benefit of a 'second' who is able to provide support. This is of particular benefit within a small school so that there is no feeling of isolation or of a subject being looked at in an insular way. Some subjects do not yet have the benefit of up-to-date policies which explain the requirements of subject in detail.
43. There is a desire to improve by sharing and exploiting good practice within all areas of leadership. Teachers regularly share good ideas and monitor each other's planning. There are opportunities to evaluate teaching within subjects by planned non-contact time. Results from this have two benefits. Firstly, the delivery of a subject can be assessed and secondly teachers can witness new or different methods.
44. The governing body has a good overview of the school. They have a good balance between experience and expertise. A number of the governors have an understanding of school procedures through their professions and many are involved on a day to day basis. They understand the uniqueness of the area, and question and support the evaluations made by the leadership of the school. They are provided with good quality information to help them make strategic decisions. In discussion they clearly know the strengths and weaknesses of the provision within the school and are working hard to improve this. One area that is in an early stage of development is the monitoring of performance over time. The school is now building a good range of statistical data as well as teachers' own assessments. This has yet to be fully analysed by the governing body to help shape the way the standards can be further increased.
45. Improvement since the last inspection has continued. The management of the school now has a much clearer picture about how to increase progress whilst ensuring that the high level of pastoral care, parental support and attractive environment are maintained. Examples of this include the large amount of grants and extra funding that have been obtained through both local and national initiatives. The list is extensive and includes lottery funding, company grants and council donations. These are all used well. The small amount of extra funding for special educational needs is used to good effect. The school is beginning to develop the principles of best value through the scrutinising of budgets and grants.
46. The number of staff is sufficient to provide for the needs of the pupils. All are suitably experienced and have sufficient expertise to deliver the National Curriculum. They work well as a team and this is one of the reasons why the school is successful. The classroom assistant and other adult supporters available to the school share responsibilities and carefully use their time to ensure they are able to support pupils when necessary. The local policy is to provide funding for pupils with special educational needs on an 'as required' basis. Whilst this enables the school to benefit from a number of regular, well-qualified specialists it is more difficult to ensure that specific behavioural problems can be given the full amount of support they need within the classroom. Only by innovative deployment of staff is the school able to ensure that these pupils progress satisfactorily and that no health and safety risks to staff are presented.

47. The school has a good and improving range of resources for most subjects. The accommodation is of good quality combining both an older building and a newer landscaped set of classrooms on an adjacent site. Awards for its attractiveness have been rightly gained over a number of years. The site manager is efficient and keeps the building in good order. There are a number of book areas that can be used as libraries. The quality of the accommodation and learning environment set up by the staff in the nursery is good. The room is divided into learning bays and quiet areas, where pupils can experiment and use a wide range of resources at first hand. The children under five have the benefit of a large sized play area outside their classroom but open and independent access to this is limited as teachers have to move groups of pupils outside to use this area. The governing body follow procedures for health and safety audits. Unfortunately there is no staffroom and teachers and other staff have to meet informally in a kitchen area. This makes it difficult for teachers to relax and recuperate during the day. The administrative support provided is of very high quality and very efficiently supports the headteacher particularly when she is taking classes.

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

48. The headteacher, governing body and staff should continue to work together and build on the schools' current strengths to raise standards further by:

Improving and building on opportunities within the literacy hour by:

- Planning more different types of tasks that ensure a better balance between discussion, research and recording
- Ensuring independent recording skills are fully developed in science, design and technology, geography and history throughout the school.
- Creating space within the role play areas, in the youngest class, so that pupils can use pencils, and paper to make notes and practice writing independently

Paragraph numbers (5, 20, 49, 50, 51, 65, 67, 75)

Raising attainment of the most able pupils by:

- Planning more opportunities for them to experience higher levels of work in English, mathematics, science and IT.

Paragraph numbers (3, 4, 5, 53, 56, 63, 67, 75)

Other areas governors should consider are :

The most effective use of classroom assistants and other adult support staff. (Paragraph 22)

The updating of the policy on provision for pupils with special educational need. (Paragraph 28)

The lack of a staff room in the school. (Paragraph 47)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	27

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	14	55	27	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)		75
Number of full-time pupils eligible for free school meals		1

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		10

#### 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	1

## Attendance

### Authorised absence

	%
School data	5.4
National comparative data	5.4

### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	4	9	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	2	2	2
	Girls	9	8	9
	Total	11	10	11
Percentage of pupils at NC level 2 or above	School	85	77	85
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	2	2	2
	Girls	7	9	8
	Total	9	11	10
Percentage of pupils at NC level 2 or above	School	69	85	77
	National	82 (81)	86 (85)	87 (86)

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	1999	3	6	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	2	3
	Girls	6	6	6
	Total	7	8	9
Percentage of pupils at NC level 4 or above	School	78	89	100
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	2	2
	Girls	6	6	6
	Total	8	8	8
Percentage of pupils at NC level 4 or above	School	89	89	89
	National	68 (65)	69 (65)	75 (71)

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	75
Any other minority ethnic group	0

### 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 refers to pupils of compulsory school age only.

**Teachers and classes**

**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	3.5
Number of pupils per qualified teacher	21.7
Average class size	25.3

**Education support staff: YR – Y6**

Total number of education support staff	2.5
Total aggregate hours worked per week	20

FTE means full-time equivalent.

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

**Financial information**

Financial year	1998
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	£
Total income	168349
Total expenditure	176238
Expenditure per pupil	2592
Balance brought forward from previous year	14931
Balance carried forward to next year	7042

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	75
Number of questionnaires returned	62

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	34	3	0	0
My child is making good progress in school.	31	61	2	2	5
Behaviour in the school is good.	16	73	2	3	5
My child gets the right amount of work to do at home.	23	8	11	2	2
The teaching is good.	35	53	5	0	5
I am kept well informed about how my child is getting on.	27	47	15	3	6
I would feel comfortable about approaching the school with questions or a problem.	63	32	2	0	3
The school expects my child to work hard and achieve his or her best.	39	55	3	2	2
The school works closely with parents.	23	53	18	3	2
The school is well led and managed.	23	58	18	3	2
The school is helping my child become mature and responsible.	35	58	5	2	0
The school provides an interesting range of activities outside lessons.	34	45	11	2	5

## **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**

49. Thirteen pupils attend the nursery class part-time and at the time of the inspection a further three pupils were under the age of five and attend the reception class full time. In both classes children are developing good language skills and are on target to reach the recommended learning goals by the time they are five. They are confident at speaking and good opportunities are made in the classroom to develop speaking and listening skills which support early reading and writing. They work in small groups with an adult and have positive attitudes to books and reading. They are developing skills in writing their own words with confidence. The quality of various interesting activities offered from both staff helps them extend their spoken vocabularies. An example of this was the area set up as a house for the three bears. However these role-play areas have a limited focus in that the staff usually set them up as play houses. Opportunities are missed to set up a wider range of role-play areas such as a hairdressers' salon, a hospital or a vet's surgery for toy animals. This makes it harder for children to be given opportunities for writing and note taking as they act as various roles and responsibilities such as taking appointments, speaking on the phone or writing messages to each other. However the majority of children are on course to meet the recommended targets for learning in literacy by the time they are five
50. Mathematical skills are learnt through focused teaching areas for using practical resources and for developing mathematical language. Counting, sequencing and number development are being systematically taught by the teacher and learnt by the pupils. Good open questions are asked and pupils have opportunities to use equipment such as the containers in the sand or water trays to investigate different capacities. In the role play area set up as a house for the three bears they were able to count several items which added up to three. In the science and technology, pupils are investigating and asking questions and making good and regular use of computers to develop their IT skills. They could use the mouse to point select and move things around the screen to dress a teddy bear. They have access to sorting equipment, construction and building equipment both inside and outside the classroom. Children are on line to meet their targets in mathematics, science and technology by the time they are five.
51. Opportunities to learn and use drawing and painting materials are offered in another area of the classroom. Children can represent their ideas using a range of different media. They use pencils, scissors, crayons and other resources to express themselves creatively. They are making good progress in their co-ordination and movement when using outside play equipment. Although as yet there are limited opportunities to use a range of wheeled vehicles specifically designed for young children as pupils do not have independent access to the outside play area. They are on course to meet their learning goals in creative and physical work by the time they are five.
52. The quality of teaching is good by the qualified nursery nurse and a strength of the provision is the good use of resources and the teamwork of the student and the nursery nurse. These staff receive good support and guidance from the senior teacher in the school who oversees the provision for the pupils under-five years old. Good questions are asked and help develop children's thinking and learning. Assessment is an integral part of the teaching and learning and staff take opportunities to observe and mark how well children are progressing. This informs the planning for the next activity. Planning is based around a grid which identifies the key experiences the pupils need to learn next such as counting. Activities are planned to ensure the pupils have opportunities to learn and acquire new skills and knowledge as well as gain in

independence and experience. They are developing their social and personal skills well and are on target to reach the recommended goals by the time they are five.

## ENGLISH

53. In the 1999 national tests at the end of Key Stage 1 pupils attained very high levels against the national average in reading although they attained well below average in writing. When compared to schools of similar types the scores were average in reading and well below in writing. Scores the previous year were very high although the small number of pupils in each year group has a significant effect in the overall percentages. More significantly the test scores and the teacher assessments fluctuated dramatically. In reading, whilst teachers assumed no pupils would reach the higher level 3, the figure in the tests was forty-six per cent. This demonstrates some lack of knowledge by the teachers of the actual ability of the class and especially the higher attainers. Pupils at the end of Key Stage 2 in 1999 attained percentages close to average in the English test and the trend over the last three years has followed that nationally. The numbers of pupils that achieve the higher levels is well below that achieved nationally.
54. Pupils in the present Year 2 have standards in line with those nationally. They are higher in speaking, listening and reading. Pupils are attentive listeners, speak politely and have a range of vocabulary that enables them to reply to questions with confident answers. They are able to retell stories they are reading and in some cases predict what will happen next. They can recall other stories they have read and talk about their preferences. In writing pupils are not given sufficient opportunity to develop different styles in other subjects such as science, geography and history. Consequently pupils are able to reach the average level 2 but have more difficulty in extending this to the higher levels. Presentation is satisfactory and spelling is improving through regular practice.
55. Pupils in Year 6 have the benefit of a specialist and very experienced English teacher. Standards in this year group are also average against national figures. Pupils are able to talk confidently and express their ideas easily. They do not have to search around for the correct words. They listen to what others have to say and take note of what is said. Some of the debates witnessed during the inspection were of high quality. Pupils can read with technical ability. They use expression particularly when reading speech. All are fluent and understand the differences between, for instance prose and poetry. One pupil had a good knowledge of both structure and imagery in the poem she was reading and could talk about some of the cleverly constructed rhymes. Writing is at average levels. Pupils can construct sentences and use grammar appropriately and spelling is generally accurate. There are fewer examples of good descriptive writing at a high level. Despite this, pupils draft and plan what they are to write and usually write stories with a clear beginning and ending. They do not develop plots as well as might be expected. Pupils present their work adequately and this shows improvement over the year. Dates and title are often underlined and they take care to produce their best work. Through regular practice, handwriting is satisfactory.
56. Standards have continued to improve since the last inspection. The literacy hour has been implemented well and this has helped improve standards. In all year groups there is a lack of use of literacy skills developing in other subjects. Teachers do not develop this sufficiently through regular and sustained practice. In one information technology group the skill of word processing was being undertaken. Whilst specific skills in the use of computers were being addressed very well the pupils were only copying poems. Pupils had not written these and therefore were not increasing their English writing skills. In science, there are only limited opportunities to record work and topic studies in history and geography, whilst being thorough,

do not place sufficient emphasis on the more lengthy, descriptive writing elements. This is especially the case with the older pupils.

57. Overall, the teaching of English is good. All teachers have sufficient subject knowledge and for Year 5 and 6 this is good. Teachers have a good command of language and understand grammatical conventions. Consequently when they are asked questions by the pupils they are able to give comprehensive answers. This increases learning well. Planning is very thorough and effective and was noted in all classes of the school. There is a good development of work over time and areas are reinforced at regular intervals. Present teaching staff have appropriate expectation of what pupils can achieve. There are a number of competent and able pupils especially in the older classes and although these pupils are given some work suitable for their ability, not all is as challenging as it could be at all times. They respond well to these challenges when offered and produce better work of higher standards at these times. Pupils in Year 5 and 6 are separated at times during the week to enable teachers to concentrate on work of different standards. This again helps all pupils. The Year 6 pupils are able to talk and discuss at a more mature level and can appreciate the challenge within their own year group.
58. No examples of poor behaviour were witnessed during the inspection and teachers expect pupils to be able to concentrate and work hard. There is a good pace to lessons and very little time wasted. Even when the work is less challenging pupils still respond well and ensure that they complete what is asked of them. Time is used well although the classroom assistant and other adult supporters are not always incorporated into the discussion sessions and sit inactively for too long. Teachers do not plan their time as well as they could. Work is marked well and regular homework is given. This is valued by the pupils who are able to gain reward stickers for their effort. Pupils acquire skills well and concentration levels are often very high and this helps pupils' learning. They apply themselves well to what they are doing and want to do their best. Occasionally the discussion sessions are too long and this limits the amount of written work that can be achieved. Since standards are good in speaking and listening, from an early age, too much emphasis is being put on this area at the detriment of writing. Pupils own expectation of what they can achieve is sometimes too low because of the different year groups within each class and the levels of maturity. Despite this, pupils get on very well together and the relationships are a particularly strong feature.
59. The newly appointed co-ordinator leads by example and has worked hard to develop the correct priorities within the subject and as a result standards are improving. This has included monitoring the literacy hour and evaluating planning. She has a good overview of the strengths and weaknesses in the delivery of English and has already started, to analyse the trends of performance within different years, with the headteacher. The subject is carefully managed. Resources have improved and have been catalogued. There are small book areas within each building to allow pupils to have access to a wider range of reading and research materials.

## **MATHEMATICS**

60. Pupils achieved above average when compared nationally and below average when compared to similar schools, in the 1999 tests at end of Key Stage 1. However the number of pupils achieving the higher level (level 3) is below average. The overall trend in performance at the school fluctuates against national averages but shows improvement in comparison with those reported from the last inspection report. When teachers' assessed the pupils they didn't expect them to do as well as this. Boys perform marginally less well than girls.
61. Standards are average nationally in the 1999 tests at end of Key Stage 2. Pupils are not achieving the higher levels of attainment and this is affecting standards overall. The percentage

of pupils achieving average levels of work (level 4) was high but the number achieving the higher levels (level 5) was very low. The trend in performance at the school is

in line with national averages but is below for the higher achievers in the school. This is as it was at the time of the last inspection when higher achievers were not doing as well as they should. There are no recorded figures for teachers' assessments for 1999 but in the tests, boys perform marginally less well than girls.

62. In the younger Key Stage 1 class, which also has pupils of reception age, the youngest pupils could order numbers to 10 using counting cubes. Year 1 pupils could identify odd and even numbers by colouring in a worksheet; the most able pupils write numbers and know their relevant value up to 50. This work was at a level expected of them nationally and shows that pupils are making progress in learning in this class.
63. In the older Key Stage 1 class, during the inspection, pupils from Years 2, 3 and 4 were able to use the four rules of number. Challenges are good for the younger pupils as they are asked to divide 12 by 4 and recognise the emerging pattern. The most able were working on solving number problems and using the five and four times table. This work is equivalent to that of a nine year old and shows good attainment for the youngest pupils in the class and average standards for the oldest. From the pupils' work it is clear that standards are in line with expectation for the current Year 2 pupils.
64. In the lessons observed in the Key Stage 2 class, pupils were working with equivalent fractions and converting these to decimals. Year 4 and 5 pupils understand the conventions of number values being based on their place within a number. This work is similar to that expected of a nine year old. They also know the meaning of denominator and numerator. Older pupils in Year 6 and more able Year 5 pupils were using calculators to convert fractions to decimals and this shows work of a higher level and is a good standard. For the current Year 6 standards are in line with expectation and a good proportion of pupils are likely to achieve the higher levels this year. The recently formed booster class for this year group is helping to raise standards and is providing better challenges for more able pupils.
65. The quality of teaching seen ranged from very good to satisfactory. It is good overall and teachers use praise to encourage pupils' mathematical thinking and confidence. Pupils learn very well from these sessions and are mostly challenged by the work set by teachers. Lessons are well planned and resourced and teachers ask good questions and challenge most pupils. Pupils acquire new knowledge this way and they progress well as a direct result of teachers' good subject knowledge. Pupils understand what is expected of them and show interest in work in the class. Their concentration levels are high, their attitudes and behaviour are good. Teachers use their good knowledge of pupils to ask those of different ability a range of questions. The classroom assistant and adult supporters are well deployed to help with group activities but during the introductory session, which may last up to half an hour, they are sitting observing pupils and helping monitor behaviour. This is a missed opportunity for staff to be engaged in recording pupils' responses to questions as additional monitoring of performance of pupils. Numeracy skills are used in other subjects like geography and science where pupils chart and interpret information.
66. Subject planning is satisfactory and covers all the areas of the curriculum. Teachers are recording pupils' achievements and reporting on these to parents. The subject follows the numeracy strategy, has been successfully implemented and is already helping to raise standards across the school. The work on mathematical investigation is very good and helps pupils to understand and enjoy the lessons. Opportunities to write out their mathematical thinking is not

always fully exploited and use of literacy skills in this way are missed. The co-ordinator has monitored teachers' lesson plans and pupils' work and the quality of teaching and learning which takes place in classes. Resources for the subject are good.

## SCIENCE

67. At the end of Key Stage 1 teachers assessed that pupils, in 1999 were well below national expectation for level 2 work (average level) and well below for level 3 work (higher level). Pupils produce higher standards in investigations and experiments than they do in the subject knowledge areas for biology, study of materials and physical processes. The school has analysed the results and is aware of the differences.
68. In the 1999 tests at Key Stage 2 standards are average nationally. Pupils are not achieving the higher levels of attainment and this is affecting standards overall. The percentage of pupils achieving average levels of work (level 4) was high but the number achieving the higher levels (level 5) was well below national average. Teachers' assessments for 1999 are in line with these figures. There is no significant difference in the attainment of boys and girls and attainment over time is keeping pace with national trends.
69. In the younger Key Stage 1 class, which also has pupils of reception age, pupils were investigating how light effects plant growth. In another they planted cress seeds to investigate the effect of light on germinating seeds. Pupils could discuss with the teacher various ways of shutting out light and when recording two pupils correctly predicted outcomes for plants left in the light or dark. This work is in line with national expectation for these age pupils and is a good example of how writing can be used to record scientific knowledge. The worksheets which required pupils to fill in the drawing was less challenging and the lesson lacked opportunities for pupils to record their own scientific knowledge for themselves.
70. In the older Key Stage 1 class, pupils from Years 2, 3 and 4 were studying the structure of plants. In the lesson observed they were setting up an experiment to investigate the rate and amount of water a plant needs. They were able to hypothesise about how much water the plant might need and consider how to set up the experiment so that fair proportions of water could be given to each plant. Pupils are keen to do investigations and use equipment well and sensibly and this aids their learning in science as they use practical equipment and set up their own experiments. They are able to label diagrams of the experiment correctly and can name the different part of the plant. Pupils' work on display is similar to that expected of nine year olds so is within expectation for the Year 4 and above for the Year 2 and 3. In pupils' work there is evidence of a range of science topics being studied and at the higher level 3. Pupils generally draw good diagrams of experiments in their books but written work is more limited.
71. The lesson observed in the Key Stage 2 class was a revision lesson for Year 6 in preparation for tests next term. Pupils know that insulators keep things warm or cool. They understand the process of food chains in the environment and could explain the process of photosynthesis. This work is similar to that expected of 11 years old (level 4) and is in line with national expectation. A few knew that a Newton metre measures force and could confidently name magnetic and non-magnetic materials. Some knew that electricity was able to pass through metals and not through non-metals or some metals such as aluminium. This work is similar to that expected of 13 year olds (level 5).
72. Teaching ranged from very good to satisfactory in the four lessons seen. It is good overall. Pupils learn science very well and are challenged by the work done of investigations and experiments. Standards are better in these aspects of the subject which are well planned and

resourced by teachers. Teachers ask good questions and challenge pupils into thinking scientifically. They encourage pupils to hypothesise the outcomes of an experiment and how things can be kept fair. They ask them to predict results and change factors. Pupils acquire new knowledge this way and they progress well as a direct result of teachers' good subject knowledge. Pupils understand what is expected of them and show interest in work in the class and over time in the experiments they have set up. However although the high level of discussion work challenged pupils' scientific thinking the lower level of recording work does not help to develop their independence in expressing themselves. Too often the use of worksheets limits these opportunities and pupils are not progressing so well.

73. Subject planning is satisfactory and covers all the areas of the curriculum. Teachers are recording pupils' achievements and reporting on these to parents. The subject follows the nationally recognised scheme of work and this has been helpful to the school with its mixed age classes. The co-ordinator has monitored teachers' lesson plans and pupils' work but has not monitored the quality of teaching and learning that takes place in classes. Resources are adequate and replenished by the co-ordinators as needs arise.

## **ART, DESIGN AND TECHNOLOGY**

74. In design and technology, work on display in the mixed Key Stage 1 and 2 class showed that pupils can work with other materials to assemble them as models of wheeled vehicles. A good evaluation chart was used that enabled the pupils to consider how they could improve their model. This work was equivalent to that expected of Year 2 but an opportunity to take apart a model and consider how they could re-design it and improve by using other techniques and material was missed for the older pupils in this class who are now in Key Stage 2. The collage work of the mounting of different materials into a wall display was of a high standard for the younger pupils in older Key Stage 1 class.
75. One lesson was observed taught in the older Key Stage 2 class by the co-ordinator. Half the class were designing models of musical instruments. The other half were working on a collage using colour matching techniques to cut and stick paper to emulate the work of the French artist Monet. The lesson was well planned and teaching was good. The organisation of the class and range of resources available had been well thought out to enable pupils in the design and technology group to select resources for their models. They then were able to test whether they would be suitable to use to make a sound and assemble them into a musical instrument. This work is suitable for pupils in Key Stage 2.
76. Pupils were learning new skills from the opportunities available by selecting their own materials and considering ways to join different materials such as plastic and card together to get the desired effect. The teacher gives clear instruction to pupils and her expectations are high about what they should achieve and the standard of their work. Pupils respond to this by working well and concentrating on getting the quality of their work good and giving good attention to the detail of matching the colours to the ones Monet used. In the youngest Key Stage 1 class pupils had had opportunities to use pastels to draw flowers and this worked linked very well with their current topic on science.
77. Design and technology and art are co-ordinated by the same part-time teacher in the school and progress is satisfactory throughout the school in both subjects. This is an improvement since the last inspection and pupils make progress. The policy is however out of date although the school has adopted the use of a skills ladder from the local education authority for use in the school. The subjects are both well resourced.

## **GEOGRAPHY and HISTORY**

78. Few lessons were seen in geography or history but from the scrutiny of work and discussions with pupils it is clear that they make suitable progress in their learning. Younger pupils have an idea about their own locality and can talk about their journey to school. They understand the basic of directions and have the opportunity to draw maps. They can talk about their own life and are beginning to place events in order, such as birthdays and what it was like before they were born. Older pupils make gains in their knowledge. They can talk about events during the Second World War and have completed postcards about what it like to an evacuee. Although this work is suitable for the end of Key Stage 1 the work does not help build better writing skills because they have not had sufficient time to write at length to describe such things as their thoughts and feelings. This is the level that would be expected during Key Stage 2. In geography the older pupils have studied rivers. They have an idea about the different stages but do not have a depth of knowledge about what happens as they travel down a watercourse. Recording of work in both history and geography is not fully developed to link through to the good use of literacy.
79. There is a long term plan for both subjects that ensures that pupils do not repeat topic work in later years but do have the opportunities to develop their skills in a restricted timetable. It is clear, from the scrutiny of work, that pupils work hard to produce their best. They present work carefully and are proud to show it to visitors. The co-ordinators for the subjects ensure that planning is shared and similar opportunities are given to each year group. There is at present only a statement of intent for the subject and no policy but these are to be prepared in light of the new curriculum later this year. Neither subject has been a priority for development this year.

## **INFORMATION TECHNOLOGY**

80. Pupils attain standards in line with those expected nationally at the end of Key Stage 1 and are close to national expectation at the end of Key Stage 2. Some of the work is better than that seen in a number of schools. Younger pupils have opportunities to use the computers and learn to control the mouse, write simple sentences and draw pictures. During Key Stage 1 they develop these skills so that by Year 2 the pupils can write out poems and stories and know the basic keyboard layout. They can save and print their work and use art software to draw pictures. They have some limited opportunities to use control floor robots by giving them instructions and this helps to develop mathematical thinking of angles of turn and distances. Unfortunately they do not have sufficient experience in writing and drafting their own stories on the computers.
81. During Key Stage 2 there are more opportunities to develop work in information technology although there is insufficient emphasis on control technology. A number of pupils can combine pictures and drawings and can undertake limited word processing. They know correct terminology and understand the relevance of computers in modern day living. They are able to choose when it is the best tool for their work such as in data handling, although again, there are only limited opportunities within the school to undertake these activities.
82. Teaching is satisfactory. Lessons are planned to involve each pupil in the class on a regular basis and computers were often seen being used during the day. The school now has a good range of hardware and software capable of providing all elements of the curriculum. Subject knowledge by teachers is sound. A number of the teachers have a working basic level of skills to use the computers and money is being provided to provide professional development in the use of these within subjects. Planning often links work to subjects such as geography, science

and mathematics and developed through investigation. In English, the teachers do not give sufficient opportunity to use the computers to further develop the average skills in writing. Pupils are keen and eager to undertake work on the machines. They share the experiences within their groups and concentrate well on what they are doing. Relationships are good and all these combine to ensure that sound, and sometimes good, learning takes place. About half the pupils have access to computers at home although the skills in use vary considerably. This means that work is sometimes brought in from home and for these pupils further adds to the learning.

83. The co-ordinator has a good view about the strengths and weaknesses of the subject and is developing the subject in light of the new national initiatives. She has sensibly been waiting for these to be adopted before deciding how best to move forward. The subject, whilst being spoken of positively at the time of the last report, has improved. The number of computers has increased and teachers are now better equipped to be able to plan relevant opportunities in skills.

## **MUSIC**

84. Progress in music is good through both key stages. Pupils sing with gusto and are enthusiastic participants. There are a number of pupils who receive instrumental tuition provided by the school although these fluctuate each term. Pupils have the opportunity to play some instruments, in class lessons and are able to compose pieces themselves. In one lesson the pupils had already listened to some African music and were able to talk about how it is different to western styles. They were busy copying their own rhythms and could suggest how the orchestration could be improved. The teacher had helped them use pictorial notation to start the process of reading musical scores.
85. The recently appointed co-ordinator has not yet prioritised the subject for development but since the last inspection a better range of instruments have been obtained and planning has improved. Pupils concentrate well and work hard. This ensures that there is a swift pace to lessons. They remember what they have been taught from previous weeks and use this to develop their understanding. The school does not have an orchestra or choir but all members of the class are involved in assemblies and productions and concerts. These are held in high esteem by the parents and the local community.

## **PHYSICAL EDUCATION**

86. Pupils progress well in physical education throughout both key stages. They are able to enjoy a wide range of activities despite the restrictions of being a smaller than average school with few classes. Learning is developed well by not only using the facilities available but also by the use of professional coaches for games such as football, basketball and cricket. Teams have had success in a number of local tournaments over the past few years.
87. Pupils in Key Stage 1 are able to demonstrate gymnastic movements, build small sequences and use the large apparatus in the hall. A member of staff obtained the money for this apparatus from a sponsored event. Although the hall is restricted in size teachers ensure that pupils are made aware of the necessary health and safety risks and place the apparatus sensibly. Pupils are able to learn from the demonstrations of others and improve their own performances. They play a range of team games and undertake some dance activities.
88. Pupils in Key Stage 2 were seen taking part in a football lesson taken by a professional coach. They were able to control a ball, kick fairly accurately and knew the rules of the game. At the

end of the session they took part with enthusiasm in a small match. This lesson was excellent. It showed how the skills had been progressed over a number of weeks and ensured that talents and expertise were exploited in the demonstrations. Pupils in this key stage also have the opportunity to swim and a number achieve the required 25 metres. Adventurous activities are undertaken during visits and include orienteering.

89. In the small number of lessons seen the teaching was at least good. Teachers ensure that pupils are changed, little time is wasted moving between buildings and directions for the activities are given succinctly. This ensures that the maximum amount of time is given to learning. Pupils are keen to be involved and show high levels in interest. They follow instructions carefully and support each other in the activities.
90. The co-ordinator works hard to ensure that because this is a small school pupils are not disadvantaged. Another school joins in the basketball sessions so that another professional coach can be employed and teams are encouraged to take part in competitions. Physical education is a strength of the provision of the school.

## **RELIGIOUS EDUCATION**

91. Standards are in line, with the expectation of the local agreed syllabus, at both key stages and pupils are acquiring new skills and knowledge about different religions around the world. The themes studied are supported by work in assembly time and the school takes all opportunities to link to these other areas of the curriculum. The curriculum follows the locally agreed syllabus. Work on display around the school illustrated that pupils study the major faiths of the world and link these to the Christian faith. They also consider the moral issues such as being good citizens and caring for each other. They have opportunities to re-write stories from the bible and there was an example of one about the Good Samaritan which was used to illustrate this point.
92. One lesson was observed during the inspection and this was in the mixed age class of Years 2, 3 and 4. The lesson was very well planned and researched by the teacher, who led the discussion with the pupils. Organisation was very good and pupils were managed well which results in them listening well. The teacher had good subject knowledge which was used to link the theme of Easter to the Christian belief in new life. This also linked very well to the topic work on plants and growth in science. Learning is good and pupils demonstrate good thinking skills and join in with the discussion in the class. However opportunities were missed for the use of literacy skills so that pupils could record by writing some of their thoughts and observations. This would have further extended the older pupils in this class and give more opportunity for personal research at a higher level for the more able pupils.