

# INSPECTION REPORT

## **LAPWORTH C of E PRIMARY SCHOOL**

Lapworth, Solihull

LEA area: Warwickshire

Unique reference number: 125662

Headteacher: Mrs S Dally

Reporting inspector: Phil Mann  
23219

Dates of inspection: 8<sup>th</sup>-11<sup>th</sup> October 2001

Inspection number: 194668

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Station Lane Lapworth Solihull West Midlands
Postcode:	B94 6LT
Telephone number:	01564 783225
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Norman Hawkins
Date of previous inspection:	19 <sup>th</sup> May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Phil Mann 23219	Registered inspector	Mathematics Science Design and technology Music Physical education Religious education	Special educational needs Standards - attainment and progress How well are pupils taught? How well is the school led and managed? Efficiency of the school
Chris Wild 19369	Lay inspector		Standards - Attitudes, behaviour, personal development Attendance Spiritual, moral, social and cultural and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? Staffing, accommodation and learning resources
Joan Walker 25461	Team inspector	Children under five English Art Information and communication technology Geography History	Equal opportunities How good are curricular and other opportunities?

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

### **INFORMATION ABOUT THE SCHOOL**

Lapworth C of E Primary School has 114 pupils on roll, aged 4 to 11 years. It is located in the village of Lapworth near the town of Solihull. The majority of pupils live close to the school, but some travel in from surrounding villages and hamlets. The original school was built in 1828 and the current building constructed in 1990. Some classrooms have been recently modified to provide more teaching areas. The average class size is 29 pupils. The current circumstances of most families are above average and a well below average number of pupils is eligible for free school meals. A very small number of pupils are from homes where English is an additional language.

At the time of the inspection, there were 19 children under five in the reception class. The attainment of children at the start of school is average. Twenty-six per cent of pupils have been identified as having special educational needs. There are 22 pupils at the early, school-based stages of assessment and provision. Currently, there are two pupils with a Statement of Special Educational Need, with an extra six pupils needing the support of outside agencies. The proportion of pupils with special educational needs is slightly higher than the national average.

The school's current aims and priorities are appropriate for the circumstances of the school.

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

This is a generally effective school that is going through a period of change. It continues to provide a caring, Christian community that enables all pupils to learn and grow. The good leadership by the new headteacher is providing the necessary direction and impetus for further school improvement and consistency in provision. Pupils achieve well in most subjects as they move through the school and standards are generally above average at 11 years. Given the current circumstances of the school, the quality of education and the high cost per pupil, the school provides satisfactory value for money.

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

- Standards of pupils' work at the end of Key Stage 2 in English, mathematics, science, history and art are above average. Standards of work seen in information and communication technology across the school are also good.
- The quality of teaching in Key Stage 2 is consistently good.
- The provision and teaching of the children in the reception class are very good.
- Pupils' attitudes to learning are positive and particularly good in English, mathematics and science lessons.
- The parents' view of the school and the partnership made with them to support the pupils' learning is good.

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

- Standards of pupils' work in design and technology at the end of Key Stage 2.
- The use of time within the school day to ensure that all subjects are taught to sufficient depth.
- The procedures for monitoring the pupils' academic progress in order that all pupils achieve their best.
- The effectiveness of the school's monitoring procedures to ensure consistently high standards across the school.

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

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

All the key issues from the previous inspection have been addressed, but with varying degrees of success. Schemes of work are now in place for nearly all subjects being taught and there is now greater coherence to the planned curriculum. There have also been improvements made to the procedures for assessing the achievements of the pupils in English and mathematics, but assessment procedures remain underdeveloped in science and some other subjects. The quality of pupils' writing has been effectively targeted and there is now a good policy for the education of children in the reception class. The new headteacher is setting a clear vision for the direction of the school and the capacity for further improvement in the school is good.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

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

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Overall, most pupils are achieving well and by the age of 11 are attaining above average standards in several subjects; this is confirmed by the school's results at 11 in the 2001 national tests. Based on the 2000 results in these tests, the performance of pupils is above average in English, mathematics and science when compared to schools nationally and against those with similar prior attainment. Further analysis of these results indicates that the attainment of boys is generally behind that of girls in English, mathematics and science at 11 years, but there are no significant differences at 7 years. There has been a general trend of improvement since the previous inspection with well above average results achieved by 7 and 11 year olds in 1998 and 1999 in the national tests. This trend has been consistent with that nationally, but with a small drop in standards in 2000. The numbers of pupils in each year group are small and vary considerably from year to year in overall ability. These statistics, therefore, need to be treated with some caution when making direct comparisons with results achieved nationally.

Learning is best for children in the reception class and for pupils in Years 3 to 6. It is good across the school in numeracy skills, some aspects of science and in information and communication technology. The implementation of the National Literacy Strategy has been effective and basic skills are taught well in all classes by teachers and support staff. This has resulted in the improvement of writing overall with some impressive displays of pupils' work around the school. Effective implementation of the National Numeracy Strategy has ensured that basic skills are taught well and good progress is being made in number work in all classes.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Children are happy to be at school within a friendly, family atmosphere where older pupils care for younger ones. All pupils display very positive attitudes to learning in English, mathematics and science lessons.
Behaviour, in and out of classrooms	Behaviour is mostly good with the occasional minor incident occurring involving unacceptable behaviour.
Personal development and relationships	Personal development is good and pupils display a good sense of initiative. Relationships within the school are very good and pupils interact well with each other and other adults.
Attendance	Attendance has been unsatisfactory in the past. It has improved over the last year to levels now above the national average.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Satisfactory	Good

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

The quality of teaching across the school is good overall. Teaching was at least satisfactory or better in nearly all lessons observed during the inspection. In four out of five lessons it was good or better, with a third of teaching overall being very good or better in standard. A good proportion of this high quality teaching is for children in the reception class, where it is very good in three out of every four lessons. The proportion of unsatisfactory teaching in the school is very small and this is a considerable improvement on the findings of the previous inspection. Basic skills in literacy and numeracy are taught well throughout the school and provision for pupils with special educational needs is effectively supported. Higher-attaining pupils are suitably challenged in lessons through a range of extension work. Time and resources are not always used to best effect across the school and this is particularly so at the beginning of the day and during afternoon sessions in both key stages.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for the children in the reception class is very good. The school provides a broad curriculum overall, although time for some subjects is insufficiently monitored. As a result the breadth and balance is not always relevant in all subjects, for example design and technology and art and design.
Provision for pupils with special educational needs	Good, and these pupils make good progress in lessons. Procedures are efficient and well organised. Support teachers and classroom assistants contribute effectively to the overall provision.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good overall; pupils are taught through assemblies and in the curriculum to recognise right from wrong. Cultural development is satisfactory, but there are missed opportunities to develop the pupils' understanding of their place within a multi-cultural society.
How well the school cares for its pupils	Satisfactory procedures for child protection are in place. The procedures for monitoring the pupils' academic performance and personal development lack rigour. There is inconsistent use of assessment information to plan for what is to be taught in lessons in Key Stages 1 and 2.

There is a strong and effective partnership between the school and parents, which has a positive impact on the pupils' educational experiences.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The newly appointed headteacher is providing clear educational direction for the work of the school. Together with her capable deputy she has identified several aspects of the school that require further improvement. Staff are clear about their responsibilities, but the role of co-ordinators is not fully developed in several subjects.
How well the governors fulfil their responsibilities	The governing body is very supportive of the school. Statutory requirements are fulfilled and the governors work hard to ensure that the school functions smoothly for the benefit of the pupils and the community. They are clear about its strengths, but the less sure about where the school needs to focus next to become more effective.
The school's evaluation of its performance	The school improvement plan is comprehensive and links with the school budget are clear, but there is a need to develop a long-term plan for school development. The monitoring and evaluation of the school has been too informal in the past and as a result there is a lack of rigour to what is taught to pupils in Key Stages 1 and 2.
The strategic use of resources	The school has made good use of available resources to provide the extra space needed for the teaching of single-age classes for several subjects in Key Stage 2. The governing body is working hard to find the necessary funds to support this in the future. Specific grants are also used effectively to support further improvement initiatives.

The range of experience and expertise amongst the staff is appropriate to the school's needs. The quality of learning resources is satisfactory overall and the accommodation is welcoming, clean and in a very good state of repair. The school's strategy for using information and communication technology to support pupils' learning is effective.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Seventy-four parents returned the questionnaire and 21 attended the meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Nearly all parents think that their children like school</li> <li>The community spirit of the school</li> <li>That the behaviour of the pupils is good</li> <li>That the school helps pupils become mature and responsible</li> </ul>	<ul style="list-style-type: none"> <li>Information, particularly about progress</li> <li>The range of activities outside lessons</li> <li>The school to work more closely with parents</li> <li>Right amount of homework</li> </ul>

Overall, parents are happy with the school's provision, but would like to see an improvement in the communication between parents and the school, the right amount of homework provided and the range of activities outside school. The inspection findings agree with parents that the school should improve the information to parents. Inspectors judge that the homework set is appropriate in content. However, the school is reviewing its homework policy to ensure an even distribution over the week. The range of activities provided by the school is good for its size and circumstances.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

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

- Overall, most pupils are achieving well and by the age of 11 are attaining above average standards in several subjects; this is confirmed by the school's results at 11 in the 2001 national tests. Based on the 2000 results in these tests, the performance of pupils is above average in English, mathematics and science when compared to schools nationally and against those with similar prior attainment. Further analysis of these results indicates that the attainment of boys is generally behind that of girls in English, mathematics and science at 11, but there are no significant differences at 7 years.
- There has been a general trend of improvement since the previous inspection with well above average results achieved by 7 and 11 year olds in 1998 and 1999 in the national tests. This trend has been consistent with that nationally, but with a small drop in standards in 2000. The numbers of pupils in each year group are small and vary considerably from year to year in overall ability. These statistics, therefore, need to be treated with some caution when making direct comparisons with results achieved nationally.
- The table below shows attainment in English, mathematics and science judged by the inspection team and as achieved by last year's Year 2 and Year 6 in the tests, compared to all schools nationally and measured by what is known as points scores. These scores take into account the performance of all pupils in the year group.

	<b>National Tests Year 2 2000</b>	<b>Inspection Judgements Year 2 2001</b>	<b>National tests Year 6 2000 [points scores]</b>	<b>Inspection judgements Year 6 2001</b>
<b>English</b>	<b>Reading</b> Above average  <b>Writing</b> Well above average	<b>Reading</b> Average  <b>Writing</b> Average	Above average	Above average
<b>Mathematics</b>	Average	Average	Above average	Above average
<b>Science</b>	<b>By teacher assessment</b> Above average	Average	Above average	Above average

- The following table shows standards in subjects other than English, mathematics and science.

	<b>By the age of 7</b>	<b>By the age of 11</b>
<b>Information and communication technology</b>	Above that expected	Above that expected
<b>Religious education</b>	In line with that expected	In line with that expected
<b>Art and design</b>	In line with that expected	In line with that expected
<b>Design and technology</b>	In line with that expected	Below that expected
<b>Geography</b>	In line with that expected	In line with that expected
<b>History</b>	In line with that expected	Above that expected
<b>Music</b>	In line with that expected	In line with that expected
<b>Physical education</b>	In line with that expected	In line with that expected

5. Children under five, including those with special educational needs, make a good start in all aspects of school life on entry into the reception class. The overall attainment of most of these children when they start school in this class is in line with that expected with that of similarly aged children nationally in all areas of learning. High quality provision and consistently good teaching are ensuring that all these children make good progress towards the <sup>1</sup>Early Learning Goals and many will reach or exceed these by the end of the reception class.
6. Learning is best for children in the reception class and for pupils in Years 3 to 6. It is good across the school in numeracy skills, some aspects of science and in information and communication technology. The implementation of the National Literacy Strategy has been effective and basic skills are taught well in all classes by teachers and support staff. This has resulted in the improvement of writing overall with some impressive displays of pupils' work around the school. Effective implementation of the National Numeracy Strategy has ensured that basic skills are taught well and good progress is being made in number work in all classes. The teaching of Key Stage 2 pupils in single age teaching groups this term is ensuring that lessons are even more focused to needs of individual pupils. Teachers, pupils and parents view this initiative as a great success and the school is endeavouring to maintain this programme into the next academic year.
7. Pupils of all abilities are making good progress overall in science as they move through the school. There is a good emphasis on investigative work and good progress is being made in the pupils' understanding of life and living processes in all classes. A structured approach in Key Stage 2 is effectively developing the pupils' recording techniques and in turn this is ensuring good links are being made with the development of literacy and numeracy skills. Well organised practical sessions provide good opportunities for the pupils to co-operate with others and use their initiative to solve problems, as seen in a science lesson for Year 6 pupils to investigate electrical circuits.
8. Standards of attainment in information and communication technology are above average because there has been good teaching of individual skills by teachers and support staff. However, pupils have been withdrawn from lessons in the past for the teaching of information and technology skills to the detriment of some other subjects. This is no longer the case and teachers are now planning more effectively for the inclusion of computer work within their own classrooms.
9. The progress of pupils with special educational needs is good. Pupils are treated as individuals and because teachers and support staff know the pupils very well, they make sure their needs are met in literacy and numeracy. As a result, at the age of 11, pupils with special educational needs frequently attain well for their ability in national tests.
10. Due to much good teaching, standards of achievement in history are above those expected at the end of Key Stage 2. Pupils in this key stage are also making good progress in art and design where teachers pay close attention to skill development. Standards of work in design and technology are satisfactory in Key Stage 1, but below that expected for pupils in Key Stage 2. This is because there has been insufficient development of skills and not all the aspects of the subject are covered in sufficient depth. This situation is also compounded by an absence of any structured scheme of work and

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<sup>1</sup> **EARLY LEARNING GOALS**

Early learning goals - these are expectations for most children to reach by the end of the foundation stage. They mainly refer to achievements children make in connection with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development. There are many goals for each area of learning; for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

inadequate resources for the teaching of this subject. Photographic evidence presented during the inspection confirmed that standards were much better in the past.

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

11. Pupils' attitudes to the school are good. Ninety-three per cent of parents who replied to the inspection questionnaire agree that their children are happy to be at school. The ethos of the school fosters positive attitudes to the family spirit that pervades the school. The mainly good teaching in the school motivates the pupils' willingness to learn and helps them to approach their assignments in an enthusiastic manner. In a history lesson, when the teacher dressed in Victorian period and adopted the manner of a teacher of this time, pupils responded well and acted accordingly. In the classroom, pupils are encouraged to pose and answer questions. They pay good attention to the teachers and, because of the very good relationships established with the teachers and each other, they readily talk about their work or their feelings, without fear of ridicule or embarrassment. Younger pupils are confident in their exchanges with adults. When a local optician visited the class, these children felt able to discuss the articles and relate them to their own experiences. Pupils with special educational needs have good attitudes towards their learning. Pupils know their opinions are heard and valued and through this become increasingly more eloquent as they progress through the school. Pupils' caring attitudes to others are displayed at lunchtime when older pupils, both boys and girls, can be seen showing concern for younger pupils, ensuring that they have someone to play with.
12. Pupils' behaviour is good in the classrooms, around the school and at play. On the rare occasion that unacceptable behaviour occurs, for example as seen when one pupil displayed unacceptable behaviour when playing football, other pupils were bewildered by the incident and felt they have been let down by the pupil concerned. The school reacts quickly to such incidents and pupils are left in no doubt that that this kind of behaviour will not be tolerated. The behaviour and bullying policies, however, are basic and in need of review. Merit points for good work or good behaviour are awarded in the classrooms and the pupils know the school rules. However, a whole-school approach to celebrating these achievements is not in place, but the new headteacher has plans to review the system in the near future. Apart from the one incident of inappropriate behaviour, no bullying or racist behaviour was observed during the inspection. The school had no exclusions in the previous academic year.
13. The ethos of the school, along with the informal approach to personal development, strengthens and helps the confidence of the pupils to grow each year. At lunchtime, pupils play well together, either as small groups in organised games with the lunchtime supervisor, or as a larger group playing football. The majority of pupils are courteous and polite to each other and to visitors. They hold doors open and greet each other and visitors in a friendly manner. Pupils in the classrooms collaborate well, share resources and help one another. During assemblies and classroom prayers pupils are encouraged to reflect on the effect of their actions on others. No instances of sexist or racist attitudes were displayed during the inspection.
14. Pupils readily accept responsibility; older pupils have tasks that are carried out with care; for example, pupils earnestly undertake the workings of the audio equipment and the overhead projector in assemblies. Older pupils also assist in keeping the younger pupils occupied by reading to them when the weather is inclement at playtime.
15. The attendance rate at the school in the academic year 2000/01 of 96.7 per cent is above the national average of 94.4 per cent and is good. The unauthorised absence rate of 0.0 per cent was below the national average of 0.5 per cent. Attendance at the school has

improved in the last academic year. The majority of pupils arrive at school on time. Registration takes place at the beginning of the morning and afternoon sessions; registers show the presence or absence of a pupil. However, apart from one class, the codes to denote the type of absence are limited to holidays in term time.

## HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching across the school is good overall. Teaching was at least satisfactory or better in nearly all lessons observed during the inspection. In four out of every five lessons it was good or better, with a third of teaching overall being very good in standard. A good proportion of this high quality teaching is for children in the reception class, where it is very good in three out of every four lessons. The proportion of unsatisfactory teaching in the school is very small and this is a considerable improvement on the findings of the previous inspection, when one in ten lessons was judged to be unsatisfactory in Key Stage 2. Parents at the meeting commented very positively on the level of good teaching in the school, but expressed some concern in the inconsistent levels of homework set, especially for infants.
17. The quality of teaching for the children in the reception class is very good and has a significant impact on children's learning. There is a good balance between teacher directed activities and those that the children can choose for themselves. The teaching is based upon very good planning that identifies clear learning targets in all areas. Groups of children are organised very well and have good access to resources, which fosters the purposeful working atmosphere and very good behaviour. Children show increasing levels of concentration in their work and while listening to their teacher. There are very good assessment procedures for tracking children's progress, which the teacher uses successfully to plan the next step in children's learning. Support staff are deployed very effectively in lessons and make a positive contribution to children's learning.
18. Teachers' subject knowledge across the rest of the school is good. Technical competence in the teaching of basic skills is good and, consequently, the literacy and numeracy strategies are being taught effectively. This was clearly demonstrated in a numeracy lesson for Year 6 pupils on the ordering of decimal fractions. In this lesson, the teacher's use of mathematical vocabulary ensured all pupils grasped the concept of rounding up or down to two decimal places. Individual teachers also display specialised expertise in literacy, science and music.
19. Planning is good overall across the school and learning aims and objectives are clearly identified. Sometimes, these are effectively shared with the pupils at the beginning of lessons, but this is not yet common practice throughout the school. When used effectively, this strategy enables pupils to be fully aware of their own learning, as demonstrated in a mathematics lesson for Year 4 pupils. The teachers know the ability of the pupils well and this ensures that work is matched carefully to their ability. The teaching of pupils in the same year group in Key Stage 2 further ensures this. When planning is less secure, as seen in a topic lesson in the Key Stage 1 class, the activities are not effectively planned to fully meet the needs of the pupils and the requirements of the subjects being taught. This results in some of the activities being taught at a lower level than others and, consequently, achievement varies within the subjects being covered. For example, the artwork undertaken in the style of Van Gogh was very good, but that undertaken with the road safety poster was at a very low level and unsatisfactory.
20. Overall, teachers have high expectations of what pupils can achieve and the level of challenge is high in most lessons. In the very best lessons, it is very high and pupils are clearly motivated to learn new skills, as seen in a science lesson for pupils in Year 6 to

develop their skills of investigation and understanding of electrical circuits. The high quality input from the teacher resulted in the pupils' skills of scientific enquiry being fully challenged and, consequently, the levels of achievement for pupils of all abilities in this class were high.

21. Teaching methods are effective across the school. A strong feature is the use of practical activity to ensure lessons are made interesting, promoting effective learning. For instance, in a Year 3 physical education lesson, the teacher effectively demonstrated gymnastic balances and movements to encourage the pupils to be more imaginative in their own work on the apparatus. Pupils are grouped according to ability in many lessons and this enables all pupils to make good progress. The grouping of pupils in single-age teaching groups whenever possible is also ensuring that what is taught is pitched to the right levels for the pupils. Information and communication technology is used effectively to support learning throughout the school year, but there were missed opportunities for using it to support teaching during the inspection.
22. Teachers manage pupils well in lessons and their expectations of behaviour are high. Staff have established a positive rapport with the pupils and this results in a good atmosphere for learning across the school. All pupils respond positively to this and, as a result, behaviour in lessons is always good.
23. Teachers use time effectively in most lessons, but sometimes it is not always used very constructively at the beginning of the school day. Sometimes the pace of lessons in numeracy slows because these lessons are too long and it is difficult for teachers to maintain the brisk pace achieved at the start of these lessons. All teachers use resources, such as whiteboards and practical equipment, well to demonstrate teaching points and to assist pupils in their understanding of new concepts. This was effectively demonstrated in a Years 1 and 2 numeracy session to explore the properties of two-dimensional shapes. The teacher effectively demonstrated the use of the pegboards to Year 2 pupils and encouraged them to explore and record the properties of several shapes. The pupils clearly were able to use this equipment and set about the work with enthusiasm.
24. Improvements have been made to the school's procedures for assessing pupils' progress in English, mathematics and science. There is, however, inconsistent implementation of these procedures across the school and teachers are not yet effectively using the information collected to plan for the next stages of pupils' learning. These procedures are underdeveloped in several other subjects of the National Curriculum and are an area for improvement. Overall, the quality of marking is generally satisfactory and, as a result, pupils are appropriately informed about their own learning. The setting of individual targets for the pupils is currently not a strong feature.
25. The individual needs of pupils with special educational needs are particularly well met. Teachers know the capabilities of these pupils, plan lessons carefully to ensure an appropriate level of challenge, and work closely with class assistants and support teachers to secure pupils' learning. A particularly good example of this was seen in a Year 6 numeracy session, where the support teacher made unobtrusive notes on the response of pupils with special educational needs during the teacher's initial whole-class session. The support teacher then provided good levels of support for these pupils during the follow up session. As a result, all these pupils remained on task and were fully involved in the lesson. Teachers use a good range of resources for pupils with special educational needs. These factors are particularly effective in making all pupils feel fully included in the work of the class. As a direct result of this careful attention to their needs, all pupils are making good progress.

26. Teachers provide appropriate opportunities for homework and it is often used well to support learning in class. Inspectors reviewed the use of homework across the school and judge that homework tasks are generally appropriate for the ages of pupils, but it is noted that homework tends to be set at the end of the week. The school is undertaking a review of its homework policy in the near future.

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

27. The school provides a broad curriculum that is satisfactory overall. It meets statutory requirements in all subjects of the National Curriculum, including religious education and sex education, and is in line with the findings of the previous inspection. However, the use of time within the school day is insufficiently monitored to ensure that all subjects are taught in sufficient depth. As a result, the breadth and balance is not always relevant in all subjects.
28. The time given to each subject is generally appropriate, providing a curriculum that is satisfactory balanced. It promotes pupils' intellectual, physical and personal development effectively and prepares them for the next stage of education. The time given to literacy and numeracy is, at times, longer than the required hour. However, not all foundation subjects are taught frequently and in depth enough to ensure satisfactory continuity and progression of acquisition of skills and understanding, for example, in design and technology and art and design. There are no schemes of work to support curriculum planning in these subjects.
29. The curriculum and learning opportunities for the children in the reception class are very good and provide a very broad and balanced range of learning opportunities, which encompasses the Early Learning Goals. Strong features include very successful strategies for teaching literacy and numeracy and very good planning for the needs of all children. Time is appropriately allocated to the different areas of learning. Children enter school with average expectations of the county's baseline assessment. However, by the time the children leave the reception class the majority of them will have achieved the Early Learning Goals in most aspects of learning.
30. Health, sex, drug and citizenship education is part of the personal, social and health programme and is also addressed through other subjects of the curriculum. The curriculum satisfactorily implements the aims of the school. All pupils, including those with special educational needs and for those with English as an additional language, have equal access to the curriculum and all aspects of the life of the school.
31. Teachers organise the curriculum in a subject-based approach throughout the school. At the parents' meeting concerns were raised over the size of some mixed-aged classes, especially in Years 3, 4, 5 and 6. The school has introduced separate year group teaching in literacy and numeracy for these pupils this term. This initiative has been made possible by careful budget savings over the past three years. The school has not yet updated schemes of work for these subjects to support curriculum planning. Cross-curricular links between literacy, numeracy and science and some foundation subjects are insufficiently developed. For example, there was little evidence of pupils using their extended writing work in geography and history during any literacy lessons. Some links are made, for example in information and communication technology, but it is limited and time spent in literacy is not always used effectively to support learning in other subjects.

32. The school has successfully implemented the National Literacy and Numeracy Strategies. The training of teachers in respect of these strategies has had a sound impact on raising standards of pupils' learning, especially in English. The school policy on homework is consistently applied. The support from many of the parents has helped to improve learning, attitudes and standards, especially in reading.
33. The provision for pupils with special educational needs is good. Teachers and support staff plan effectively for these pupils in lessons and ensure that they receive their curriculum entitlement. Individual education plans are specific to pupils' needs. The provision for the very small number of pupils for whom English is an additional language is satisfactory.
34. The school makes good use of the grounds to support pupils' work in science and physical education. The curriculum is enriched by visits to local attractions. The school welcomes many visitors into assemblies and classes to talk about their experiences and interests. After-school clubs are difficult to arrange, as many children travel to school by bus from outlying villages and have to leave as soon as the school day ends. However, the provision for extra-curricular activities is good and includes cross-country running, choir, football and netball training after school and at weekends. The school takes part in almost all inter-school and area events. There are good links with other primary schools and the secondary schools. Other schools have visited the school to see and share musical productions. Links with the community are good and include the church. Local businesses have been involved in funding information and communication technology equipment. Links with parents are good; for example, parents support their children's learning and also help in the maintenance of the school and its grounds.
35. Provision for pupils' spiritual, moral and social development is good overall. The school provides satisfactory opportunities for spiritual development. A positive family atmosphere is a strong feature of the school. Daily assemblies and prayers build on and consolidate the discussions that take place during lessons of pupils' own ideas of families. Pupils are able to link them to their own environment. Pupils are able to speak freely in the knowledge that they will be listened to carefully and their opinions valued. Events of the previous day or issues of importance to an individual are discussed in registration time in the mornings. Pupils are able to gain knowledge of other religions and beliefs such as Judaism, Islam and Sikhism in religious education lessons. Moments of spirituality can be seen in the classroom; for example, when an optician came to visit the reception class the children were amazed at the images on the computer screen.
36. Moral development of the pupils is good and is strength of the school. Parents feel that this aspect of the school is good. Expectation of good behaviour is high, older pupils know right from wrong and younger pupils are developing well in this area. Staff have high expectations of pupils' behaviour and provide good role models for pupils to follow. Combined with a strong emphasis on praise, this ensures that pupils know that they are responsible for their own behaviour. Pupils are taught to recognise fairness and justice through stories in the Bible in assemblies. For example, when discussing the story of Joseph, pupils are able to distinguish the unfair treatment of Joseph by his father in comparison with the treatment of his brothers. Merit points are awarded in the classroom, but there is no systematic celebration of good behaviour by the whole school. The new headteacher has plans to review this area.
37. The social development of pupils is good. Teachers are effective in developing constructive relationships with the pupils who in turn care for others as a matter of course. Responsibilities that pupils undertake are carried out thoughtfully and teachers know their pupils are trustworthy. At lunchtime, a considerable amount of thoughtfulness is evident



in the way that pupils open doors for others. Older pupils show interest and involvement in the younger pupils' happiness and the interaction between both age groups is very good. Pupils with special educational needs are encouraged to take a full part in school life.

38. Provision for pupils' cultural development is satisfactory overall. Pupils learn about their own culture and that of other countries through the curriculum and outside visits. For example, excursions to an art gallery to see an Egyptian display and to Shugborough Hall to study life in the Edwardian era. Younger pupils are taken on fact-finding walks along the local areas of interest such as the canal. Members of the local clergy undertake regular visits to conduct weekly assemblies. Pupils have taken part in a play, which they also directed and produced. The involvement of visitors from other faiths is, however, underdeveloped and the study of non-western artists and musicians is not a strong feature of the curriculum. Displays of work around the school, such as gas masks used in the Second World War, help the pupils to understand their own heritage.

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

39. Overall, the school provides satisfactory care of its pupils. Very good relationships are a strength of the school. A sense of community and a friendly family atmosphere help pupils to feel secure and happy. Pupils relate well to teachers and each other and in turn are respected and valued.
40. Procedures to promote pupils' well-being, health and safety are satisfactory. Two members of staff are fully trained in first aid and lunchtime supervisors have received basic training in first aid. Written notifications of bumps to the head are available for parents. The caretaker, who cleans the school efficiently, has recently been employed at the school and is due to receive training in appropriate safety procedures in the very near future. Fire procedures are adequate and regular testing of fire and electrical equipment takes place. As well as working in the classroom, non-teaching staff have other roles in the school, working as lunchtime supervisors and helping with the lunchtime clubs. Consequently, pupils are well known to them and are trusting and confident in their care. The new headteacher has put into place regular meetings with the lunchtime supervisors, who feel this will improve the provision for pupils in that they will be able to exchange information and voice their concerns.
41. Child protection procedures are adequate and the school follows the local area guidance for child protection. The headteacher is the designated person with responsibility for child protection and has received training and advice from the local area authority. Training has taken place for teaching staff in the past, but new members of staff have yet to be inducted in these procedures. Non-teaching staff have not received training or guidance in this area, but know whom to approach with any concerns. A satisfactory policy is available to all staff and that provides guidance in the procedures to follow in case of concerns. The school receives appropriate support when needed from outside agencies.
42. Pupils with special educational needs make good progress towards targets on their individual education plans and in their development of self-esteem and confidence. This is because of the good teaching and support they receive, particularly in literacy. Individual education plans are very thorough and targets are specific to the needs of individual pupils, with measurable targets.
43. The school has informal procedures for the monitoring and promoting of good behaviour, which are satisfactory overall. The behaviour policy is supported by class and school rules and there is a satisfactory system in place for awarding merit points. Teachers have

high expectations of pupils' behaviour and, combined with the personal and social health programme, pupils are encouraged to respect the needs of others. Systematic recording of incidents of inappropriate behaviour and of any racial incidents is not in place; for example, incidents are recorded if a parent has to be informed of a pupil's misbehaviour. At the parents' meeting and in the questionnaires, parents believed that behaviour in the school was good. These beliefs were upheld during the inspection. Apart from one incident no other observations were made of unacceptable conduct.

44. Overall, the school does not have a consistent approach to the formal written assessment and monitoring of pupils' personal development and a policy is not yet in place. In the early years, assessment and monitoring of the children is very good and takes place daily. Written records are kept and used to build a good knowledge of the children's abilities. Teachers throughout the school know their pupils and annual reports contain some pastoral information, but not enough to be beneficial. Procedures for the assessment of academic progress are inconsistent between subjects. The school has a good range of assessment tests throughout Key Stage 1 and Key Stage 2. Assessments in individual subjects are inconsistent. They range from good procedures in mathematics and information and communication technology. These records clearly demonstrate pupils' progress over time in both key stages. However, in English, very little day-to-day written assessment takes place, but good reading records are available. In other subjects, for example art and design, design and technology, music and religious education, assessment is not evident. The formal systematic collecting of information to inform and guide future planning of lessons is not in place. As a result, work is planned on broad levels of information and not on what pupils know, understand and can do. In Key Stage 1 and Key Stage 2, in the annual progress reports to parents, celebration of what the pupils can do is evident, but the weaknesses of the pupils and individual targets for improvement are not recorded. Some subjects merely state what the scheme of work has been for the term. Since the previous inspection, the school has made insufficient progress in this area.
45. Procedures for the monitoring of attendance are unsatisfactory. Attendance at the school is good in the academic year 2000/01, but has been erratic over the last few years, moving between good in two years but below the national averages in others. Registration takes place at the beginning of each morning and afternoon. Recording of the presence of pupils takes place, but apart from the recording of some holidays in term time, the symbols to denote the type of absence are only used in one class. The school has no means of determining the number of unauthorised absences or analysing the types of absence to establish where the school needs to improve. The need for good attendance is mentioned in the school's communications to parents, but not stressed and the school does not actively discourage holidays that are taken in term time. The new headteacher immediately moved to rectify the situation on becoming aware of the problem. The headteacher has plans to introduce a computerised system for recording absence in the near future and discussions with the local education authority have already begun. The school has had little or no contact with outside agencies regarding attendance.

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

46. The school has a good relationship with parents and they feel comfortable in approaching the school with problems. Overall, parents are happy with the school's provision for their children. Views expressed by parents in the questionnaire are mainly supportive. Ninety-three per cent of parents agree that their children like school and over 90 per cent of parents feel that the teaching is good and the school has high expectations of their children. A few parents are unhappy with how well the school informs them of the progress of their children and a high percentage are unhappy with the range of activities available outside lessons.
47. As a whole, the information provided to parents is satisfactory. Information evenings are held on literacy and numeracy, and an annual standard assessment tasks evening helps parents to have some understanding of these areas. However, apart from requests in newsletters when help is needed in gathering material for a topic, parents receive limited information on the remainder of the curriculum taught. New parents have an induction evening before their children start school and on entry are able to come to weekly 'show and tell' sessions where they can look at or discuss the progress of their children. Good practice exists in the early years of informing parents not only of the achievements of the children, but the areas for improvement and future targets, but this good practice is not shared throughout the school. A parents' evening in the autumn term enables parents to discuss with the class teacher the progress of their children. In the reception classes baseline assessment is also discussed, but in the summer term parents are not given the opportunity to discuss their children's annual progress reports.
48. The prospectus is a useful document and, apart from the absence of some attendance data, meets the statutory requirements. Information included assists parents in preparing their children for school. The governors' annual report to parents contains brief statements on arrangements for pupils with disabilities, finance and staff development, but the information does not fully meet the requirements. The home/school agreement is specific to the school; the aims of the agreement are clearly linked to its Christian ethos and all parents have signed the agreement.
49. Good information is provided for parents of pupils with special educational needs. Parents are invited into school to discuss the needs of their children and they are involved in the reviews of individual education plans.
50. The school recognises the important contribution parents can make in helping with their children's learning. Reading diaries are available with space for parents' comments. Parents are invited into school to help in the classrooms. Grandparents are assured of a welcome in sharing their pasts with the children, which ensures good relationships are fostered. An active parent-teacher association is very supportive and contributes to the learning of the pupils by raising funds to supplement the non-teaching staff employed by the school.

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

51. The leadership and management of the school are good overall. The new headteacher has only been in post for a short time, but already her impact on the work of the school has been noticeable. She is ably supported by a very capable deputy headteacher and, as a result, they have begun to accurately identify the strengths of the school and the areas which need further improvement. All the key issues from the previous inspection have been addressed, but with varying degrees of success. Schemes of work are now in place for nearly all subjects being taught and there is now greater coherence to the

planned curriculum. There have also been improvements made to the procedures for assessing the achievements of the pupils in English and mathematics, but assessment procedures remain underdeveloped in science and in some other subjects. As a result, teachers are not yet in a good position to use assessment information effectively to plan for the pupils' next learning opportunities. The quality of pupils' writing has been effectively targeted and there is now a good policy for the education of children in the reception class. The new headteacher is setting a clear vision for the direction of the school, as demonstrated in the organisation of the teaching groups for pupils in Key Stage 2 this term. This vision is being shared effectively with the staff, governors and the parents alike. Team working is a strong feature of the school. Everyone contributes to its development and the capacity for further improvement in the school is good.

52. Development planning is good overall. A key focus for the school has been to provide suitable teaching areas and classrooms for the accommodation of large classes of mixed-aged pupils. This has been successful and senior staff and governors have worked hard to achieve a good range of accommodation within the school. The current school development plan clearly maps out improvements for future development of the school and links with the school budget are clear. There is, however, no long-term view of the school's future development and maintenance of the current staffing levels. This has been recognised by the school and the new headteacher is working closely with the governing body to prepare a strategic plan for the school.
53. The monitoring of teaching and learning has not been firmly established within the school. Consequently, this has led to some inconsistencies in the use of time for some subjects and in the quality of teaching and learning across the school. Although co-ordinators for literacy and numeracy have observed some lessons, there are no formal school procedures for recording these observations. Co-ordinators have had very little time to effectively monitor standards and observe colleagues within their own subjects. The new headteacher has recognised that a programme of systematic monitoring of teaching and learning, effectively linked with the new procedures for performance management, has yet to be put in place.
54. The governing body fulfils its statutory duties satisfactorily. Governors share their expertise and experience with staff and are very supportive of the work of the school. This has been particularly evident in the management of the budget to ensure that the new teaching arrangements for Key Stage 2 could be implemented this year. They have a good understanding of the school's strengths, but are not so clear on its areas for further improvement. This is because their systems for monitoring and evaluating the work of the school are too informal and lack rigour. The governors fully support the headteacher in her vision for the school and carefully review policies and plans within its committee structure before they are put into practice. A close working relationship has been developed with the school's community and parents express confidence in the leadership and management of the school.
55. The school makes good use of its available resources. With the support of a local authority finance officer it carefully monitors its expenditure through appropriate administrative systems. All the issues highlighted in the previous auditor's report have been addressed. The governors agree appropriate allocations from the annual budget to support priorities and clearly understand the principles of best value and apply them to significant purchases. Prudent management of the budget has ensured that there is a good level of contingency to support the organisation of teaching in Key Stage 2 this year. The governing body is planning to maintain similar staffing levels in Key Stage 2 in the next financial year, but with a much-reduced level of contingency.

56. Support for pupils with special educational needs is managed well. The newly nominated governor liaises closely with the special educational needs co-ordinator to ensure that provision for these pupils is effectively used. As a result, these pupils make good progress and feel valued members of the school community. Any additional funding for special educational needs is spent prudently and the school uses money from its general budget to supplement such costs. Money has been well spent on the provision and training of support staff. The governing body has recognised the need to provide greater detail to the special educational needs report within the governors' annual report to parents.
57. The school has a sufficient number of teaching staff that are suitably qualified to meet the demands of the curriculum. The impact of teaching shortages being experienced across the country has not been a significant problem for this school and sufficient staff have been recruited to fill any vacancies caused by promotions and retirement. The school has coped well with the significant changes recently made to staffing within the school. Only two members of staff have over two years' current service. However, the teachers work well as a team and share experiences and support each other as appropriate. The teaching staff as a whole has sufficient knowledge and expertise to meet the needs of the National Curriculum. Four classroom assistants and two education support staff are employed in the classrooms. They are used effectively and are well organised. They are provided with good information on the pupils and make a valuable contribution to their progress.
58. Job descriptions for class teachers are generic; subject co-ordinators have job descriptions appropriate to their position and the headteacher and deputy headteacher have job descriptions appertaining to the school. A formal induction programme is not in place, but the new headteacher is in the process of mentoring all new staff. The employment of a newly qualified teacher has not taken place at the school, but the possibility of providing initial teacher training has been investigated and the school is now registered as a partner with a local university.
59. Professional development is being given a suitable profile and is currently linked to the school development plan. Staff have been encouraged to attend courses, but the evaluation of courses is too informal. The new headteacher is in the process of reviewing the staff development to include not just the school's needs but the needs of individual teachers as well. An appropriate policy for performance management is in place. Governors have received training in this area and have set targets for the headteacher, which are to be reviewed in December. All teaching staff have individual targets and these will be reviewed at the same time as the headteacher's targets.
60. Overall, the adequacy of resources is satisfactory. Good resources are found in English, where a substantial investment has been made in providing resources for literacy lessons. Provision for information and communication technology is good and includes a mini-suite and computers in all classrooms. Resources are good for children in the reception class and there is a satisfactory range of large outdoor equipment for them to play with. Adequate resources are found in most other subjects, with a good range of multi-cultural materials and artefacts in religious education. There are insufficient materials in art for the teaching of several techniques. Resources for design and technology are poor. The library is an attractive resource with an appropriate range of books to suit the age range of the pupils. Good use is made of the locality as a resource; for instance, visits are made to a nearby canal and studies of local houses take place.
61. The quality of the accommodation is good and is adequate for the teaching of the curriculum. Recent alterations to the teaching areas have improved the classrooms and

the resource areas considerably. Classrooms are light and spacious with room for the teachers to move easily and quickly between pupils and resource areas are suitable for the teaching of creative activities. There is a good playground with a climbing frame and well-marked playing surface. Play facilities for children in the reception class are also good overall and surrounded by secure fencing. The building is clean and well maintained with many attractive features; for example, the quiet areas and the library are conducive to the calm moments needed in the curriculum. Displays around the school value the pupils' work and add to the character of the school.

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

62. To further develop the effectiveness of the school and continue to raise standards, the governors, headteacher and staff should:

- improve standards of attainment in design and technology by ensuring that:
  - all aspects of the subject are taught to sufficient depth;
  - the levels of resources for design and technology are improved to meet the needs of what is taught;
  - there is a complete scheme of work to ensure the progressive teaching of skills and techniques across the school;

*paragraphs 10, 28, 60, 102, 105*

- ensure that time is used effectively within the school day to enable all subjects to be taught to sufficient depth by:
  - undertaking a review of available teaching time;
  - reviewing the teaching of subjects during the afternoon in Key Stage 1;

*paragraphs 19, 27, 28, 101, 103*

- improve procedures for the assessment of pupils' achievements in Key Stage 1 and Key Stage 2 to ensure that this information is used effectively to plan for the next stages in pupils' learning;

*paragraphs 24, 44, 51, 128*

- improve the school's procedures for monitoring and evaluating its work by ensuring that:
  - all co-ordinators have opportunities to monitor teaching and learning in their subjects;
  - all governors are involved in monitoring and evaluating the school's work;
  - the headteacher monitors the quality of teaching regularly across the school.

*paragraph; 53, 54, 120, 123*

63. In addition to the key issues above, the following less important areas for improvement should be considered for inclusion in the action plan:

- ensure that attendance information is recorded according to statutory requirements;
- improve the quality of handwriting overall and increase the opportunities for extended writing in English and other subjects.

*paragraphs 15, 31, 45, 83*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	9	12	4	1	0	0
Percentage	0	35	46	15	4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

### 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)	114
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	30

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

### Attendance

#### Authorised absence

	%
School data	7.3
National comparative data	5.2

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	15	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	18	20	20
Percentage of pupils at NC Level 2 or above	School	86 (87)	95 (100)	95 (87)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	19	20	21
Percentage of pupils at NC Level 2 or above	School	90 (87)	95 (87)	100 (87)
	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 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	6	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	13	12	15
Percentage of pupils at NC Level 4 or above	School	87 (94)	80 (94)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	13	12	15
Percentage of pupils at NC Level 4 or above	School	87 (88)	80 (82)	100 (100)
	National	70 (68)	72 (69)	79 (75)

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

**\* Some data is not included for pupils in Key Stages 1 and 2 to avoid the identification of individual pupils.**



### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	93
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	5.9
Number of pupils per qualified teacher	18:1
Average class size	28.5

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

Total number of education support staff	6
Total aggregate hours worked per week	89

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/1
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	£
Total income	258,152
Total expenditure	256,950
Expenditure per pupil	2,235
Balance brought forward from previous year	22,578
Balance carried forward to next year	23,780

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	0.4
Number of teachers appointed to the school during the last two years	0.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.5

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

Questionnaire return rate 56.7%

Number of questionnaires sent out	120
Number of questionnaires returned	68

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	38	6	0	0
My child is making good progress in school.	40	49	3	0	8
Behaviour in the school is good.	44	51	1	0	3
My child gets the right amount of work to do at home.	26	54	6	3	11
The teaching is good.	40	54	0	0	6
I am kept well informed about how my child is getting on.	26	43	18	1	12
I would feel comfortable about approaching the school with questions or a problem.	53	40	6	0	1
The school expects my child to work hard and achieve his or her best.	44	49	1	0	6
The school works closely with parents.	28	54	13	1	4
The school is well led and managed.	32	49	3	0	16
The school is helping my child become mature and responsible.	37	54	3	0	6
The school provides an interesting range of activities outside lessons.	7	21	38	22	12

## **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**

64. The quality of teaching and learning in the <sup>1</sup>Foundation Stage is a strength of the school. Standards reported on in the last inspection have been maintained. At the time of the inspection, there were 19 children in the reception class. Attainment on entry is average compared with that expected from children of a similar age assessed in accordance with the local education authority's baseline scheme. The results of the assessments are used well to chart the progress of individual children and for aspects of class organisation. The provision and the quality of teaching are very good. In the lessons observed, three-quarters were very good and one-quarter good. This is a similar finding to that reported in the previous inspection.
65. The induction of children is very well thought out and includes constructive pre-school visits, part-time initial attendance, working to full-time attendance within a few weeks. The parents are very appreciative of these procedures and many said that their children had settled into full-time education very well. The children achieve well, having very similar constructive experiences to those found in the previous inspection and they make good progress. Most will meet the nationally recommended Early Learning Goals by the time they leave the reception class. This is because the children are taught very well. The teacher and support staff are committed to further improvement and work together effectively as a team.
66. The quality of the provision and the teaching in the reception class are very good. There is a strong, shared commitment amongst the teacher and support staff to continue to improve. Very good use is made of daily assessment information to plan what the children will do next, which is very closely matched to their individual needs. This means children do not waste time being taught what they already know. All staff are very conscientious and hard working. The children are eager and happy to come to school.
67. Accommodation and resources for the reception class are good. The classroom is kept very tidy and provides a stimulating environment for the children. The displays and learning activities are regularly changed to sustain the children's interest and enthusiasm for learning.

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

68. The personal, social and emotional development of the children is good and is above that expected for their age. Positive relationships are established between children, teacher and support staff in a short space of time. The children are usually co-operative and want to do well in their work. Children's personal development is enhanced, for example, when they take the register and read out the names of the children and tick their names when they are present. The teacher oversees this activity and fills in the appropriate formal register. This is good practice. Most children are confident and enjoy coming to school. Less confident children are given much encouragement and praise to improve their self-esteem. The children readily share things and take turns, often helping one another. Not

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#### **<sup>1</sup> ON FOUNDATION STAGE**

The foundation stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to: communication, language and literacy; mathematical development; and personal, social and emotional development, but also include: knowledge and understanding of the world; and physical and creative development.

all children conform to conventions of 'please' and 'thank you'. However, most children are polite and show respect for one another. The majority of children make good attempts at dressing and undressing for physical education. Their behaviour is frequently good. They appreciate the difference between right and wrong and have a sense of fair play. They listen to the teacher well and are inspired by her enthusiasm. The quality of teaching in this area of learning is very good. Over three quarters of the children are on track to achieve the Early Learning Goals by the time they leave the reception class.

### **Communication, language and literacy**

69. Children's communication, language and literacy development is above expectations for other under-five year olds. The quality of teaching and learning is very good and as a result these children make good progress. Many children are confident to offer oral contributions during whole-class sessions; for example, pairs of children were asked to discuss the differences between themselves. One child said 'I am wearing a skirt and he isn't', while the other offered 'I have short hair and hers is long'. When less confident children want to speak in front of the class, the rest of the class is patient and gives encouragement to them. The children enjoy speaking about their reading books and what is happening in the pictures. They enjoy books and in particular like listening to the teacher telling or reading them a story. All children are secure in knowing that words and pictures convey meaning in stories and they confidently and carefully handle books. There is very effective teaching of phonics and most children know the letters and sounds of the alphabet. They know that writing conveys a message; for example, children take turns in writing individual letters and numbers on the whiteboard to spell out the day and date. Most children hold a pencil correctly and write recognisable letters, most of which are correctly formed. Many can write their names on their work. Most children settle to independent activities quickly and get on diligently. The children understand what to do because the teacher is very good at explaining what they should do and why they are doing it. More able children are self-reliant and able to judge for themselves how well they are doing. They respond to questions and communicate their ideas well and their speech is usually clear and easily understood. The teacher plans the work carefully and matches it to the children's needs very closely. This means that the children extend their understanding, skill and knowledge lesson by lesson. Again, very good teaching methods and appropriate challenges mean the children sustain concentration throughout the lesson and do not waste time. Most children's responses to learning are very good. The teacher and the support staff have good questioning skills, which they use effectively to promote children's thinking and provoke responses. Most of the children are well on track to achieve the Early Learning Goals by the time they leave the reception class. The quality of teaching in this area is very good.

### **Mathematical development**

70. Attainment in mathematics is in line with expectations for children of a similar age. They are making sound progress. The children can count to 20 and the more able much further. The teacher provided very good learning experiences by dressing in role for the counting rhyme 'Old Mother Hubbard'. This provided excellent opportunities for the children to count and add on using dog biscuits as bones. Children were enthralled by the activity and sat quietly watching the other children counting the bones. There was good reinforcement of 'none' and 'zero'. There was also good reinforcement of skills with individually targeted children. All children know several number rhymes and enjoy playing number games. Most children have sound knowledge of shapes and can name squares, triangles and rectangles. More able children can describe in simple terms their properties. Sharing equipment and taking turns in many mathematical activities reinforce social development. Most children have a sense of time and know when it is playtime

and lunchtime. The quality of teaching is very good and the teacher's questioning encourages the children to use the skills that they have and to extend their knowledge. About three-quarters of the children, at this time of the term, are on track to achieve the Early Learning Goals by the time they leave the reception class.

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

71. Children make good progress in the development of their knowledge and understanding of the world. The children use their developing oral skills to talk about their work. More able children talk about where they live and their families. The children begin to be aware of the changing seasons. They are aware of the natural world in which they live by observing the growth of plants. Through the use of computers, they begin to gain knowledge and understanding of the use of technology, especially when closely supervised and supported by an adult. They use the mouse to access programs. They enjoy painting pictures on the computer. Children begin to gain understanding of forces by experimenting with sand and as they push the pedals of their large-wheeled toys. Many children have a sense of time and many know the sequence of the days of the week. The quality of teaching is very good because the teacher plans exciting activities, classroom organisation is very good and the management of the children's behaviour is very good. Almost all the children will achieve the Early Learning Goals in this area by the time they leave this class.

### **Physical development**

72. Attainment in this area is good and the children make good progress. Most children show good control of their pencils when writing their letters and numbers. However, for a minority this is barely satisfactory. The children develop control in drawing, painting, modelling with play dough, cutting, by using the mouse and construction apparatus. Children use scissors, glue, paint and pencils with increasing skill. There is a good outside play area for the children, which is fenced, and the children have the opportunity to play with large wheeled toys and these activities extend their physical development. The children were observed during outside activities and moved confidently when pushing and kicking balls to their partners. They also showed good balance when riding the bicycles. The school has a hall and equipment for indoor physical activities. However, it was not possible to observe these lessons due to timetable commitments. The teaching is good and has a good impact on the learning. Most children will achieve the Early Learning Goals by the time they leave the reception class.

### **Creative development**

73. Attainment exceeds that expected at this age. There are good opportunities provided to promote the children's development. The children enjoy exploring with water, paint and sand. They show increasing dexterity when they model dough by rolling, pulling and squeezing. A wide and varied range of materials is available and used by the children to express and communicate their feelings. The children enjoy role-play and use the time well in specific role-play areas in the classroom, for example, pretending to be opticians. An optician had visited the class and talked to the children about the care of their eyes and also showed them words and letters in different languages other than English. They enjoy singing and sing tunefully together. They understand that different instruments make different sounds. Lesson planning is good and shows clearly what is to be taught and learnt. Adults listen and value the children's responses. The quality of teaching is good because it has a good impact on learning and the children are motivated and sustain interest throughout the lesson. Most of the children will achieve the Early Learning Goals by the time they leave this class.

## ENGLISH

74. The standards of the current pupils at the end of Year 2 are in line with expectations in reading, writing, speaking and listening for pupils of a similar age. Standards have remained as they were in the previous inspection. The percentage of pupils reaching the expected level, or above, in the National Curriculum tests for 2000 was well above the national average for all schools in writing and above in reading. When compared with similar schools to Lapworth, they were above in writing and in line with the national average in reading. The percentage of pupils achieving the higher Level 3 was close to the national average in reading and above in writing. There was no significant difference in the performance of boys and girls in both subjects. Results over time show them to be above the national average. However, results in reading and writing have dipped since the high results of 1999. Pupils with special educational needs and for those pupils for whom English is their second language make good progress.
75. Currently, pupils' standards at the end of Year 6 are above expectations in reading, speaking and listening. In writing they are in line with national expectations. Overall, standards have improved since the previous inspection. The percentage of pupils reaching the expected Level 4, or above, in the National Curriculum tests for 2000 was above the national average and compared with similar schools, in line. The percentage of pupils achieving the higher Level 5 was above the national average. There was no significant difference in the performance of boys and girls, although girls did marginally better. However, results have dipped since the high results of 1998. The school's cohort is small in both key stages and this means there is usually considerable year-to-year variation in the results.
76. Pupils' listening skills at the end of Year 2 are in line with the national average. Most pupils listen attentively to staff and peers in almost all whole-class and small-group sessions. This ensures that nearly all pupils are able to understand what they are being taught and what they have to do when listening to the teacher reading books or providing guidance. Their listening skills enhance their learning. A small minority of pupils lack concentration and, therefore, are unsure of what they are supposed to do.
77. By the end of Year 6, pupils' listening skills are good. They reflect pupils' good behaviour and attitudes to work. Pupils know and understand why it is important for only one person to speak at once, so they listen carefully when teachers read, explain and tell them what to do. They listen well to their peers. As a result, the quality of learning in most lessons is good. For example, in a Year 5 lesson, pupils quickly understood and analysed what made an interesting opening to a story. The teacher gave plenty of direct teaching to reinforce key points.
78. Pupils' speaking skills at the end of Year 2 are in line with the national average. Pupils join in discussions, for example, about books or sounds they are learning. They answer questions clearly and suggest ideas prompted by illustrations about a character's thoughts.
79. Speaking skills are well developed by the end of Year 6 and are above the national average. Pupils are confident to say what they think, notice, remember and what they want to know. This was clearly demonstrated in a Year 6 literacy lesson to review Charles Dickens' *Bleak House*, when most of these pupils answered the teacher's questions about the extract or spoke with confidence about the text. Teachers use the correct technical vocabulary and they encourage pupils to use it in English and other subjects. This leads to good learning. However, pupils that were spoken to could not

explain the meaning of 'glossary' or recall how the Dewey system in the library was used to identify subjects in order to retrieve information.

80. By the end of Year 2, pupils' reading is in line with the national average. They can read simple storybooks aloud and with understanding. The pupils know and understand appropriate words, such as 'author', 'title' and 'illustrator'. Most use letter sounds well to read harder words; they recognise familiar words and read accurately from simple texts. Higher-attaining pupils read with good intonation and can predict what will happen next in the story. Few pupils correct themselves when the reading does not make sense, even when it is pointed out to them. Many parents contribute significantly to pupils' progress in reading and the home-school reading records are used well throughout the school.
81. By the time pupils reach Year 6, standards in reading are above the national average. They use a good range of strategies in their reading to establish meaning and are developing great confidence in expressing their opinions about their reading. For example, a pupil in Year 6 was recalling how much he was enjoying his current choice of reading book *Horrible Histories* about the Georgians and the Victorians. He explained how he liked to study history and this book was very good because it was written with such humour and made him laugh. Most of the pupils enjoy books and read at home for their own enjoyment.
82. Standards in writing at the end of Year 2 are in line with the national average. Pupils know that a sentence begins with a capital letter and ends with a full stop, but they frequently forget these points in their writing. They can usually fill in missing words in sentences and there are examples of good retelling of stories. Letters are usually formed correctly and some writing is joined up, although there was little evidence that joined up writing is taught systematically. Pupils are beginning to spell simple high frequency words accurately. From an analysis of pupils' past work there appears to have been a reliance on the use of work sheets. Information and communication technology is used in lessons and there are some examples of word-processing in pupils' work.
83. At the end of Year 6, standards in writing are in line with the national average. Pupils use a wide range of forms of writing, such as stories, play scripts, poems, letters, reports and instructions. However, there was little evidence of extended writing either in English or in other subjects being written during the literacy hour. The use of planned information and communication technology activities to enhance literacy is good. Older pupils use simple punctuation correctly and higher-attaining pupils are writing speech in stories and using punctuation such as commas, exclamation marks and apostrophes correctly. Presentation of work is variable from satisfactory to very good. Handwriting is frequently not joined up, but most pupils have developed their own individual style.
84. Pupils' react very positively to their work during literacy lessons. Their behaviour is good and most sustain interest and concentration throughout the lessons.
85. The quality of teaching and learning is good overall, with some very good teaching in Years 4 and 5. However, there are some weak aspects of teaching that slow the pupils' progress. For example, when the pace of the lesson is slow and learning intentions are not made very clear. Pupils do not know what they are supposed to be doing. Strengths in teaching are shown when teachers have good knowledge of the literacy strategy, learning objectives are shared with the pupils and the management of pupils is very good. The plenary sessions are sometimes used very well, where teachers encourage pupils to consider how well they have worked. This helps pupils to realise how well they are doing and whether what they have done in that particular lesson is good enough. Most teachers reinforce this with rigorous marking. The marking does not simply focus on how

hard the pupils have worked, but also tells them how they can improve. When teaching is good or very good it has a good impact on pupils' learning because pupils are extending their skills and knowledge. Occasionally, lessons are too long and the pupils' concentration wanes. Learning support assistants are usually well briefed to help pupils effectively.

86. The range of reading resources is satisfactory. However, the library is cramped and the number of non-fiction books within it is unsatisfactory for the number of pupils in the school. Assessment procedures are in place, but they do not consistently inform the teachers' planning as yet. The present co-ordinator is newly appointed this term and has not so far been able to take full responsibility for the monitoring of teaching and learning. The school has the capacity to succeed and further raise standards.

## **MATHEMATICS**

87. Standards at the end of Key Stage 2 are above average. Standards of work have remained generally quite high over the last few years since the previous inspection. All pupils, including those with special educational needs and those for whom English is an additional language, are making good progress overall in relation to their prior attainment as they move through the school. This is an improvement on that reported at the time of the previous inspection.
88. Standards were above average in the 2000 tests for 11-year-olds, with an above average number of pupils attaining the higher Level 5. Girls performed significantly better than boys in this year group, but these statistics need to be treated with some caution because of the very small number of pupils involved. Standards overall for 11-year-olds were above average when compared with schools of similar prior attainment. Results at the end of Key Stage 1 in the national assessments in 2000 indicated that an above average number of pupils attained the expected Level 2, but a below average number achieved the higher Level 3. There has been a slowing down of improvement counter to the national trend over the last three years. However, the results for 2001 indicate an improvement with all pupils in this year group achieving Level 2 or better, with nearly half assessed at the higher Level 3. The national comparative data was not available at the time of the inspection and, therefore, no direct comparisons could be made with the results of schools with similar prior attainment.
89. By the age of 7, the majority of pupils are developing a satisfactory understanding of place value with two-digit numbers. For example, analysis of the previous year's work indicates that pupils in Year 2 can effectively order three-digit numbers and add two-digit numbers correctly. Most can solve problems using money that involve simple calculations with pounds and pence. Higher-attaining pupils are able to explore number patterns involving four-digit and three-digit numbers. Pupils currently in Year 2 can accurately identify most common two- and three-dimensional shapes and are beginning to classify them by their properties. Teachers and support staff make sure that lessons are based around practical experiences and fun. The successful implementation of the National Numeracy Strategy is ensuring that all pupils in Key Stage 1 are making good progress in number work.
90. Good progress is maintained throughout Key Stage 2 and by the age of 11 the attainment of many pupils is above the national expectations for pupils of this age because numeracy skills are taught well. The inspection findings confirm that most pupils are working above the expected levels of attainment for pupils aged 11 years. Many pupils are competent with addition, subtraction, multiplication and division. This was clearly demonstrated in a good lesson for Year 6 pupils when they used these skills effectively to



order a selection of decimal fractions by size. This was supported by very good explanation by the teacher in the rounding up of these fractions to two decimal places. Higher-attaining pupils were effectively challenged by well-planned extension activities in this lesson. The attainment of Year 6 pupils is also above average in their understanding of shape, space and measures and handling data. Pupils in Year 4 demonstrated a good understanding of tally and frequency charts following good teaching of skills and techniques. Effective planning by teachers in this key stage is ensuring that all pupils are suitably challenged irrespective of their ability.

91. The quality of teaching and learning observed during the inspection was consistently good across the school. Planning is detailed and consistent with the national framework for numeracy. Subject knowledge is secure and questions are used well to challenge pupils and especially the more able. All teachers use mathematical vocabulary with confidence and good links are often made with literacy and scientific skills. All teachers and support staff make good use of resources to support the teaching of new concepts. For example, the teacher of a class of Years 3 and 4 pupils used a picture of an elephant to effectively demonstrate the measurement of area and its application to an irregular shape! This was followed up by good opportunities for practical investigation around the classroom. These practical activities challenge and motivate pupils and enable them to practise their skills in realistic situations. As a result all pupils feel involved in lessons. At both key stages, lessons are well organised so that time is not wasted and activities move on with suitable pace, but sometimes lessons are too long. All lessons are well managed and teachers have high expectations of pupils' behaviour and achievement. Good use is made of homework across the school to support the learning undertaken in class. The use of information and communication technology to support the teaching of mathematics is, however, underdeveloped.
92. The curriculum is well planned and the National Strategy for Numeracy has been effectively implemented. A good feature is the strong emphasis on number work and practical activity. The teaching of pupils in separate year groups for numeracy this term has been warmly received by staff, pupils and parents alike; this is because of the impact it has had on the teachers' ability to plan for the individual needs of pupils. Leadership of the subject is effective and the curriculum co-ordinator has monitored teaching across the school. She has a clear view of what needs to be developed next and provides good support to staff. The subject is appropriately resourced.

## **SCIENCE**

93. Standards at the end of Key Stage 2 are above average and in line with those expected at Key Stage 1. Standards of work have remained generally quite high over the last few years since the previous inspection. All pupils, including those with special educational needs and those for whom English is an additional language, are making good progress overall in relation to their prior attainment as they move through the school. This is an improvement on that reported at the time of the previous inspection.
94. Standards were above average in the 2000 tests for 11-year-olds, with an above average number of pupils attaining the higher Level 5. Girls performed significantly better than boys in this year group, but these statistics need to be treated with some caution because of the very small number of pupils involved. Standards overall for 11-year-olds were above average when compared with schools of similar prior attainment. Teacher assessment at the end of Key Stage 1 in the national assessments in 2000 indicated that a well above average number of pupils attained the expected Level 2, but only an average number achieved the higher Level 3. There has been a steady trend of overall improvement at both key stages over the last three years. The results achieved at the

end of 2001 in these national tests confirm these improving standards at the end of both key stages. For instance, 57 per cent of 11-year-olds achieved Level 5 and all pupils in Key Stage 1 were assessed at Level 2 or better. However, the national comparative data was not available at the time of the inspection and, therefore, no direct comparisons could be made with the results of schools with similar prior attainment.

95. The quality of teaching and learning is good overall. Despite a change in staffing, above average standards are being currently achieved in Year 6 and the progress of these pupils, including those with special educational needs, is good. The teacher of pupils in Key Stage 2 effectively challenges the pupils' thinking through well-planned investigations. For instance, all pupils in Year 6 found their work on simple electrical circuits interesting. They displayed a good understanding of what constitutes a fair test and used the concept of a control to effectively test the feasibility of various circuit arrangements. As a consequence of this challenging work all pupils displayed high levels of motivation for scientific enquiry. This was also clearly demonstrated in the practical activity for Years 3 and 4 pupils in their investigation of light and the making of shadows. Good teaching and effective use of visual aids made the lesson interesting for these pupils, they responded well to this activity and levels of achievement were good. Analysis of pupils' work from the past year in Key Stage 2 demonstrates that many pupils display a sense of care in the recording of their work in science. The quality of work seen during the inspection in Key Stage 1 was satisfactory, with some good features in the level of investigative work undertaken in the previous year. The two-year planned cycle of topics to be covered ensures that there is a coherence to what is taught over the year, but the allocation of time is generally insufficient to ensure that the subject is taught to sufficient depth. It is also taught alongside other subjects such as art and design and technology during the same lesson. This can lead to difficulties in the use of time and unsatisfactory progress in lessons. Support assistants, however, provide good levels of support for small groups of pupils in these sessions; for example, when Year 2 pupils tested the effect of a slope on the distance travelled by a small toy car. In this session, the assistant worked effectively with the pupils to ensure that the principle of fair testing was followed. She provided good opportunities for the pupils to record their results using the computer for reference later.
96. The response of pupils to science is good. They work effectively together in pairs and small groups, sharing equipment with each other. All pupils enjoy investigative work and this is especially beneficial to pupils with special educational needs, who receive good quality support from classroom assistants and other pupils in the class.
97. The curriculum is appropriately planned to ensure that topics are not repeated in the following year. The good provision for practical investigations in all classes throughout the school is a strong feature of lessons in both key stages. This ensures that pupils are given sufficient opportunity to show initiative and a sense of responsibility in undertaking this work. Analysis of pupils' work indicates that information and communication technology is used appropriately to support learning in science. There has been very little monitoring of teaching and learning in the past and, as a consequence, the procedures for assessing pupils' achievements are underdeveloped and time is not used well in Key Stage 1. The newly appointed co-ordinator has already identified assessment as an issue and is now providing a clear vision of what needs to be developed further. The quality and range of resources are good and they are stored effectively in a central area.

## **ART AND DESIGN**

98. Due to timetabling commitments no lessons were observed in Years 1 and 2. However, additional evidence gained from discussions with staff and pupils, an analysis of pupils'

past and present work and displays, indicate standards are in line with that expected at 11 years. Standards in Key Stage 1 have been maintained since the previous report. Standards at the end of Year 6 are in line with national expectations, but generally lower than that reported at the previous inspection. Overall, pupils are making satisfactory progress, as do pupils with special education needs and those for whom English is not their first language.

99. Pupils are provided with good experiences to use and apply paint and crayons in a variety of ways. Many of their pictures show a good understanding of colour mixing. This was seen to good effect in the Year 4 class when pupils were using complementary colours to create a portrait. They referred to their complementary colour wheel to choose suitable colours to provide appropriate effects on their portraits. In a Year 6 lesson, pupils were studying the work of Quentin Blake. They had read about his work during the registration period in the morning. The teacher gave a good demonstration of how Blake sketched a picture and then used watercolours as a background. The pupils used this technique to sketch and paint their own pictures. Pupils' learning was good in both these lessons because they were extending their knowledge and understanding of different techniques of painting and sketching.
100. The quality of teaching and learning in the lessons observed was good because planning was effective and learning intentions were shared with the pupils. However, in all year groups there was no evidence of the use of sketchbooks, which means pupils do not have the opportunity to try out their designs first or develop drawing techniques.
101. Art and design is not taught frequently enough to ensure satisfactory continuity and progressive acquisition of skills and understanding over time. There is no scheme of work to support curriculum planning. The topic for Years 3 and 4 is 'Portraits', which does not give the staff any idea what aspects, techniques and progression of skills to teach. Currently, there is no formal monitoring of teaching and learning or portfolios of pupils' work to inform teachers about standards and to assist them in planning for the development of skills, knowledge and understanding. The use of assessment does not yet adequately inform teachers' planning to ensure the work becomes progressively more difficult as pupils move through the school, or breadth and balance of experience. Opportunities are good for art to contribute to the spiritual, moral, social and cultural development of pupils. Resources are adequate to teach art and design.

## **DESIGN AND TECHNOLOGY**

102. Very little teaching was observed during the week of the inspection. Judgements are based on the analysis of pupils' work, scrutiny of teachers' plans and the observation of some teaching in Key Stage 1. Standards are broadly in line with national expectations for 7-year-olds, but below for pupils aged 11 years. Pupils in Key Stage 2, including those with special educational needs, are making unsatisfactory progress.
103. Analysis of pupils' work completed in Key Stage 2 during the previous academic year clearly indicates that several projects were completed by pupils in Year 6, including a design for a Jack-in-the-Box toy and salt dough candleholder. Design work evaluations, however, are at a basic level for 11-year-olds. There is insufficient coverage of all the components of design and technology and limited attention is given to the teaching and development of specific skills. For instance, there is little evidence to suggest that pupils have been given opportunities to select appropriate tools and techniques for making their product. As a consequence, the pupils' work is at a low level overall and older pupils especially are given insufficient opportunity to design and make a wide range of projects using control technology.

104. Teaching and learning in the one session observed in Key Stage 1 was satisfactory. The parent volunteer provided good levels of support to a small group of Year 2 pupils in the making of a glove puppet. These pupils were able to carefully add further detail to their puppet in accordance with their original design completed in a previous lesson. For example, all these pupils were able to handle needle and thread with care to stitch on buttons and various pieces of coloured material to enhance their puppets. The quality of this work is supported by displays of work from the previous year, such as the 'Magic Slippers', and associated designs on the wall.
105. There is currently no co-ordinator to manage the subject and the monitoring of teaching and learning in the recent past has been inadequate. The range of resources is poor and there are very few tools available for pupils in Key Stage 2 to use for making models. Photographs indicate that the subject was given sufficient attention in the past, but the absence of a scheme of work is contributing adversely to the low standards being achieved in Key Stage 2.

## **HISTORY AND GEOGRAPHY**

106. Only one lesson in history was seen during the inspection and none in geography due to timetable commitments. Judgements on pupils' progress, therefore, are made on an analysis of pupils' past and present work, displays, review of teachers' planning documents and discussions with staff and pupils. Attainment in geography, at the end of both key stages, is judged to be in line with expectations and similar to the findings from the previous report. In history, attainment is judged to be in line with expectations at the end of Year 2 and above by the end of Year 6 and this is an improvement on the previous findings for Year 6 pupils. It is not possible to make a secure judgement on the quality of teaching in either of the subjects. Progress of pupils by the end of Year 2 is satisfactory for both subjects and by the end of Year 6 progress is good in history. Pupils with special educational needs, and for those for whom English is not their first language, make similar progress.
107. By the end of Year 2 in geography, pupils have studied the human and physical features of their locality. 'Barnaby Bear' (a toy teddy bear) had travelled to such countries as Canada and Cyprus with pupils and staff. On the map of the world the postcards he had sent showed the places he had visited. A visitor had talked about her experiences of the seaside when she was a little girl. The pupils had written about the differences between then and now in history. Most pupils can name the four home countries of the United Kingdom and are developing a geographical vocabulary to answer questions about different places. This knowledge is extended by the time pupils reach 11 years old and they have satisfactory knowledge of their own and other locations, for example towns and cities in Egypt. Years 3 and 4 visited the Egyptian Rooms at the Birmingham Art Gallery to extend their knowledge and understanding of the Egyptians. Older pupils' geographical and personal and social development is enriched and extended by residential visits and day visits, for instance to Shugborough Hall. There are good links between history and literacy.
108. In history, pupils by the end of Year 2 have developed a satisfactory understanding of life in the past studying old and new artefacts. They know that anything that happened yesterday is history. By the end of Year 6, pupils have made good progress in their historical knowledge and understanding by studying the life of the Victorians. They know about the transport systems, life in general, how children had to work hard and what school was like in those days.

109. In the one lesson observed in history for a class of Years 5 and 6 pupils, attitudes to learning were good. Pupils were interested and sustained interest for the whole lesson. They enjoyed this lesson and most worked with enthusiasm. Pupils generally behaved well and this aided the development of their social and moral skills.
110. The quality of teaching in the one history lesson observed was good. From the beginning of the lesson the teacher held their interest by putting a cloak around his shoulders to give the impression of a gown and immediately went into the role of the Victorian teacher. The pupils had pictures of a Victorian classroom and a good discussion followed on the differences between then and now. The pupils showed great confidence in the teacher because they knew that the role he was playing was not how the teacher usually taught. The teacher ensured all pupils were included in the discussion by choosing pupils to answer questions according to their abilities.
111. Resources are satisfactory in both subjects. There is a two-year rolling curriculum programme to cover the mixed-aged classes in each subject. The co-ordinators monitor books and displays and photographs are kept to record visits. However, there was no record of observations of pupils' work. As yet there is no monitoring of teaching and learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

112. Pupils' attainment in information and communication technology is above that found in most primary schools for pupils aged 7 and 11 years. All pupils, including pupils with special educational needs and for those for whom English is an additional language, make good progress. Standards have improved since the last inspection and this is due to a number of reasons. A considerable investment has been made to provide new computers, a newly installed computer suite and the purchase of more up-to-date software. Lesson planning is good and ensures pupils' work becomes more challenging as they move through the school.
113. By the end of Year 2 pupils can properly program a floor robot to move forwards and backwards. They use the computer to type in their work and know how to save it. Pupils in Year 2 had been studying the work of the artist Mondrian. After painting in his style they used the computer to paint in a similar style. Pupils in Years 3 and 4 are able to type dictated sentences into the keyboard that are linked to their learning of the weekly spellings, for example 'blue', 'glue' and 'flute', and pupils were able to do this well and they persevered with their typing skills. They work accurately, helped by the support assistant. Pupils in Years 5 and 6 used text and graphics to design their own postcards. They design posters on how the computers can help them with their work. Pupils use the spell checker and thesaurus to check their work. They are able to use databases to record statistical evidence.
114. Pupils are enthusiastic and interested when they use computers. They settle quickly to the work in hand. Most pupils persevere when they encounter difficulties. They use care when handling equipment. Pupils' attitudes and behaviour were excellent during the group activities that were observed.
115. No whole-class lessons were observed during the inspection, but groups taught by a learning support assistant. It is, therefore, not possible to make a secure judgement on the quality of teaching. However, from the observations of the group sessions, pupils' work and their portfolios of work, teaching would appear to be at least good. The teachers will have the opportunity to update their skills during a planned in-service day later in the term.

116. Resources are good. There is a good portfolio of pupils' work, which is assessed against the learning objectives of the National Curriculum. It includes links with history, geography and science. However, formal assessment against all learning outcomes contained in the scheme of work is weak. It is not clear from teachers' planning that the scheme of work is used effectively to plan the curriculum for all age groups. However, planning is linked with literacy and numeracy lessons very well. There is a policy, but it is in need of being updated. Monitoring of the quality of teaching and learning is yet to take place.

## **MUSIC**

117. Very little teaching was observed during the week of the inspection. Judgements are based on pupils' singing in assemblies, scrutiny of teachers' plans and the observation of one lesson. At the time of the previous inspection, music was identified as a strength within the school, but changes in staffing have led to a loss of subject expertise amongst the teachers. Recent staff appointments have successfully addressed this problem. As a result of these changes, standards are in line with the national expectations for 7 and 11 year olds and pupils with special educational needs are making satisfactory progress.
118. In the one lesson seen taught to a Years 5 and 6 class during the inspection, the pupils responded well to the very good teaching provided by the peripatetic teacher from the local authority's music centre. The teacher provided good opportunities for these pupils to further develop their singing skills. Good levels of questioning were used to gather information about what the pupils already knew about the use of their voices to create a range of interesting sounds. These pupils responded well to this teaching by singing a range of songs with enthusiasm and in turn, displaying a good understanding of dynamics, tempo and rhythm.
119. During the inspection it was not possible to observe the teaching of music to pupils in the other classes, but evidence from listening to pupils singing in assemblies and at the newly formed lunchtime choir club indicates that the quality of singing across the school is good.
120. The new headteacher is about to allocate the responsibility for co-ordinating the subject to a newly appointed teacher who has the necessary skills and expertise to raise standards back to previous levels. Meanwhile, a commercial scheme of work is ensuring that there is a structure and coherence to what is currently being taught. There is, however, no effective method of monitoring the pupils' achievements in making music across the school and this limits the teachers' ability to effectively plan for the next stages of learning. The quality and range of resources within the school are good and they are stored effectively in the music room.

## **PHYSICAL EDUCATION**

121. Only two lessons in physical education were seen during the inspection. Judgements are based on the observation of these lessons taught in Key Stage 2 by the same specialist teacher, talking to pupils and discussions with the subject co-ordinator. Overall, standards are in line with national expectations for pupils by the time they are 11 years. This is similar to the findings of the previous inspection. Pupils with special educational needs are making satisfactory progress in their physical development and control. The provision for swimming is satisfactory despite difficulties with transport and, as a result, most pupils are able to swim 25 metres by the age of 11 years.

122. No overall judgement can be made on the quality of teaching and learning, but in the two lessons seen for pupils in Years 3 and 6, it was good overall. The pupils and teacher dressed smartly and very appropriately for both of these gymnastics lessons. The teacher's planning was detailed and aims and objectives were clearly identified for the lesson. Good subject knowledge enabled the teacher to effectively demonstrate the posture and movement for several simple gymnastic floor exercises. Pupils in both lessons responded well to this teaching and those in Year 6 were able to perform a range of complex gymnastics movements in a sequence with a partner. Year 3 pupils also responded particularly well to this level of tuition and refined their movements and forward rolls into co-ordinated sequences. The management of pupil behaviour was good and, as a result, the teacher was able to provide valuable coaching tips to pupils in both lessons. Good levels of praise motivated all the pupils and this together with opportunities for pupils to observe the work of others helped the pupils in both year groups to improve their skills yet further.
123. The overall management of the subject is satisfactory, but there has been no effective monitoring of standards. The subject co-ordinator, however, has a clear view of the improvements needed for developing the subject. There is a good range of resources available and the extensive grounds provide good opportunities for outdoor games. The school takes part in several local sporting competitions and the range of extra-curricular activities is good and includes a cross-country running club.

## **RELIGIOUS EDUCATION**

124. Very little teaching was observed during the week of the inspection. Judgements are based on the analysis of pupils' work, scrutiny of teachers' plans and the observation of one lesson. Standards are broadly in line with local expectations at both key stages and pupils' learning fully meets the requirements of the locally agreed syllabus. Pupils with special educational needs are making satisfactory progress.
125. At the end of Key Stage 2, many pupils are familiar with several stories from the Bible, such as those from the Old Testament, and they can retell them carefully in their books. Pupils demonstrate that their knowledge of Christian places of worship and those of other faiths is satisfactory. This is because lessons include a good range of work on all the major faiths identified within the locally agreed syllabus. As a result, most pupils have developed a satisfactory knowledge of these faiths, such as Judaism and Islam. Good displays around the school, such as the one depicting the pupils' own prayers, support the judgements made. Pupils at the end of Key Stage 1 are satisfactorily developing their understanding of religious issues and the nominated faiths through listening to stories and taking part in class discussions. Teachers make good use of these occasions to provide opportunities for reflection on a range of spiritual issues contained within stories from the Bible.
126. Regular teaching, combined with opportunities for pupils to record and reflect on the stories told, is developing the pupils' understanding that all people are of value and that there are several other faiths other than Christianity. As a result, the pupils' attitudes to learning are good at both key stages and most pupils complete their written work with care and thoughtfulness.
127. No overall judgement can be made on the quality of teaching and learning throughout the school, but in the one lesson seen in Key Stage 1 it was good. The teacher led the class discussion effectively, creating the appropriate atmosphere for pupils to reflect on the importance of food and where it comes from. As a result, these pupils responded well to this and wrote their own little prayer thanking God for the food they eat. Scrutiny of

pupils' books across the school clearly indicates that teachers provide good opportunities for the development of literacy skills in religious education lessons.

128. The curriculum is satisfactory and there is appropriate guidance to inform teachers' planning based on the locally agreed syllabus. Procedures for assessment are underdeveloped, with the result that teachers are unable to accurately gauge pupils' progress over time and measure standards against the locally agreed syllabus. The school has developed satisfactory links with the local church, but the co-ordinator has recognised that links with other faiths need to be further extended.